

EL/Civics Lesson Plan

Program Name Columbus City Schools ABLE

Staff Responsible for Lesson Sabine Kuehn

Date(s) Used	1-19-11
Civics Category	Civic Participation
Civics Objective	28. Nutrition: Access resources for nutrition education and information related to the purchase and preparation of healthy foods.
Time Frame to Complete Lesson	One day (2.5 hours)
EFL(s)	4/5
Standard(s)	Reading
Benchmark(s)	Reading: 5.1, 5.5, 5.6
Materials	<p>1. Enough authentic packaged food items with nutrition labels for groups of three to have three items (groups should have three packaged items from the same food family, such as three different brands of cereal, three different brands of soup, etc...It's helpful if the three items vary in terms of being healthy, i.e., one cereal could be sugary, one could be very healthy, and one could be in the middle of the two).</p> <p>2. Photocopies of three food labels cut out from three packaged food items in the same food family, such as three labels off three different brands of granola bars.</p>
Activities	<p>I.. Engagement: Write the word "nutrition" on the board and ask students what it means. Ask them how they know whether a food is nutritious. Explain that food labels contain a lot of information about how healthy a food is. Ask them why this would be important. Discuss that some people have health problems and need to limit sugar and salt and that children can be taught to look at labels as well.</p> <p>II. Presentation: a) Distribute the photocopies of the three food labels as an example. Have the following list on the blackboard:</p> <ul style="list-style-type: none"> __ size of serving __ ingredients in product __ cost of the product __ amount of ingredients __ grams (g) of fat __ total amount of carbohydrates __ amount of sugar __ amount of sodium __ amount of protein __ number of servings

	<p>b) Ask students which of the things on the list can be found on the food labels on the photocopy.</p> <p>III. Practice: a) Discuss new vocabulary: serving size, carbohydrates, sodium, servings per container, saturated fat, partially hydrogenated oil</p> <p>b) Have students find the following information from all three of the photocopied food labels:</p> <p>calories per serving size of serving servings per container total fat (g) sugar (g) fiber (g) salt/sodium (mg) protein (g)</p> <p>c) Go over the answers with them as a class to make sure they know where to look for the information.</p> <p>IV. Application: a) Put students in groups of three and distribute the food items (three items in the same food family for each group).</p> <p>b) Have the groups find the same information on the food labels of the authentic items:</p> <p>calories per serving size of serving total fat (g) sugar (g) fiber (g) salt/sodium (mg) protein (g)</p> <p>Circulate around to the different groups to help and make sure they are finding the information.</p>
Assessment/Evidence	<p>Have students give advice to people about what kinds of food they should avoid or foods they should eat based on health issues:</p> <p>1. Your mother-in-law has high blood pressure. Which food item (if any) would be the best one for her to eat?</p>

	<p>2. Your husband/wife has diabetes. The doctor said s/he must cut down on sugar. Which food item is best?</p> <p>3. One of your New Year's Resolutions was to lose weight. You want to cut down on your calorie intake. Which food item might you like to try?</p> <p>4. Your neighbor is trying a new low-fat diet to get into shape. Which food item would you recommend to her?</p> <p>5. Your teacher is low on energy in the afternoons and thinks maybe she needs more protein. Which food item could you suggest for her?</p> <p>Give students time to think about these answers and then discuss the answers as a whole class and summarize the lesson by saying how important it is to be able to read food labels for our health and the health of our family and friends.</p>
Reflection	<p>The concepts of what "serving" means and how many servings per container was difficult for students to understand. Teachers may have to spend extra time giving examples, drawing a measuring cup on the blackboard and showing how much a serving is, so students can visualize it. Teachers may also want to explain that doubling a serving, for example, means doubling all the nutrition information as well.</p>