This document contains Lesson 5: Food Labels of the 2013 *Nutrition to Grow On: A Garden-Enhanced Nutrition Education Curriculum for Upper Elementary School Children (Second Edition)* prepared under the direction of the Nutrition Services Division, California Department of Education. The entire publication is available at http://www.cde.ca.gov/ls/nu/he/nrttogrow.asp.

Lesson 5

Food Labels

OBJECTIVES

- To create awareness of the Nutrition Facts label
- To learn how to locate different items of information on the label
- To learn how to compare foods based on information found on the label
- To make bug boxes and allow the students to collect and identify bugs in their garden

APPLICABLE CONTENT STANDARDS

- English–language arts
- Mathematics
- Science

(See the matrix in Appendix B.)

Materials for In-class Lesson and Activities	Materials for Gardening Activity
Handouts: 5-1 Your Turn—Nutrition Facts Label 5-2 Point Cards (photocopy onto thicker paper; make enough cards for each student when cut) 5-3 Food Label Activity Sheet 5-4 Comparing Food Labels Spot the Block Let's Play a Game Use the Nutrition Facts Label to Eat Healthier Overhead transparency of food label or enlarged copy (see page 86) Loaf of 100% whole wheat bread Foods with labels for activities (see handout 5-3) Masking tape	2 tuna fish cans, 6 oz. size—rinsed 12" square screen mesh Plaster of paris Water Small plastic bag (snack-size, self-sealing) Insect stickers (optional)

Preparation for In-class Lesson and Activities	Preparation for Gardening Activity
Day before the lesson: Photocopy handouts 5-1, 5-2 (limited copies), 5-3, 5-4, and Spot the Block, Let's Play a Game, and Use the Nutrition Facts Label to Eat Healthier Cut up point cards. Make a transparency of the label or enlarge it 120% to 8 1/2" x 14." Gather materials.	**Day before the lesson:** Gather materials. Prepare wire mesh (see directions under "Garden Activity.") Measure about 1/2 cup of the plaster of paris and place into each of the plastic self-sealing bags. Do not add water yet.
Just before the lesson: Tape a copy of the food label to the board or use a transparency. Have students take out nutrition folders.	**Just before the lesson:** Have the students work over a piece of scratch paper or newspaper.

Nutrition Lesson Activities
(60 min.)

1. Review of lessons 1 through 4

- Many topics have been discussed in the past four lessons. The three major topics are plant parts, nutrients, and MyPlate.
- Can anyone name all the plant parts? *(Root, stem, leaf, flower, seed, and fruit)*
- Can anyone name all the types of nutrients? *(Carbohydrates, protein, fat, vitamins, minerals,* and *water)*
- Next we talked about MyPlate. Can someone tell me the names of the food groups? *(Grains, vegetables, fruits, dairy, and protein foods)*

  Finish this sentence: Make half your plate *fruits and vegetables*.
- Who remembers how much of each food group we need to eat from each day? *Grains: 6 ounces; vegetables: 2 1/2 cups; fruit: 1 1/2 cups; dairy: 3 cups; protein foods: 5 ounces*
- What are some familiar objects that can help us remember these serving sizes? *Baseball = 1 cup; cupcake wrapper = 1/2 cup; cupped handful = 1/4 cup; 2 ping pong balls = 4 tbsp.; 3 dominoes = 1 1/2 ounces; 2 CDs or a deck of cards = 2–3 ounces*

2. Background on Nutrition Facts label

- So far, we have discussed the nutrients and the food groups separately. Now we are going to put the two together. Today we are going to look at a special tool called a Nutrition Facts food label to help us figure out which nutrients are contained in which foods. Then we are going to do some activities that will help us learn how to read those labels.

- Almost every food that comes in a package must have a label. The label tells us much about the food we are about to eat. (Show an example of a label on a package.)
- Brainstorm: Why is it important for foods to have labels?
  (Labels show the nutrient content per serving, allow us to compare foods, and identify all ingredients, which is especially useful for people with allergies.)

3. Food label information

Distribute the food label handout (5-1). Refer to the enlarged Nutrition Facts label taped to the board or show a label on an overhead transparency.

Much information is on this label, but we are going to look at only six items. Show students the actual food from the label they are looking at, 100% whole wheat bread. (Labels may not match exactly.) As you go through each nutrient, highlight it on the board or transparency while students circle that nutrient on their handout. Some sections on the label are omitted to save time. Three sections have been labeled "Skip" because they are generally more appropriate for older children.

Serving size. This idea was introduced in Lesson 4 when we looked at serving sizes. This is important because the rest of the label will tell us how much of each nutrient is in one serving. Take out one serving of the bread: one slice. Then pull out two servings. How much of each nutrient would you have with two slices (e.g., for a sandwich)? *(Two times that listed on the label)* Half of a serving? *(Half of that listed on the label)*

Calories

a. The amount of energy we get from foods is measured in calories just as length is measured in inches and weight is measured in pounds. We need energy to help us grow, play, and stay healthy. You are still growing; therefore, you need about 2,000 calories per day. If we get too little energy, our body cannot work well and it starts to slow down. However, if we get too many calories, our body stores it as fat.

b. Which nutrients provide us with energy? *(Carbohydrates, protein, fat)* Write *energy* next to those nutrients on the label. The label even tells how many of those calories actually came from fat.

Total fat. When we look at Total Fat and the nutrients that follow, we see two numbers. One is followed by a *g* or *mg*, referring to *gram* and *milligram*, respectively. (Remember the scales that we used in Lesson 4 to measure ounces [1 ounce = 28 grams]? One gram is about the same weight as one large paper clip.) The other number is a percentage.

Let's take a minute to find out how the people who wrote the label got that percentage. These numbers are based on our minimum requirements for the different nutrients. *Minimum requirement* means that it is the smallest amount that most people need to eat to stay healthy. Some people need about 1,800 to 2,000 calories per day. At the bottom of the label, we will see how much of each of the nutrients we would need if we were to consume 2,000 calories a day. If our body needed 2,000 calories per day, we would need to eat about 65 g of total fat. Then we ask, how much of our minimum requirement are we getting with one serving of this food? Do the following calculation on the board:

(Total fat in one serving of bread)	**÷**	**(Recommended fat intake in a 2,000-calorie diet)**	**x**	**100%**

Example: **(2g ÷65g) x 100% = 3%**

From now on, we are going to look only at the percentages for each food.

(Skip) **Saturated fat, trans fat,** and **cholesterol.** These are types of fat.

(Skip) **Sodium.** Also known as **salt.** The goal is to keep sodium intake below 2,400 mg.

(Skip) **Total carbohydrates.** This is another source of energy.

Dietary fiber. Think of your digestive tract as a big hose. If you kept putting more and more food in it, some might get stuck from time to time. Fiber is like a sponge that goes through and cleans out the hose and adds water to the food that is passing through you. The food travels more smoothly, and you have an easier time in the bathroom emptying your bowels. Therefore, fiber is very important in our diet. For children the recommended amount of daily fiber intake is calculated by using the following formula:

Age x 1.5 grams = grams of fiber recommended

For example, a ten-year-old should try to eat about 15 grams of fiber each day. Encourage the students to keep track of their fiber intake.

(Skip) **Sugars.** A type of carbohydrate that provides us with an immediate source of energy; however, the energy is used very quickly.

Protein. Who remembers why we need protein? *(To keep our muscles healthy and strong)* The heart is a strong muscle that beats every minute of every day. Protein is usually indicated on the label in grams (g), not as a percentage.

Vitamins and minerals. Four are always listed because people seem to have the most difficulty in eating enough of these. What does each do? (Recall from Lesson 2.)

Vitamin A helps us see better.

Vitamin C helps us stay healthy and not become sick.

Calcium keeps our teeth and bones strong.

Iron keeps our blood healthy so it can carry oxygen.

(Skip) **Informative section.** This section includes a table with the amount of specific nutrients needed by an individual consuming 2,000 or 2,500 calories. This information is used to calculate the % Daily Value. It is going to be the same on every label, so put a small x through it because we will not talk about it any more today.

4. Assignment of points to food labels

- Distribute the point cards from handout 5-2.
- Some foods have more nutrients than do others and therefore are better for us. One way to figure out the nutrition value of a food is to play a counting game. In this game, each food is assigned a number of points based on how many nutrients it has. Let's go over how foods get points. What makes a food nutritious? (Have the students start with a closed fist and go through the sample label as the students count on their fingers. Circle on the board or on the overhead what gives the food points on the label.) Ask "How nutritious is it?"

  One point is assigned to a food for each of the following items *(DV stands for daily value)*:

  ≤ 200 calories

  ≤ 10% DV total fat

  ≥ 10% DV dietary fiber

  ≥ 10% DV protein (or 5 grams)

  ≥ 10% DV any vitamin or mineral (Look at each individual vitamin and mineral listed.)

  (This may be a good time to teach students about the meaning of ≥ and ≤ signs.)
- How many points did the 100% whole-wheat bread get? *(4)*
- The objective is to show students that many foods can fit into a healthful diet, but some foods are more nutritious than others.

5. Food label activity

- Distribute the Food Label Activity Sheet handout (5-3).
- Go over the handout together as a class by using the same whole wheat bread label on handout 5-1. Numbers are already on the handout, but point out where the numbers came from. Have the students circle the points by using the point cards.
- Set up around the room foods with Nutrition Facts labels. The students are to go to each table and complete the Food Label Activity Sheet handout (5-3). Students then return to their desks and figure out how many points each food gets. Food is not to be played with or eaten. (Offer a snack at the end as an incentive.) Mention to the students that some of the foods could be grown in their gardens; have students circle those foods.

6. Review activity

- When students finish, give them the Comparing Food Labels handout (5-4). Go over the answers as a class.

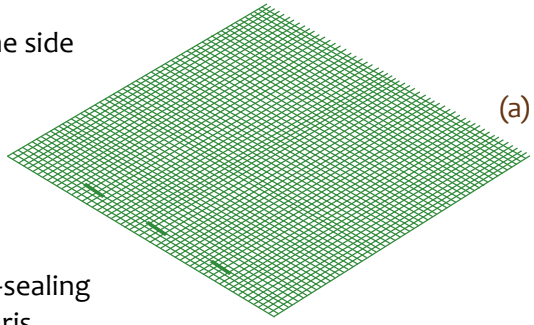
Gardening Activity

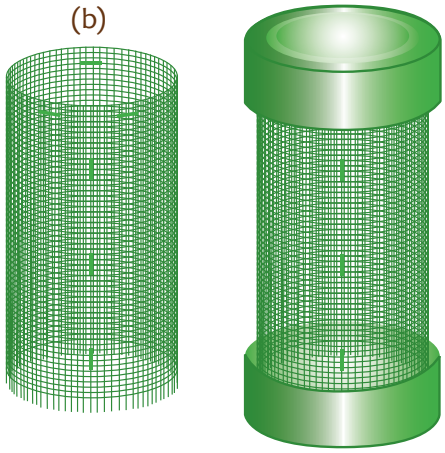
(30 min.)

Just as some foods are more beneficial to our body than others are, some creatures are more beneficial to our garden than other creatures are. But how do we know if the creatures in our garden are beneficial or not? One way to find out is to collect and identify them. Just as food labels tell us more information about the foods that we eat, there are books that provide information on the creatures in our garden. Some beneficial creatures are butterflies, birds, worms, ladybugs, bees, and frogs. They are beneficial because they eat the pests in the garden, help to pollinate the plants, or act as fertilizers to the soil. Some that are less beneficial (the pests) are snails, slugs, caterpillars, and aphids. These sometimes pose a bit of a problem to our garden because they like to eat our plants before we get a chance to harvest them. These unwanted pests may either be removed from the plants by hand or, sometimes, be washed off with water mixed with a little soap. In this activity students will make their own insect houses so they can collect and identify bugs in their garden.

Bug Box Instructions

(May be constructed individually or in small groups)





1. Prepare the wire mesh: (a) Fold over the sharp edges of one side and staple to secure. (b) Form the square into a cylinder with the now blunt edge on the top forming a circle (the size of the tuna fish can); staple to secure. (This step may need to be completed before you begin the class activity.)
2. Place about 1/2 cup of plaster of paris in a small plastic self-sealing bag. Add about 1/4 cup of water to the bag of plaster of paris. Zip the bag closed and mix the ingredients together to make a smooth paste. Pour the mixture into one of the tuna fish cans. This will be the base of the bug box.
3. Insert the wire mesh cylinder into the wet plaster of paris with the sharp side down. (The top that was folded over and stapled at the beginning should be at the top of the bug box.) Allow the plaster to set for several minutes.
4. Place the other tuna fish can on top of the mesh cylinder to serve as a removable lid. Make sure the lid does not fall off when bugs are inside the bug box.
5. Decorate with insect stickers (optional).

Collecting Bugs

1. Begin in the morning when most creatures are out in the garden. Do not forget to check underneath leaves; little ones like to hide there.
2. Look around your garden for interesting insects, slugs, or snails. Stay away from wasps, bees, and black widow spiders.

3. When you find something good, gently place it in your bug box with a few leaves and a little twig to make it feel at home.

4. Keep your box out of the sun and away from the heat. Observe your bug for a day or two. Consult a resource book and try to determine whether the bug is beneficial or harmful to your garden. Release the beneficial ones back into your garden and the harmful ones in a field far away from your garden.

Note: How can you tell whether the creature you collected is actually an insect? Insects have the following characteristics: three body parts, six jointed legs, two antennae, and one or two pairs of wings. For a good book on collecting and identifying insects, try *Insects of North America* (by George C. McGavin and published by Thunder Bay Press).

(The idea for this activity was provided by Solano County Master Gardeners, University of California Cooperative Extension.)

Additional Activities

1. Make a snack by using the following recipe:

Bugs on a Log

Celery: Washed and cut into 3-inch pieces

Peanut butter (or offer vanilla yogurt as a substitute to students who are allergic to peanuts)

Dried fruit (raisin, apricots, cranberries, and so on)

Paper napkins

Directions:
Spread the peanut butter or yogurt onto the celery (the log). Top with dried fruit (the bugs). Eat and enjoy!

2. Some restaurants today will provide customers with information on the nutrient content of the foods that they serve. It is not usually presented in the same format as the Nutrition Facts label, but the same information is still available. Have students collect menus from their favorite restaurants and compare the foods on the basis of their nutrient content. Which restaurant seems to serve more (or less) nutritious foods? What would be your most nutritious choice at each restaurant? The least nutritious?

3. Have students compare the food labels from different foods in the same food group. Students can do this either as a homework assignment or in class. If the activity is done in class, divide the class into five or six groups and have them each work on a different food group. Make sure they all share their information with one another at the end. Have students determine as a class which foods would be better choices in each group and come up with acceptable substitutions (substituting more nutritious foods for less nutritious foods) within each group.

4. Have students who are not lactose-intolerant do a blindfolded taste test of milk with various levels of fat. (Make sure the milk is cold for this experiment.) Can they tell the difference between whole milk and 2% low-fat milk? Between 2% and 1%? Between 1% and nonfat? Distribute copies of the Nutrition Facts label from each of the types being tasted. Have the students figure out the

main differences between the types. How much would their fat intake decrease if they switched from the milk they are currently drinking to one with less fat? Is the amount of calcium the same in all types of milk? Students who are lactose-intolerant may do a blindfolded taste test of fruit juices. Can students detect the difference between a beverage with 5% juice and 100% juice? The amount of juice is noted on the label of the container.

5. The federal government requires food labels. Take the opportunity to talk about the role of the government in providing important information about U.S. food products to consumers. Visit the Web site http:// www.firstgov.gov for detailed information on food labels.

Background Information

Since May 1994, federal law has required most food products to include a Nutrition Facts label somewhere on the packaging. Exceptions have been granted for unusually small products and those made and sold by local eateries. The format was designed for ease of reading. More details on the items listed on the label are noted below:

- The serving sizes noted on the label are generally similar to the amounts recommended by MyPlate. However, there are some exceptions, so always check the sizes. Serving sizes have also become more standardized than in past years. They are meant to reflect the amount consumed by the average individual. The amount in *one serving* is shown in both household and metric measurements. Information on the nutrient content is based on one serving. When less or more than one serving is consumed, the nutrient content needs to be adjusted accordingly.
- The number of servings per container is noted to indicate how much product is in one container. This is important to note when the entire contents of a container may be consumed in one sitting (e.g., small ice cream containers, macaroni and cheese, fat-free cookies, and beverages).
- Calories are the measurement of energy provided in one serving of the food. Fat, carbohydrates, and protein contribute calories to our body. Carbohydrates and protein provide 4 calories for each gram. For example, if there are 10 grams of carbohydrates, they would contribute 40 calories to the total calories per serving. Fat, on the other hand, provides 9 calories for each gram. Thus, 10 grams of fat would contribute 90 calories per serving. This information is provided at the bottom of the label under "Calories per gram." The amount of each nutrient that one needs depends on the number of calories one needs each day. Daily caloric requirement for an individual is based on factors such as age, gender, and activity level. In general, people need to consume about 2,000 calories per day; more for more active individuals and fewer for less active individuals. The lower third of the label shows the amount of each nutrient recommended for two different calorie levels: 2,000 and 2,500. For example, an individual on a 2,000-calorie diet should aim to consume about 25 grams of fiber; on a 2,500-calorie diet, he or she should try to consume 30 grams of fiber. This section will be exactly the same on each label and is used to calculate the "% Daily Value" listed on the label.
- The "% Daily Value" seems to cause the most confusion. The number represents the percentage of the daily recommended amount of the nutrient (based on 2,000 calories) that is provided by one serving. The goal is to stay around 100% for all nutrients over the course of the day. This can be determined by adding up the percentages of all foods consumed throughout the day.

For the first six nutrients noted, you will see their gram weight and the corresponding % Daily Value. The % Daily Value for protein may or may not be listed. Here is a sample calculation:

(Total fat in one serving of product)	**÷**	**(Recommended maximum fat intake in a 2,000-calorie diet)**	**x**	**100%**

Example: **(10g ÷65g) x 100% = 15%**

It may be unrealistic for children to calculate their % Daily Value for a day. If this is the case, focus more on consuming a variety of foods from MyPlate.

- The amount of Total Fat in one serving includes the amount of saturated fats, unsaturated fats, and polyunsaturated fats. The three types are often listed separately under Total Fat. On average one should aim to consume less than the maximum recommended fat intake daily over the course of several days.
- The amount of cholesterol and sodium is noted on the label because, as with fat, people tend to consume them in excess and must take care to limit their intake of these for health reasons. Again, the goal is to stay below the maximum amount indicated for any given day.
- Total Carbohydrates include dietary fiber and sugars. Dietary fiber is an important nutrient that is often overlooked. It is responsible for "cleaning out" our digestive tract to ensure that food and waste products flow through it smoothly. It has also been shown to reduce the risk of some types of cancer. The sugars listed on the label include both added and naturally occurring sugars. The best way to determine the amount of added sugars is to read the ingredient label. If any type of sugar is noted as the first or second ingredient, it is very likely that most of the sugar noted on the label is from added sugars. Fruit and dairy products contain natural sugars.
- Protein is helpful in keeping our muscles healthy and strong. A "% Daily Value" is not always noted for protein because protein requirements are influenced by many other factors and a specific daily value has not been established.
- The remaining section of the label deals with vitamins and minerals. Manufacturers are required to include information on at least four of these; however, many labels include a few more. The required four are vitamin A, vitamin C, calcium, and iron. (See Lesson 2 for the functions of those vitamins and minerals.) The four nutrients are required on the label because individuals seem to have the most difficulty eating enough of these. The percentages noted are also based on the recommended daily intake levels. One should aim to get an average of 100% of these nutrients per day over the course of several days.
- The last important item on the label is the ingredient list. Ingredients are noted in descending order by weight, the first item having a greater total weight (in grams) than that of any of the remaining ingredients. Many people who are allergic to particular foods need to know this information. They must read ingredient labels carefully to avoid a health crisis that could be life-threatening.

Nutrition Facts Label

Sample label for Macaroni & Cheese

Nutrition Facts

Serving Size 1 slice (228 g)
Servings Per Container 2

Amount Per Serving	
Calories 250 Calories from Fat 110	
	% Daily Value*
Total Fat 12g	**18%**
Saturated Fat 3g	**15%**
Trans Fat 3g	
Cholesterol 30mg	**10%**
Sodium 470mg	**20%**
Total Carbohydrate 31g	**10%**
Dietary Fiber 0g	**0%**
Sugars 5g	
Protein 5g	
Vitamin A	**4%**
Vitamin C	**2%**
Calcium	**20%**
Iron	**4%**

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

	Calories	2,000	2,500
Total Fat	Less than	65 g	80 g
Sat Fat	Less than	20 g	25 g
Cholesterol	Less than	300 mg	300 mg
Sodium	Less than	2,400 mg	2,400 mg
Total Carbohydrate		300 g	375 g
Dietary Fiber		25 g	30 g

Source: United States Food and Drug Administration. *How to Understand and Use the Nutrition Facts Label*, 2009. http://www.fda.gov/Food/LabelingNutrition/ConsumerInformation (accessed March 6, 2009).

NAME: **DATE:**

Handout 5-1

Your Turn—Nutrition Facts Label

Name of beverage: _____

1. Fill in the facts from your beverage container.

Nutrition Facts	
Serving Size	
Servings Per Container	
Amount Per Serving	
Calories Calories from Fat	
	% Daily Value*
Total Fat g	%
Saturated Fat g	%
Trans Fat g	
Cholesterol mg	%
Sodium mg	%
Total Carbohydrate g	%
Dietary Fiber g	%
Sugars g	
Protein g	
Vitamin A % • Vitamin C %	
Calcium % • Iron %	
* Percent Daily Values are based on a 2,000 calorie diet.	

2. How many servings are in the container? _____

3. Calculate the total calories in this beverage container. _____

4. Calculate total grams of sugars in this beverage container. _____

Handout 5-2

Point Cards

Directions for Teachers: Photocopy onto card stock paper, then cut out cards on the dotted lines. Each student should receive his or her own card. (Laminate if desired.)

One point is assigned if a food has:

200 or ***fewer*** CALORIES
10% or ***less*** TOTAL FAT
10% or ***more*** DIETARY FIBER
10% (5 grams) or ***more*** PROTEIN
10% or ***more*** of any VITAMINS or MINERALS

One point is assigned if a food has:

200 or ***fewer*** CALORIES
10% or ***less*** TOTAL FAT
10% or ***more*** DIETARY FIBER
10% (5 grams) or ***more*** PROTEIN
10% or ***more*** of any VITAMINS or MINERALS

One point is assigned if a food has:

200 or ***fewer*** CALORIES
10% or ***less*** TOTAL FAT
10% or ***more*** DIETARY FIBER
10% (5 grams) or ***more*** PROTEIN
10% or ***more*** of any VITAMINS or MINERALS

One point is assigned if a food has:

200 or ***fewer*** CALORIES
10% or ***less*** TOTAL FAT
10% or ***more*** DIETARY FIBER
10% (5 grams) or ***more*** PROTEIN
10% or ***more*** of any VITAMINS or MINERALS

One point is assigned if a food has:

200 or ***fewer*** CALORIES
10% or ***less*** TOTAL FAT
10% or ***more*** DIETARY FIBER
10% (5 grams) or ***more*** PROTEIN
10% or ***more*** of any VITAMINS or MINERALS

One point is assigned if a food has:

200 or ***fewer*** CALORIES
10% or ***less*** TOTAL FAT
10% or ***more*** DIETARY FIBER
10% (5 grams) or ***more*** PROTEIN
10% or ***more*** of any VITAMINS or MINERALS

One point is assigned if a food has:

200 or ***fewer*** CALORIES
10% or ***less*** TOTAL FAT
10% or ***more*** DIETARY FIBER
10% (5 grams) or ***more*** PROTEIN
10% or ***more*** of any VITAMINS or MINERALS

One point is assigned if a food has:

200 or ***fewer*** CALORIES
10% or ***less*** TOTAL FAT
10% or ***more*** DIETARY FIBER
10% (5 grams) or ***more*** PROTEIN
10% or ***more*** of any VITAMINS or MINERALS

One point is assigned if a food has:

200 or ***fewer*** CALORIES
10% or ***less*** TOTAL FAT
10% or ***more*** DIETARY FIBER
10% (5 grams) or ***more*** PROTEIN
10% or ***more*** of any VITAMINS or MINERALS

Source: The point-counting game was adapted from *Label-Ease*, developed by the National Dairy Council, 1994.

NAME: **DATE:**

Handout 5-3

Food Label Activity Sheet

Directions:

1. In the left column, write the name of the food group in which the food belongs.
2. To the right of each food, fill in the nutrient information for one serving by reading the Nutrition Facts label.
3. Using your Point Card, circle which nutrients will give the food points. Add the total number of points for each food.

			% Daily Value							
Food Group	Name of Food	Calories	Total Fat %	Dietary Fiber %	Protein % or g	Vitamin A %	Vitamin C %	Calcium %	Iron %	Total Points
Grains	Whole wheat bread	100	3%	11%	5g	0%	0%	6%	6%	4
	Raisin-bran cereal									
	Chocolate doughnuts									
	Frozen strawber-ries									
	Fruit juice									
	Baby carrots									
	Low-fat yogurt									
	Canned tuna									

Handout 5-3

Food Label Activity Sheet—Answer Key

Directions:

1. In the left column, write the name of the food group in which the food belongs.
2. To the right of each food, fill in the nutrient information for one serving by reading the Nutrition Facts label.
3. Using your Point Card, circle which nutrients will give the food points. Add the total number of points for each food.

			% Daily Value							
Food Group	Name of Food	Calories	Total Fat %	Dietary Fiber %	Protein % or g	Vitamin A %	Vitamin C %	Calcium %	Iron %	Total Points
Grains	Whole wheat bread	100	3%	11%	5g	0%	0%	6%	6%	4
Grains	Raisin-bran cereal	200	2%	32%	6g	15%	0%	4%	25%	6
Grains/fats and sweets	Chocolate doughnuts	200	18%	0%	2g	0%	0%	2%	6%	1
Fruit	Frozen strawberries	50	0%	8%	<1g	0%	90%	2%	4%	3
Fruit	Fruit juice	140	0%	0%	0g	0%	25%	0%	0%	3
Vegetable	Baby carrots	44	0%	12%	1g	350%	8%	2%	0%	4
Dairy	Low-fat yogurt	260	5%	0%	9g	2%	10%	30%	0%	4
Protein	Canned tuna	60	1%	0%	13g	0%	0%	0%	2%	3

NAME: **DATE:**

Handout 5-4

Comparing Food Labels

Directions: **Use your Food Label Activity Sheet to answer the following questions.**

1. Which food would be the *most nutritious* snack? (Hint: Which food has the most points?) _____

2. Which food would be the *least nutritious* snack? (Hint: Which food has the fewest points?) _____

3. What is one food that you could choose for a *low-fat* snack? (Hint: There is more than one correct answer.) _____

4. *Fiber* helps food move through your body more smoothly. Which food has the most fiber? _____

5. Your body needs *protein* to help keep your muscles strong and healthy. Which food is high in protein? _____

6. Your body needs *vitamin A* to help your eyes see better. Which snack has the most vitamin A? _____

7. Your body needs *vitamin C* to help you feel better if you are sick. Which fruit has more vitamin C? _____

8. Your body needs *calcium* to help keep your bones and teeth strong. Which snack is high in calcium? _____

9. Your body needs *iron* to keep your blood healthy. Which food has a lot of iron? _____

10. Which would be a more healthful choice for breakfast: the cereal or chocolate doughnuts? (Hint: Which has more points?) _____

Handout 5-4

Comparing Food Labels—Answer Key

Directions: **Use your Food Label Activity Sheet to answer the following questions.**

1. Which food would be the *most nutritious* snack? (Hint: Which food has the most points?) — ***RAISIN-BRAN CEREAL***

2. Which food would be the *least nutritious* snack? (Hint: Which food has the fewest points?) — ***CHOCOLATE DOUGHNUTS***

3. What is one food that you could choose for a *low-fat* snack? (Hint: There is more than one correct answer.) — ***WHOLE WHEAT BREAD, RAISIN-BRAN CEREAL, FROZEN STRAWBERRIES, FRUIT JUICE, BABY CARROTS, LOW-FAT YOGURT, CANNED TUNA***

4. *Fiber* helps food move through your body more smoothly. Which food has the most fiber? — ***RAISIN-BRAN CEREAL***

5. Your body needs *protein* to help keep your muscles strong and healthy. Which food is high in protein? — ***CANNED TUNA***

6. Your body needs *vitamin A* to help your eyes see better. Which snack has the most vitamin A? — ***BABY CARROTS***

7. Your body needs *vitamin C* to help you feel better if you are sick. Which fruit has more vitamin C? — ***FROZEN STRAWBERRIES***

8. Your body needs *calcium* to help keep your bones and teeth strong. Which snack is high in calcium? — ***LOW-FAT YOGURT***

9. Your body needs *iron* to keep your blood healthy. Which food has a lot of iron? — ***RAISIN-BRAN CEREAL***

10. Which would be a more healthful choice for breakfast: the cereal or chocolate doughnuts? (Hint: Which has more points?) — ***RAISIN-BRAN CEREAL***

Spot the Block When Choosing Snacks

Any time is a good time to talk about nutrition and healthy eating. More and more children and tweens are spending time alone after school—and you help your kids Spot the Block so that they can make good choices when they are choosing their own snacks.

The Activity

1. Ask your kid(s) to select a bag of cereal, chips, **cookies, crackers or pretzels.** Have them measure out how much they would usually eat for a snack into a bowl. (Make sure they don't peek at the label.)
2. Next, have them **Spot the Block** (check the serving size on the Nutrition Facts label) and measure out a "serving" according to the Nutrition Facts label into another bowl.
3. Together, **compare the two portions.** Discuss how the two amounts differ. Are they surprised to see what an actual serving size for this snack is?
4. Figure out the calories of what they typically eats for a snack. Remind them that if they are eating two servings, they will need to **double the calories** per serving to calculate how many calories they are actually eating.

Tasty Tips for Snacks

- Encourage portion control for snacking, and work with your children to measure out the servings for favorite snacks. The snacks can then be portioned out into single servings according to the amount listed as a "serving size" on the nutrition label. Try using individual, snack-size plastic self-sealing bags.
- Some healthy, filling snack choices are:
  — Baked chips — Dried fruits
  — Trail mixes with nuts — Low-fat yogurt and low-fat cheeses
- When considering calories, keep this easy range in mind: 100 is moderate and 400 is high.

Recap Questions

1. What did you like the best about this activity?

   _____

2. What did your child say about this activity?

   _____

3. What do you think your child learned, if anything?

   _____

SPOT The Block

Lea la tabla al elegir bocadillos

Cualquier momento es un buen momento para hablar de nutrición y alimentación saludable. Cada vez más niños y preadolescentes pasan tiempo solos después de la escuela; usted puede ayudarlos a Leer la tabla para que puedan tomar buenas decisiones cuando escogen sus bocadillos.

La actividad

1. Pídale a sus hijos que elijan una bolsa de cereal, papas fritas, **galletas dulces o saladas, o pretzels.** Haga que midan en un tazón cuánto comerían normalmente como bocadillo. (Asegúrese de que no miren la etiqueta).
2. Luego, hágalos **Leer la tabla** (comprueben el tamaño de la porción en la etiqueta de información nutricional) y que midan en otro tazón una "porción" de acuerdo con la etiqueta de información nutricional.
3. Juntos **comparen las dos porciones.** Hablen sobre la diferencia entre las dos cantidades. ¿Les sorprende ver cuánto es el tamaño real de la porción para este bocadillo?
4. Calcule las calorías de lo que suelen comer como bocadillo. Recuérdeles que, si comen dos porciones, deberán **duplicar las calorías** por porción para calcular cuántas calorías están incorporando.

Consejos sabrosos para bocadillos

- Estimule el control de porciones para los bocadillos y trabaje con sus hijos para medir las porciones de sus bocadillos favoritos. Los bocadillos pueden luego separarse en porciones individuales según la cantidad que figura como "tamaño de la porción" en la etiqueta nutricional. Intente utilizar bolsas con cierre del tamaño de una porción.
- Algunas opciones de bocadillos saludables y que satisfacen son las siguientes:
  — Papas asadas
  — Frutos secos
  — Cóctel de frutos secos con nueces
  — Yogur bajo en grasas y quesos bajos en grasas
- Al pensar en las calorías, tenga en cuenta este sencillo parámetro: 100 es moderado y 400 es alto.

Preguntas de recapitulación

1. ¿Qué fue lo que más le gustó de esta actividad?

   _____

2. ¿Qué dijo su hijo sobre esta actividad?

   _____

3. ¿Qué piensa que aprendió su hijo, si aprendió algo?

   _____

SPOT The Block

Let's Play a Game!

The most important thing to remember is that there are no "good" foods or "bad" foods. However, some foods are more nutritious than others. This means that they will provide our bodies with more nutrients. How can we tell whether a food is nutritious? We can play a counting game! The more points a food gets, the more nutritious it is!

For this game, we will look only at the % Daily Value (DV) that one serving of a food provides. A food gets points if it has:

-> 200 or **fewer** CALORIES

-> 10% DV or **less** of TOTAL FAT

-> 10% DV or **more** of DIETARY FIBER

-> 10% DV (or 5 grams) or **more** of PROTEIN

-> 10% DV or **more** of any VITAMIN or MINERAL

(Hint: The magic number is "10" for most nutrients.)

Let's play the counting game using the label on the front. How many points would 1 serving of 100% whole wheat bread get? It would get 1 point for having:

100 Calories---------- 1 point
3% of Total Fat---------- 1 point
11% of Dietary Fiber---------- 1 point
5 grams of Protein ---------- 1 point

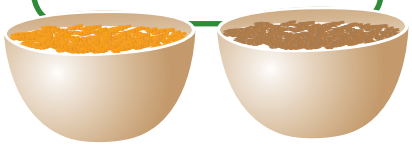
For a total of 4 points!

How does this compare to the bread you have at home?

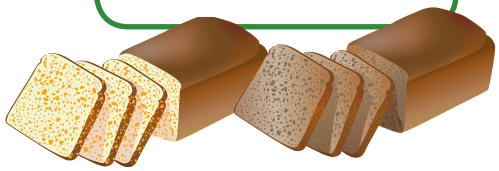
Family Activity

When you are at home or at the grocery store, compare the labels from:

Two cereal boxes to see which one has more iron.



Two loaves of bread to see which one has more fiber.



Three of your favorite snacks and decide which snack is the most nutritious by playing the counting game described above.

USE THE NUTRITION FACTS LABEL TO EAT HEALTHIER

Check the serving size and number of servings.

- The Nutrition Facts label information is based on ONE serving, but many packages contain more. Look at the serving size and how many servings you are actually consuming. If you double the servings you eat, you double the calories and nutrients, including the % DVs.
- When you compare calories and nutrients between brands, check to see if the serving size is the same.

Calories count, so pay attention to the amount.

- This is where you'll find the number of calories per serving and the calories from fat in each serving.
- Fat-free doesn't mean calorie-free. Lower-fat items may have as many calories as full-fat versions.
- If the label lists that 1 serving equals 3 cookies and 100 calories, and you eat 6 cookies, you've eaten 2 servings, or twice the number of calories and fat.

Look for foods that are rich in these nutrients.

- Use the label not only to limit fat and sodium, but also to increase nutrients that promote good health and may protect you from disease.
- Some Americans don't get enough vitamins A and C, potassium, calcium, and iron, so choose the brand with the higher % DV for these nutrients.
- Get the most nutrition for your calories—compare the calories to the nutrients you would be getting to make a healthier food choice.

Nutrition Facts

Serving Size 1 cup (228g)
Servings Per Container 2

Amount Per Serving

Calories 250	Calories from Fat 110
	% Daily Value*
Total Fat 12g	18%
Saturated Fat 3g	15%
Trans Fat 3g	
Cholesterol 30mg	10%
Sodium 470mg	20%
Potassium 700mg	20%
Total Carbohydrate 31g	10%
Dietary Fiber 0g	0%
Sugars 5g	
Protein 5g	
Vitamin A	4%
Vitamin C	2%
Calcium	20%
Iron	4%

* Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.

	Calories:	2,000	2,500
Total fat	Less than	65g	80g
Sat fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

The % Daily Value is a key to a balanced diet.

The % DV is a general guide to help you link nutrients in a serving of food to their contribution to your total daily diet. It can help you determine if a food is high or low in a nutrient—5% or less is low, 20% or more is high. You can use the % DV to make dietary trade-offs with other foods throughout the day. The * is a reminder that the % DV is based on a 2,000-calorie diet. You may need more or less, but the % DV is still a helpful gauge.

Know your fats and reduce sodium for your health.

- To help reduce your risk of heart disease, use the label to select foods that are lowest in saturated fat, *trans* fat and cholesterol.
- *Trans* fat doesn't have a % DV, but consume as little as possible because it increases your risk of heart disease.
- The % DV for total fat includes all different kinds of fats.
- To help lower blood cholesterol, replace saturated and *trans* fats with monounsaturated and polyunsaturated fats found in fish, nuts, and liquid vegetable oils.
- Limit sodium to help reduce your risk of high blood pressure.

Reach for healthy, wholesome carbohydrates.

- Fiber and sugars are types of carbohydrates. Healthy sources, like fruits, vegetables, beans, and whole grains, can reduce the risk of heart disease and improve digestive functioning.
- Whole-grain foods can't always be identified by color or name, such as multi-grain or wheat. Look for the "whole" grain listed first in the ingredient list, such as whole wheat, brown rice, or whole oats.
- There isn't a % DV for sugar, but you can compare the sugar content in grams among products.
- Limit foods with added sugars (sucrose, glucose, fructose, corn or maple syrup), which add calories but not other nutrients, such as vitamins and minerals. Make sure that added sugars are not one of the first few items in the ingredients list.

For protein, choose foods that are lower in fat.

- Most Americans get plenty of protein, but not always from the healthiest sources.
- When choosing a food for its protein content, such as meat, poultry, dry beans, milk and milk products, make choices that are lean, low-fat, or fat-free.