

Thanks for previewing!

Interactive Food Label Reading

Help students learn how to read food labels!

6th-12th
Grade

Example: (For a 150 lb. boy)

Nutrition Facts

24 servings per container
Serving size 1 cookie (30g)

Calories 150

WE = 11 for boys / 10 for girls = A 1650
A = 2 (middle) Moderate active (3-4 times wk) / 7 very active = B \$25
A = B x 2 = 3300

% Daily Value*

Calories 150
% Daily Value 100%
2723 x .25 = 680.75 = 681 (round up)

Cholesterol 30mg 9%
Sodium 75mg 3%

Total Sugars 9g
Includes 9g Added Sugars 19%

Protein 1g
Low end: 1g x 2 = 2g - High end: 1g x 2 = 2g

Low end: 1g x 2 = 2g - High end: 1g x 2 = 2g

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NEW U.S.D.A.
Food Labels

Name / Date

Health Education Today

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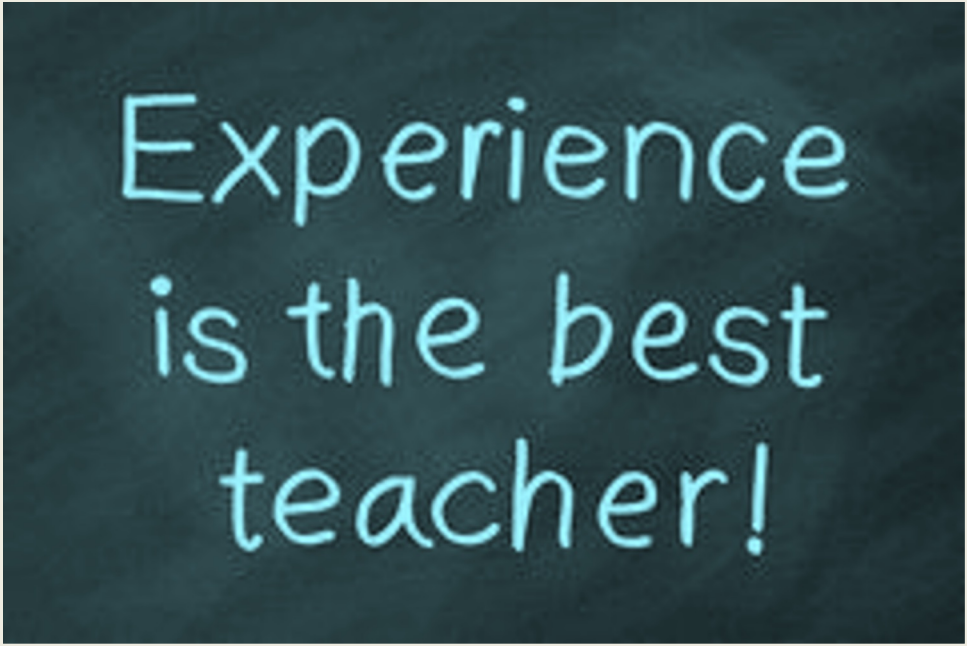
Interactive Food Label



From the #1 Best-Selling
Nutrition Unit
on TPT!

1. This Program's Creator is a Qualified Teacher

◆ I am a National Board Certified Teacher with a Master's of Education Degree and I have many years of experience teaching Health.



Experience
is the best
teacher!

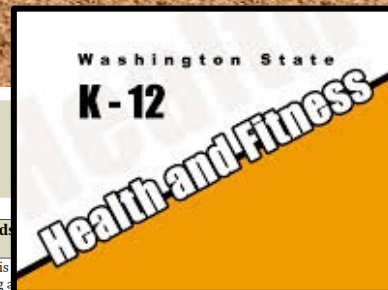
THE PROGRAM MEETS HEALTH STANDARDS:

Aligned to National, Common Core, and State Standards!

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects | ELA College and Career Anchor Standards

<https://learning.ccsso.org/common-core-state-standards-initiative>

	Writing Grades 9/10	ELA College and Career Anchor Standards for Writing
1	Write arguments focused on discipline-specific content.	Write arguments to support claims in an analysis substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	Write informative/explanatory texts to convey complex ideas and information accurately through the effective selection, organization, and analysis of content.
3	Incorporate narrative elements effectively into arguments and informative/explanatory texts. <i>Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, narrative accounts into of historical import. In science, students must be able to write step-by-step procedures and technical work that others can follow to achieve the same results.</i>	Write narratives to develop real or imagined experiences or events using effective techniques, relevant details and well-structured events.



The Centers for Disease Control and Prevention (the C.D.C.) National Health Education Standards to be Completed by Grade 8

<http://www.cdc.gov/healthyschools/sher/standards/index.htm>

Standard 1	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
1.8.1	Analyze the relationship between healthy behaviors and personal health.
1.8.2	Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
1.8.3	Analyze how the environment affects personal health.
1.8.4	Describe how family history can affect personal health.
1.8.5	Describe ways to reduce or prevent injuries and other adolescent health problems.
1.8.6	Explain how appropriate health care can promote personal health.
1.8.7	Describe the benefits of and barriers to practicing healthy behaviors.
1.8.8	Examine the likelihood of injury or illness if engaging in unhealthy behaviors.

healthy behaviors.

a, technology, and other

riors.

ctices and behaviors.

r behaviors.

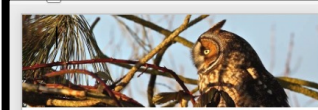
h practices and behaviors.

of engaging in unhealthy



3. How to Read a Food Label Pre-Lesson:

NEW U.S.D.A.
Food Labels



Health Education Today

Helping teens acquire the skills and wisdom to be above unhealthy influences.



Reading a Food Label Lesson

About the Author:

Having taught high school Health for 19 years and writing my own entire curriculum during that time, I've used my experience to create student-tested lessons that get students engaged with a variety of health topics.

I'm a certified K-12 Physical Education and Language Arts teacher (and 19 of those years include teaching Health). Over my teaching career I've taught all grade levels and a variety of subjects, including: Junior High P.E., 8th Grade Reading, Elementary P.E., 9th Grade English, 9th Grade P.E., High School Aerobics, and 9th Grade Health. I have my Master of Education Degree in Instructional Technology, and I earned my National Board Certification in Health.

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6th - 12th Grade Health Curriculum



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6th - 12th Grade Lesson:

This resource is part of my 4-Week Nutrition Unit, my whole semester High School Health, and my Middle School Health curriculum (Both are #1 best selling health curriculums on the TeachersPayTeachers website)

Here are the links:

4-WEEK NUTRITION UNIT

[4-Week Nutrition Unit](#)

HIGH SCHOOL HEALTH

[High School Health Curriculum](#)

MIDDLE SCHOOL HEALTH

[Middle School Health Curriculum](#)

*See preview of more resources in the main folder!

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Lesson: Food Label Reading Lesson

LESSON OBJECTIVES	LESSON ACTIVITIES
By the end of this lesson, students will be able to: - Identify the purpose of a food label and the information it provides. - Read and interpret the information on a food label. - Apply the information on a food label to make healthy choices.	1. Introduction to Food Labels 2. Reading and Interpreting Food Labels 3. Applying Food Label Information to Healthy Choices

LESSON ACTIVITIES

1. Introduction to Food Labels
2. Reading and Interpreting Food Labels
3. Applying Food Label Information to Healthy Choices

LESSON OBJECTIVES

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- Read and interpret the information on a food label.
- Apply the information on a food label to make healthy choices.

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Today's Notes:

Define the terms. You will need to collect a list of empty containers and read labels on them. The reason I choose drinks is that the students and I can compare the sugar content in different drinks. You can also use other products like cereal, pasta, etc. You can also use other products like cereal, pasta, etc. You can also use other products like cereal, pasta, etc.

Today's Notes:

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Nutrition Facts

9 servings per container
Serving size 2/3 cup (82g)

Amount per serving
Calories 170

% Daily Value*

Total Fat 6g 8%
Saturated Fat 4g 20%
Trans Fat 0g
Cholesterol <5mg 1%
Sodium 85mg 4%
Total Carbohydrate 27g 10%
Dietary Fiber 0g 0%
Total Sugars 15g
Includes 7g Added Sugars 14%
Protein 2g

Vitamin D 0mcg 0%
Calcium 70mg 6%
Iron 0.6mg 4%
Potassium 120mg 2%

*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Nutrition Facts

9 servings per container
Serving size About 12 chips (28g)

Amount per serving
Calories 160

% Daily Value*

Total Fat 10g 13%
Saturated Fat 1.5g 7%
Trans Fat 0g 0%
Cholesterol 0mg 7%
Sodium 150mg 6%
Total Carbohydrate 15g 5%
Dietary Fiber 1g
Total Sugars less than 1g
Protein 2g 0%
Vitamin D 0mcg 0%
Calcium 10mg 2%
Iron 0.6mg 6%
Potassium 350mg 6%
Vitamin C

Not a significant source of added sugars.

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the label on every 23 ounce. The label's intended design, and updated information will not be a factor for you to make informed food choices that contribute to healthy living eating habits.

The second side will show the changes from the old label to the new.

Here is more information on the label if you want to share it with your students:

1. FRONT PANEL: This side of the label is the most important. It contains the product name, the serving size, the number of servings per container, and the calories per serving.

2. BACK PANEL: This side of the label contains the ingredients list, the allergen information, and the nutrition facts.

3. FRONT PANEL: This side of the label contains the product name, the serving size, the number of servings per container, and the calories per serving.

4. BACK PANEL: This side of the label contains the ingredients list, the allergen information, and the nutrition facts.

Nutrition Facts

16 servings per container
Serving size 1/16 package (28g mix)

Amount per serving
Calories 130

% Daily Value*

Total Fat 10g 13%
Saturated Fat 1.5g 7%
Trans Fat 0g 0%
Cholesterol 0mg 7%
Sodium 150mg 6%
Total Carbohydrate 15g 5%
Dietary Fiber 1g
Total Sugars less than 1g
Protein 2g 0%
Vitamin D 0mcg 0%
Calcium 10mg 2%
Iron 0.6mg 6%
Potassium 350mg 6%
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4. Students cut a “flip-up” food label, and then figure out Nutrition formulas for what THEY need:

NEW U.S.D.A. Food Labels

Nutrition Facts
24 servings per container
Serving size 1 cookie (30g)
Amount per serving
Calories 160
% Daily Value
(Average for 1200 calories per day is 33 gr. / for 2000 cal. is 55 gr. / for 3000 cal. is 83 gr.)
(your choice) .20 / .25 / .35 + 9 = _____ gr.
(we need some fat so don't go under 20%, and we shouldn't get too much so don't go over 35% of daily calories from fat.)

Total Fat 8g	10%
Saturated Fat 5g	24%
Trans Fat 0g	
Cholesterol 30mg	3%
Sodium 75mg	7%
Total Carbohydrate 20g	1%
Dietary Fiber 0g	
Total Sugars 9g	4%
Includes Sugars 9g	
Added Sugars	19%

• The % Daily Value is used for general nutrition advice.

Name: _____ Per: _____ Date: _____
Nutrition Needs for Teens

Nutrition Facts

-Beware of unrealistic serving size-this can be small so calories seem less!
-Look at servings per container-they figure you'll see low calories and buy it!

Calories Formula: ¹ (Average range is girls 1200-2800 / Boys 1500-3800)
Wt. x 11 for boys / 10 for girls = **A**
A x .3 inactive / .5 moderate active (3-4 times wk.) / .7 very active = **B**
A + B x .1 = **C**
A + B + C = **D** (cal. to maintain weight) Add 500 to gain wt, subtract 500 to lose wt.
D _____
+/- 500? = _____

Fat Formula: (Average for 1200 calories per day is 33 gr. / for 2000 cal. is 55 gr. / for 3000 cal. is 83 gr.)
"D" from Calories section x (your choice) .20 / .25 / .35 + 9 = _____ gr.
(we need some fat so don't go under 20%, and we shouldn't get too much so don't go over 35% of daily calories from fat.)

Cholesterol Dietary Reference Intakes: ³
Cholesterol is needed, your body makes all you need, but the maximum is 300 mg. per day.

Sodium Dietary Reference Intakes: ¹
More than 2300 mg. per day

Carbohydrate Dietary Reference Intakes: ⁵
Calories section above x .55 = _____ cal.
_____ into grams divide by 4. (1200 cal. per day cal. is 165 gr. / 2000 cal. is 275 gr. / 3000 cal. is 412 gr.)
It is no more than 300 gr. per day. 2000 cal. is 275 gr.

Cal. Formula: (Average range for 1200 cal. per day is 56 cal. / 2000 cal. is 110 cal. / 3000 cal. is 165 cal.)
Calories section above x .55 x .10 = _____ cal. To transfer cal.
divide answer by 4. (1200 cal. is 16.5 gr. / 2000 cal. is 28 gr. / 3000 cal. is 42 gr.)

Weight Formula: ⁸ (Average range is 150 lb. person is 55-82 / 200 lb. person is 73-109)
_____ = 2.2 x .8 = _____ - High end: Wt. + 2.2 x 1.2 = _____

5. There are step-by-step directions that follow the PowerPoint for the teacher

Lesson: Interactive Food Label and Vending Machine Activity

[Return to Table of Contents](#)

WA State 8th Grade Standards Met:

- Analyze interrelationships of personal dimensions of health. H1.W1.8
- Draw conclusions from Nutrition Facts labels and make recommendations for healthy choices. H3.N3.8
- Investigate local valid and reliable health and wellness information. H3.W4.8
- Compare and contrast nutritional value of fresh versus processed foods. H1.N1.8a CBA: A Letter to the Publisher <http://www.k12.wa.us/HealthFitness/Assessments.aspx>

WA State High School Standards Met:

- Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS
- Predict impact of consuming adequate or inadequate amounts of nutrients. H1.N1.HS
- Cite evidence from Nutrition Facts labels useful for making informed and healthy choices. H5.N3.HS
- Analyze trends in portion size as compared to recommended serving sizes. H3.N3.HS
- Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner. H7.N4.HS
- Evaluate resources for accessing valid and reliable information, products, and services for healthy eating. H3.N1.HS CBA: A Letter to the Publisher <http://www.k12.wa.us/HealthFitness/Assessments.aspx>

National Standards Met: 1, 2, 3, 5, 7

Common Core Standards Met: Reading 3, 4 / Writing 4, 9

Materials Needed:

PowerPoint	-Interactive Food Label PowerPoint
Printed Materials	-“Interactive Food Label Scavenger Hunt with Dotted Lines” -“Food Label with Formulas” -“Vending Machine Worksheet”
Other Materials	-Calculators -Scissors, tape, or glue
Optional:	
Video	-“The Reality of Fast Food”
Learning Target	Content: I will learn how to read food labels.
Assessment	-“Interactive Food Label” will be turned and graded -“Vending Machine Worksheet” can be turned and graded -“Grocery Store Scavenger Hunt Homework”

My State Standards Met:



3. VIDEO: This is an optional funny video on the reality of fast food when you get it home as take out versus the company advertising pictures of the food items!! It's good for a quick opener. (3 min.) <http://www.youtube.com/watch?v=mbCwi6EeNAE>

4. INTERACTIVE LABEL: Hand each student these 2 handouts: the “Food Label with Dotted Lines” that they’ll be cutting, and the “Food Label with Formulas” that they’ll be taping or pasting the dotted line sheet to.

Tip! If you make one real example of the cut and taped food label before you do this activity with your students to show them, it will be a lot easier for them to visualize how to do this!!

5. CUT EXAMPLE: For cutting the “Food Label with Dotted Lines” the students will cut on the dotted lines only. Food label sections, (like “Calories”) will be cut from the right, stopping at the solid line on the left side so that the section (when taped on the left side) will flip open. The strips are still connected to the sheet. Each section has its own strip except “Cholesterol and Sodium” are in one section together! Here is example:

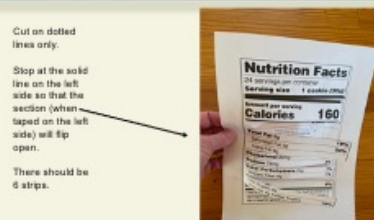
The student should end up with 6 strips. →



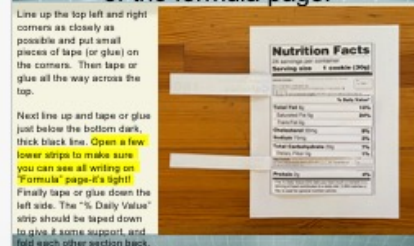
Hand out two worksheets to each student:



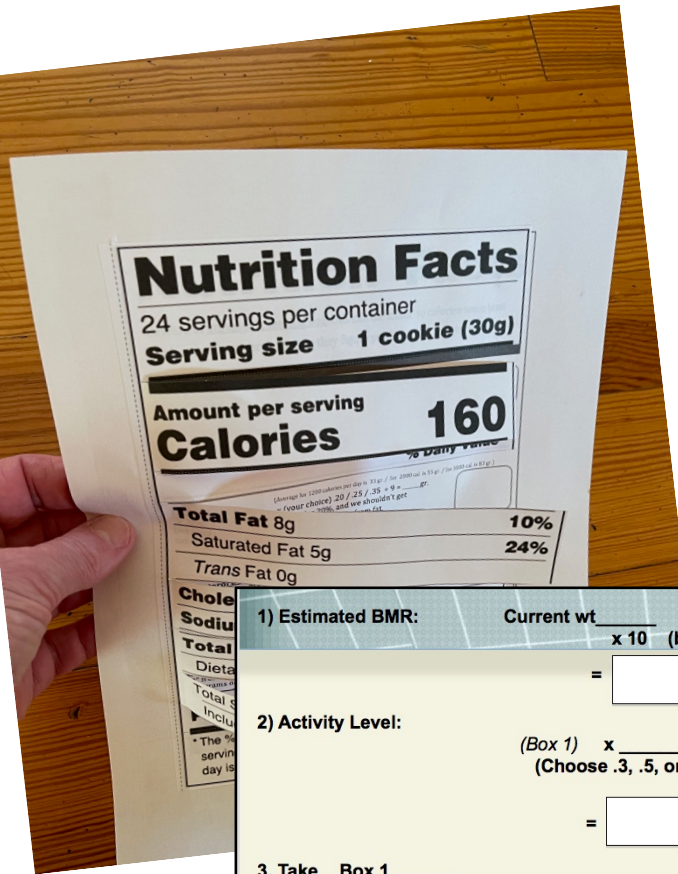
Fast Food on the dotted lines:



Next, line the cut paper on top of the formula page:

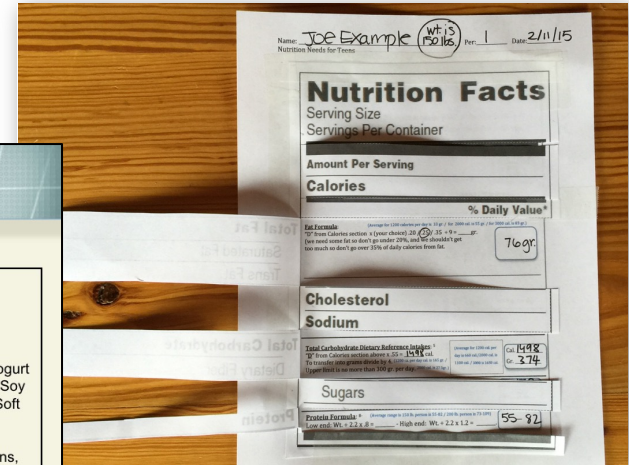


6. PowerPoint Walks You Through This Lesson with Detailed Photo Examples and Formulas:



Trans Fat Example:

Ingredients:
Confection Coating [Sugar, **Partially Hydrogenated Palm Kernel Oil**, Calcium Carbonate, Yogurt Powder (Cultured Whey Protein Concentrate, Cultured Skim Milk, Yogurt Culture), Titanium Dioxide (Artificial Color), Soy Lecithin (An Emulsifier), Vanilla], Pretzels [Soft Red Wheat Flour, **Partially Hydrogenated Soybean Oil**, Salt, Corn Syrup, Sodium Bicarbonate, Yeast]. Contains Milk, Soybeans, Wheat.



1) Estimated BMR: Current wt _____ x 10 (boys x 11) = **Box 1**

2) Activity Level: (Box 1) x _____ (Choose .3, .5, or .7) = **Box 2**

3. Take Box 1 _____ + Box 2 _____ = _____ (Multiply by 0.1) = **Box 3**

0.3 (Light activity)
0.5 (Moderately active)
0.7 (Very active sports)

Saturated Versus Unsaturated Fat:

Our formula will use "**Total Calories from Fat**" so you must also understand and be aware of the types of fats in your product. Here is a little more about good and bad fats:

We need fat for energy + cushion + insulation

There are good and bad fats- The good fats are Omegas + unsaturated

-The bad fats are Trans fat + saturated

They're found in many dairy and animal products + tropical oils. It's "solid" at room temp.

-Trans fat-look for the word "hydrogenated" or partially hydrogenated" on food label. It's added to make foods solid.

7. MORE! Including Vending Machine Activity and Grocery Store Scavenger Hunt:

IS THIS PRODUCT HEALTHY?¹³

Nutrition Facts
9 servings per container
Serving size 2/3 Cup (90g)
Amount per serving
Calories 200
% Daily Value*

Total Fat 10g 13%
Saturated Fat 6g 30%
Trans Fat 0g
Cholesterol 30mg
Sodium 85mg
Total Carbohydrate 25g
Dietary Fiber 0g
Total Sugars 17g
Includes 14g Added Sugars
Sodium 3g
Potassium 0mcg
Total Fat 105mg
Sodium 188mg

Ever wondered, "Is this product 'healthy'?..."

Today you will see how to determine if a product is "healthy" for you.

To be in the vending machines at many schools it has to be less than:

- < 35% (calories from) fat +
- < 35% (weight from) sugar (or no more than 15 grams)



Vending Machine Worksheet

Name: _____ Per: _____ Date: _____

After you have researched your vending machine product and written your findings in the row, ask your classmates about their product and record their data. Figure out if these vending machine items are less than BOTH 35% Fat and Sugar and circle if they SHOULD be in the machine.

Student Name	Vending Machine Product	% Total Fat (g per calorie)	% Total Sugar (g per calorie)	Are both these less than 35%? Circle one
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				
26.				
27.				
28.				
29.				
30.				

Name: _____ Date: _____ Score: ____/32
Grocery Store Scavenger Hunt

1. Find your favorite candy bar. Write the following:

Name: _____ Calories: _____ Fat: _____ Sugar grams: _____

2. Now find another candy you still like, but one that has less calories or fat, list this "healthier" candy: (remember, it's all about choices!)

Name: _____ Calories: _____ Fat: _____ Sugar grams: _____

3. Go to the yogurt section. List 3 different kinds of yogurts:

Name: _____ Serv. size: _____ Calories: _____ Fat: _____ Sugar grams: _____

Name: _____ Serv. size: _____ Calories: _____ Fat: _____ Sugar grams: _____

Name: _____ Serv. size: _____ Calories: _____ Fat: _____ Sugar grams: _____



Jack in the Box Bacon Ultimate Cheeseburger

Nutrition Facts
Serving Size (338g)
Amount Per Serving
Calories 1090 Calories from Fat 700
% Daily Value*

		% Daily Value*
Total Fat	77 g	118%
Saturated Fat	30 g	150%
Trans Fat	3 g	
Cholesterol	140 mg	47%
Sodium	2040 mg	85%
Potassium	540 mg	15%
Total Carbohydrate	53 g	18%
Dietary Fiber	2 g	8%
Sugars	12 g	
Sugar Alcohols		
Protein	46 g	



Video:



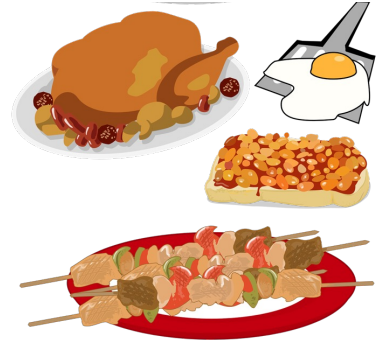
Fast Food: Ads vs. Reality

Watch Your Salt!:

1. soy sauce 1 T. = 1006 mg!
2. canned foods
3. salty snacks
4. fast food (esp. Chinese)
5. cured pork

Tips to cut down on salt:

1. season with other herbs
2. limit fast foods
3. limit salty snacks
4. quit shaking!!



8.

Worksheets and PowerPoints are on GOOGLE SLIDES

Name: X Per: X Date: X
Food Label Worksheet

1. Look at servings per container -
2. Look at Serving size -
3. Look at Calories -
4. Look at Total Fat -

Nutrition Facts	
9 servings per container	
Serving size 2/3 Cup (90g)	
Amount per serving	
Calories	200
% Daily Value*	
Total Fat 10g	13%
Saturated Fat 6g	30%
Trans Fat 0g	
Cholesterol 30mg	10%
Sodium 85mg	4%

6. Total Fat x 9 = ____
+ Calories

This is the % if you should eat about 2,000 calories per day

5. Look at Name: X Date: Score: X / 32

Grocery Store Scavenger Hunt

1. Find your favorite candy bar. Write the following:

Name: X Calories: X Fat: X Sugar grams: X

2. Now find another candy you still like, but one that has less calories or fat, list this "healthier" candy: (remember, it's all about choices!)

Name: X Calories: X Fat: X Sugar grams: X

3. Go to the yogurt section. List 3 different kinds of yogurts:

Name: X Serv. size: X Calories: X Fat: X Sugar grams: X

Name: X Serv. size: X Calories: X Fat: X Sugar grams: X

Name: X Serv. size: X Calories: X Fat: X Sugar grams: X

4. Go to frozen pizza section. List 3 brands of frozen pizzas:

Name: X

Name: X

Name: X

5. Go to the cereal section:

1) The cereal brand:

2) Any cereal that is:

3) The cereal brand:

4) The cereal that is:

6. Go to the ice cream section:

1) The ice cream flavor:

2) The ice cream brand:

Nutrition Facts	
16 servings per container	
Serving size 1/16 package (32g mix)	
Calories 130 180	
% DV**	
Total Fat 2.5g	3%
Saturated Fat 1.5g	7%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 85mg	4%
Total Carbohydrate 26g	10%
Dietary Fiber < 1g	4%
Total Sugars 18g	
Incl. Added Sugars 18g	35%
Protein 1g	
Iron 1.6mg	8%

Not a significant source of vitamin D, calcium and potassium.

* Amount in mix. As prepared, one serving provides 7g total fat (2g saturated fat, 10mg cholesterol, 90mg sodium, 2g protein, and 1.6mg iron).

** The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.



9.

This Program is all About the Students...

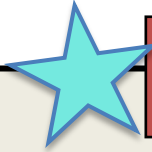
◆ The program is classroom and “kid-tested,” teacher-approved, and full of real student examples and responses.

◆ It promotes high student engagement and interaction!

◆ This lesson challenges and touches the lives of teens!



10. Buy it Today, Teach it Tomorrow!



Here is what makes this program unique!!

- ◆ This program features highly organized step-by-step teacher directions follow daily PowerPoints, and the directions tell you exactly to say!!
- ◆ Documents and PowerPoints are editable and docs are included in both Word and PDF formats.
- ◆ PowerPoints are full of nutritional info





About the Author:

- ◆ I've been a certified K-12 Physical Education and Language Arts teacher for many years (19 of those years also include my Health certification). Over my teaching career I've taught all grade levels and a variety of subjects, including: Junior High P.E.; 8th Grade Reading; Elementary P.E.; 9th Grade English; 9th Grade P.E.; High School Aerobics; and 9th Grade Health. I have my Master's of Education Degree in Instructional Technology and I received my National Board Certification in Health.
- ◆ My hobbies include my family, photography, birding, reading, gardening, sewing, hiking, camping, and travelling.

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