You Be the Food Critic!

LEARNING OBJECTIVES

After completing this activity, students will be able to:

- Identify characteristics of fruits and vegetables that they find appealing.
- Name at least one fruit or vegetable that they would like to eat again in the future.
- Use adjectives in a persuasive letter to describe the characteristics of at least 3 fruits and vegetables.

LINKS TO CONTENT STANDARDS

- Writing Strategies 1.0
- Nutrition and Physical Activity 1.0, 7.0, 8.0

READY

Students sample an array of fruits and/or vegetables, one at a time, using safe food handling techniques. After each sample is tasted, students rate the food and then use adjectives to describe the food. Lastly, students write a persuasive letter to a friend encouraging him/her to try a certain fruit or vegetable.

SET

- Review the Activity Notes.
- Review You Be the Food Critic!, Worksheet 6.
- Prepare fruits and vegetables for tasting by peeling and cutting into bite-sized pieces close to serving time, so that they stay fresh. Follow safe food handling techniques (see Activity Notes). You may want to work with your school child nutrition department to prepare the samples for tasting.
- If students are tasting both fruits and vegetables, prepare one cup or plate of vegetables and one cup or plate of fruits for each student.
- Have cups and water available for students to drink while tasting.
- Be sure students have access to soap, water, and paper towels to wash their hands before eating. As an alternative, provide each student with a cleansing wipe.
- Ask your school child nutrition director to attend the taste testing so that he/she may learn about the students' fruit and vegetable preferences.

GO

1. Introduce the activity.

- Introduce the concept of variety to students. Ask them:
  - Do you eat many different kinds of food each day?
  - Do you eat many different fruits and vegetables each day?
  - Do you like to try new fruits and vegetables? Why or why not?
  - Is it important to eat different fruits and vegetables? Why?

TIME

- Prep — 20 minutes (may vary)
- Activity — 50 minutes

MATERIALS

- Student workbooks
- Taste testing supplies, such as serving containers (two 4-ounce cups or plates per student), napkins, tasting forks and/or spoons
- Cup of water for each student
- Cleaning supplies, such as sponges, detergent, etc.
- A variety of fruits and vegetables for tasting, including fresh, frozen, canned, or dried products. Obtain these from your school child nutrition department or call your local grocer or farmers' market to request a produce donation (see Appendix for a sample donation request letter).
- Thesaurus

Caution: Whenever you are serving food to students, you should check for food allergies.

ACTIVITY 6 You Be the Food Critic!

- Explain to students that they will taste several different fruits and vegetables. They may get to taste some fruits or vegetables they haven't tried before.

2. Brainstorm words to describe fruits and vegetables.

- As a class, review the definition of an adjective and brainstorm adjectives that may be used to describe the fruits and vegetables they taste. *(Examples may include how they taste, look, smell, or their texture: sweet, sour, juicy, tart, crisp, crunchy, mushy, tangy, bitter, and ripe.)* Write the adjectives on the board.
- Ask students if they know what a *synonym* is. Explain that a synonym is a word that means the same thing as another word.
- Write the following examples on the board:
  - happy/joyful
  - fast/speedy
  - big/large

3. Introduce the food tasting activity.

- Have students wash their hands with soap and water and clean the areas in which they will taste the food.
- Talk with your students about the steps you took to make sure the food they are tasting is safe to eat. Explain that the fresh fruits and vegetables were washed with water, even those that are peeled, and the tops of the canned items were washed before they were opened.
- Set some ground rules for your tasting activity. Ask students not to make any negative comments or faces if they taste something they don't like. Give them permission to quietly and politely remove food from their mouths into a napkin. This encourages children to try new foods without fear.
- Have students turn in their workbooks to You Be the Food Critic!, Worksheet 6. Review the directions at the top of the worksheet with students.
- Explain that students cannot use the same adjective over and over to describe the foods, but will need to come up with synonyms.
- If you have a thesaurus available, point it out as a resource the students can use.
- Tell the students which fruits and vegetables they will taste today.
- Distribute one cup/plate of vegetables and one cup/plate of fruits to each student.
- Distribute one cup of water to each student.
- Allow 20 minutes for students to taste the items and fill out the You Be the Food Critic! worksheet.

4. Review the results.

- Lead a class discussion about the students' experiences.
  - Did you try a fruit or vegetable you had never tasted before?
  - Were you surprised by the way this item tasted?
  - Will you eat this item more often in the future? Why or why not?
  - Do you usually have fruits and vegetables that you like at home?
  - Will you ask your parents to buy any of the fruits and vegetables that we tasted today? Why or why not?
  - What did we do to make sure that the food we tasted today was safe?

5. Students write a persuasive letter.

- Ask students to write a persuasive letter to a friend, encouraging him/her to try a certain fruit or vegetable.
- Tell the students that each letter should contain a header with the date, an inside address, salutation, body, and closing.
- Remind students to use as many adjectives as they can in their work.

GO FARTHER

- Were there certain fruits or vegetables that students particularly enjoyed? Have students write a letter to the school child nutrition director, after-school program, or a parent to ask that they serve the fruit or vegetable.
- Invite a school child nutrition staff member, chef, or a high school culinary arts class to conduct a food preparation demonstration for your class.
- If your school has a garden, conduct a tasting with fresh fruits and vegetables from the garden.
- Ask students to write a persuasive letter to the family shopper to encourage him/her to buy the student's favorite fruit or vegetable.
- Encourage students to take their You Be the Food Critic! rating sheets home to share with their families.

ACTIVITY 6 Activity Notes: You Be the Food Critic!

Try to conduct the tasting using fruits and vegetables that will be new to your students. The activity will be more exciting if there are new and colorful options such as:

- Artichokes
- Avocados
- Asparagus
- Bok choy
- Cantaloupe
- Dried fruit (dried peaches or dried apricots)
- Eggplant
- Figs
- Grapefruit
- Melon (cantaloupe, honeydew)
- Jicama
- Kiwifruit
- Kumquats
- Lychee
- Mango
- Red cabbage
- Papaya
- Passion fruit
- Pears
- Persimmon
- Quince
- Radishes
- Bell peppers (red, green, and yellow)
- Rhubarb
- Rutabaga
- Squash (spaghetti, summer, and winter)
- Sugar snap peas
- Sweet potatoes
- Tamarind
- Water chestnuts
- Watermelon
- Zucchini

You have several options for the taste test:

- Taste the same fruit or vegetable prepared several different ways (e.g., a steamed/microwaved vegetable and a raw vegetable)
- Taste many different types of a fruit or vegetable (e.g., samples of green peppers, red peppers, and yellow peppers, or different varieties of apples)
- Provide different dips for fruits and vegetables (e.g., lowfat salad dressing with vegetables and lowfat yogurt with fruits)
- Taste fruits and vegetables that are all the same color (e.g., green: avocados, kiwifruit, peas, broccoli, etc.)

Be sure to check with your school child nutrition department ahead of time to request food tasting samples.

To keep the cost down, purchase fruits and vegetables that are in season.

ACTIVITY 6 Safe Food Handling Techniques

General Food Safety

There are four simple keys to making sure that your food is safe from harmful bacteria:

- *Clean:* Always wash your hands, utensils, and surfaces with hot, soapy water before and after preparing food.
- *Separate:* Keep raw meat, poultry, and seafood separate from other foods when they are stored and when you are preparing them.
- *Cook:* Be sure to cook food for a long enough time and at a high enough temperature to kill harmful bacteria.
- *Chill:* Put prepared foods and leftovers into the refrigerator or freezer as soon as possible. Don't defrost foods at room temperature — thaw them in the refrigerator, under cold running water, or in the microwave.

Fruit and Vegetable Safety

- Rinse all fruits and vegetables with water, even if you don't eat the outside of the fruit or vegetable (such as bananas, cantaloupe, or oranges). If necessary, use a small vegetable brush to remove surface dirt. Before opening them, rinse the tops of the cans when using canned fruits and vegetables.
- Try to cut away damaged or bruised areas of fruits and vegetables.
- Use juices that have been pasteurized or treated to kill harmful bacteria. Pasteurized juices can be found in refrigerated sections of stores. Treated juices can be kept on the shelf in stores and are in juice boxes, bottles, and cans. Unpasteurized or untreated juice should have a warning label that says, "This product has not been pasteurized and therefore may contain harmful bacteria that can cause serious illness in children, the elderly, and persons with weakened immune systems."

Cooking Safety

- Always use clean, dry oven mitts whenever you use the oven.
- When cooking on the stove, make sure pot handles are turned away from the front of the stove so the pots are not accidentally bumped or knocked off.
- When uncovering a pot on the stove or a container from the microwave, open the lid away from you to let the steam out.
- Always turn the sharp edge of a knife or vegetable peeler away from you as you use it (use caution when handling a cheese grater, too). Keep your finger tips away from the sharp edge of the knife when cutting.
- Use a cutting board when you chop or slice ingredients.
- When using a blender, keep the lid on. Turn the blender off before you put any utensils inside the blender container.

For more information on food safety, visit www.foodsafety.gov.

Name _____ Date _____

WORKSHEET 6

You Be the Food Critic!

Did you like the fruits and vegetables that you tasted? Write adjectives to describe how the food tasted, looked, smelled, and felt. Do not use the same adjective more than two times. Then circle or color the picture that shows how much you liked each food.

Sample 1

Name of this food: _____

Adjectives for this food: _____ _____ _____

_____ _____ _____

Sample 2

Name of this food: _____

Adjectives for this food: _____ _____ _____

_____ _____ _____

Sample 3

Name of this food: _____

Adjectives for this food: _____ _____ _____

_____ _____ _____

Sample 4

Name of this food: _____

Adjectives for this food: _____ _____ _____

_____ _____ _____

Sample 5

Name of this food: _____

Adjectives for this food: _____ _____ _____

_____ _____ _____

Sample 6

Name of this food: _____

Adjectives for this food: _____ _____ _____

_____ _____ _____

Nombre _____ Fecha _____

HOJA DE TRABAJO 6

¡Tu Eres el Calificador de Alimentos!

¿Te gustan las frutas y los vegetales que has probado? Escribe los adjetivos que describen como saben, como se ven, como huelen y como se sienten. No uses el mismo adjetivo más de dos veces. Luego encierra en un círculo o pinta el dibujo que describa cuánto te gustó cada alimento.

Muestra 1

Nombre de este alimento: _____

Adjectivos para este alimento: _____ _____ _____

_____ _____ _____

Muestra 2

Nombre de este alimento: _____

Adjectivos para este alimento: _____ _____ _____

_____ _____ _____

Muestra 3

Nombre de este alimento: _____

Adjectivos para este alimento: _____ _____ _____

_____ _____ _____

Muestra 4

Nombre de este alimento: _____

Adjectivos para este alimento: _____ _____ _____

_____ _____ _____

Muestra 5

Nombre de este alimento: _____

Adjectivos para este alimento: _____ _____ _____

_____ _____ _____

Muestra 6

Nombre de este alimento: _____

Adjectivos para este alimento: _____ _____ _____

_____ _____ _____

The Power of Advertising

LEARNING OBJECTIVES

After completing this activity, students will be able to:

- Name at least 3 techniques used in advertising.
- Name at least 3 "pros" to eating 3 to 5 cups of fruits and vegetables every day and 3 "pros" to being physically active for at least 60 minutes every day.
- Name at least 3 "cons" to eating 3 to 5 cups of fruits and vegetables every day and 3 "cons" to being physically active for at least 60 minutes every day.
- Write a persuasive advertisement.

LINKS TO CONTENT STANDARDS

- Listening and Speaking Strategies 1.0
- Reading Comprehension 2.0
- Writing Strategies 1.0
- Nutrition and Physical Activity 1.0, 2.0, 4.0, 8.0

TIME

- Prep — 10 minutes
- Activity — 50 minutes

MATERIALS

- Student workbooks
- Advertisements from television, radio, magazines, and/or newspapers

READY

Students recall advertisements that they have seen or heard. They use information about advertising techniques to analyze the ads' appeal. As a class, students brainstorm the benefits of eating fruits and vegetables and being physically active, and the barriers to doing so. Students then work in small groups to create outlines for advertisements that promote eating 3 to 5 cups of fruits and vegetables or being physically active for at least 60 minutes every day. Students present their outlines to the class.

SET

- Review The Power of Advertising, Worksheet 7A, and Creating Power Ads, Worksheet 7B.
- Create a videotape or audiotape with advertisements from television or radio, or bring in magazines and/or newspaper ads to aid in the discussion of advertising techniques. You may also wish to ask students to bring in advertisements for discussion.

GO

1. Students recall food advertisements.

- Explain to students that this activity will help them learn more about how advertising affects their choices.
- Give the students a few minutes to recall food advertisements from print, radio, or television.
- Ask students to share examples of their favorite advertisements. The ads could be for any product. List at least 10 examples on the board. Use your sample ads to get started.
- Ask students, "What makes you remember these ads?"

ACTIVITY 7 The Power of Advertising

2. Discuss advertising techniques.

- Have students turn to The Power of Advertising, Worksheet 7A in their workbooks.
- Allow students five minutes to read the material or read it as a class.
- Review the advertising examples on the board and the sample advertisements. Ask the students if these advertisements use any of the tricks listed on The Power of Advertising worksheet.

3. Discuss fruits and vegetables and physical activity.

- Tell students that they are going to create their own advertisements that persuade their friends to eat 3 to 5 cups of fruits and vegetables and be physically active for at least 60 minutes every day.
- Explain that in order to create persuasive ads, students need to identify the Pros and Cons of eating fruits and vegetables and being physically active.
- Draw a line down the middle of the board. On one side, write "Why it's good to eat fruits and vegetables (Pros)." On the other side, write "Keeps people from eating fruits and vegetables (Cons)."
- Brainstorm a list for each category. Possible answers may include:
  - Pros: make you healthy, make you strong, have lots of vitamins, keep you from getting sick, etc.
  - Cons: don't like the taste, too hard to prepare, too expensive, no one else eats them, etc.
- Do the same for physical activity—"Why it's good to be physically active (Pros)," and "Keeps people from being physically active (Cons)." Brainstorm a list for each category. Possible answers may include:
  - Pros: keeps me from getting sick, makes me look better, makes me strong, gives me energy, helps me handle stress, etc.
  - Cons: no place to be physically active, not safe to be outside, don't have the money, not enough time, etc.
- Discuss the lists briefly. Ask students to suggest some ways to help them eat fruits and vegetables and be physically active.

4. Students create advertisement outlines.

- Divide the class into advertising teams of 3-4 students. Each team should pick one topic to work on:
  - Promote eating 3 to 5 cups of fruits and vegetables every day
  - Promote getting at least 60 minutes of physical activity (power play) every day
  - Promote a particular fruit or vegetable
  - Promote a type of physical activity
- Tell students to use one or more of the advertising techniques from The Power of Advertising worksheet. Ads can be written (print), performed (television), or spoken (radio). Ads should address the Pros to fruit and vegetable consumption and being physically active. The ad may also address the Cons by turning them into Pros (e.g., Not enough time to eat healthy? What could be easier than eating an apple?)
- Have the students turn to Creating Power Ads, Worksheet 7B. Review the sheet together. Allow 15-20 minutes for groups to complete the worksheet.
- When students are done, ask them to share their outlines with the rest of the class.

GO FARTHER

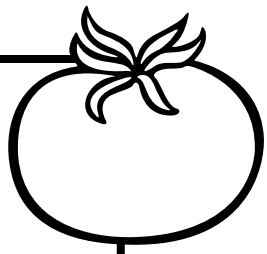
- Have the students fully create their ads (written, performed, or spoken). Place print ads around the school and in the community. Find out if you can record radio ads and have them played on the school's public address system or a local radio station.
- Contact your school child nutrition director to find out which fruits and vegetables will be served in the cafeteria in the coming weeks and offer to create ads to promote them. The ads can be used on the school menu and in the cafeteria.
- Ask each student to track the food advertisements that appear in watching 1 hour of television. After several days, hold a discussion:
  - How many ads did you see?
  - How many of the ads that you saw were for healthy foods, fruits and vegetables, and/or physical activity?
  - Was one advertising technique used more than others?
  - What are your reactions to what you have learned?

WORKSHEET 7A

The Power of Advertising

Did you know that most kids see over 10,000 food advertisements every year? Most of those advertisements are for snacks, sweets, and soft drinks. Advertisers want you to buy their products or ask your parents to buy them for you.

They have many ways to try to get kids to buy or ask for their products. You might want to try some of these when you create your advertisement.



Jingle/Slogan: a song or phrase that helps you remember a product.

Cartoon Characters: an animated character that promotes a product.

Star Power: a celebrity (like a movie star, a model, a football player) who says he or she uses the product.

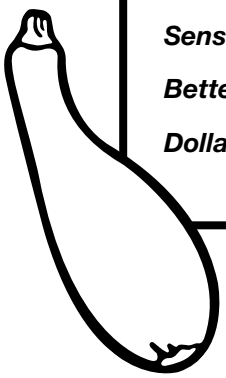
Wannabe Appeal: "wannabe" means "I want to be." The product promises to make you be the way you want, like stronger, healthier, richer, more popular, or happier.

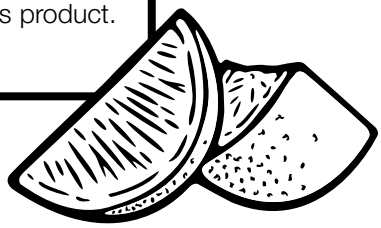
Latest Greatest: everybody loves it and wants it. Don't be left out!

Sensory Appeal: it tastes good, looks good, smells good, or feels good.

Better Than: this product is better than other brands of the same product.

Dollar Power: you will save money or get something free if you buy this product.





Nombre _____ Fecha _____

HOJA DE TRABAJO 7A

El Poder de la Publicidad

¿Sabías que la mayoría de chicos y chicas ven más de 10,000 anuncios de comida cada año? La mayoría de esos comerciales son para bocadillos, dulces y refrescos? Los comerciantes quieren que compres sus productos o que pidas a tus padres que te los compren.

Ellos tienen muchas maneras para tratar que los chicos y chicas compren o pidan sus productos. Tú podrías usar algunas de esas formas para crear tu publicidad.

Canción/Lema: una canción o una frase que ayuda a recordar un producto.

Personajes de Caricaturas: un personaje animado que promueve un producto.

El poder de una Estrella: una celebridad (como un artista de cine, una modelo, un jugador de fútbol) quien dice que él o ella usa el producto.

Querer Parecerse a: el producto promete hacerte como tú quieres ser, ya sea más fuerte, saludable, rico o rica, más popular o más feliz.

Lo más nuevo y grandioso: todos lo quieren y lo desean. ¡No te quedes atrás!

Apelar a tus sentidos: si sabe bien, se ve bien, huele bien, o se siente bien.

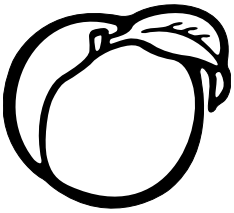
Mejor que: este producto es mejor que otras marcas del mismo producto.

Poder del Dólar: tú puedes ahorrar dinero o recibir algo gratis si compras este producto.

Name _____ Date _____

WORKSHEET 7B

Creating Your Power Ads



1 What are you trying to sell?

_____ Eat 3 to 5 cups of fruits and vegetables every day

_____ Get at least 60 minutes of physical activity (power play) every day

_____ A fruit: _____

_____ A vegetable: _____

_____ A type of physical activity: _____

2 Who are you selling it to (teens, parents, younger children, etc.)?

3 What are some of the good things about it?

4 What keeps people from eating it or doing it?

5 What might change their minds?

6 What will your advertisement be?

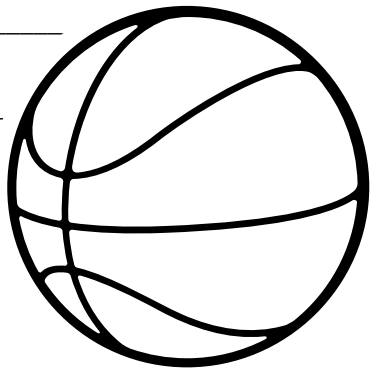
_____ Print ad (magazine, newspaper, billboard, etc.)

_____ Television ad

_____ Radio ad

7 Which of the ideas from The Power of Advertising (Worksheet 7A) do you want to use in your advertisement?

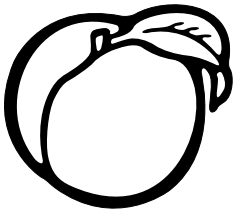
8 Describe your advertisement in the space below.



Nombre _____ Fecha _____

HOJA DE TRABAJO 7B

Crea tus Propios Anuncios



1 ¿Qué estás tratando de vender?

_____ Come de 3 a 5 tazas de frutas y vegetales cada día

_____ Haz al menos 60 minutos de actividad física (jugar con ganas) cada día

_____ Una fruta: _____

_____ Un vegetal: _____

_____ Un tipo de actividad física: _____

2 ¿A quién se lo estás tratando de vender (jóvenes, padres, niños más chicos, etc.)?

3 ¿Cuáles son algunas de sus cosas buenas que tiene?

4 ¿Qué evita que las personas lo coman o lo hagan?

5 ¿Qué podría hacerlos cambiar de opinión?

6 ¿Cómo serán tus anuncios?

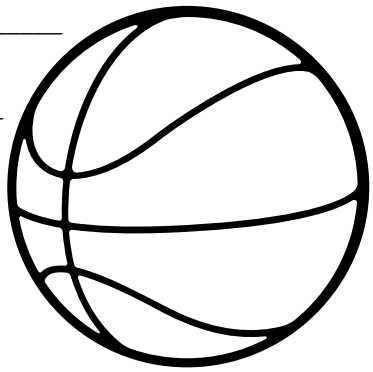
_____ Impresos (revista, periódico, rótulo etc.)

_____ Anuncio de televisión

_____ Anuncio de radio

7 ¿Cuáles ideas de El Poder de la Publicidad (Hoja de Trabajo 7A) quieres usar en tus anuncios?

8 Describe tu anuncio en el espacio de abajo.



What's on a Label?

ACTIVITY 8

LEARNING OBJECTIVES

After completing this activity, students will be able to:

- Identify the key components of food Nutrition Facts labels.
- Compare and contrast Nutrition Facts of different foods.
- Identify the healthiest food choice among several alternatives.
- Solve math problems about nutrient values.

LINKS TO CONTENT STANDARDS

- Number Sense 1.0
- Number Sense 2.0
- Reading Comprehension 2.0
- Nutrition and Physical Activity 1.0, 3.0, 5.0

READY

Students read and discuss the Nutrition Facts labels for several different products. Then students complete a math worksheet with addition, subtraction, multiplication, and division problems related to the Nutrition Facts labels.

SET

- Review What's on a Label?, Worksheet 8A and Nutrition Numbers, Worksheet 8B.

TIME

- Prep — 10 minutes
- Activity — 50 minutes

MATERIALS

- Student workbooks

ACTIVITY 8 What's on a Label?

GO

1. Introduce Nutrition Facts labels.

- Explain to students that this activity will help them read and understand nutrition information on Nutrition Facts labels. Ask students:
  - How do you know what ingredients are in a packaged food?
  - How do you know how many calories are in a packaged food?
  - If you don't know what's in a certain food, how can you make smart choices about what to eat?
- Explain that Nutrition Facts labels are one good way to know more about the foods you eat. Nutrition information on fresh produce can be found posted in the produce department of a grocery store or obtained by asking a produce person. Another source for produce nutrition information is Harvest of the Month at **www.harvestofthemonth.com**. To obtain nutrition information for other foods, visit **www.nutri-facts.com**.

2. Review the information on Nutrition Facts labels.

- Have students turn to What's on a Label?, Worksheet 8A in their workbooks. Review the information together.

3. Students complete math activity.

- Have students turn to Nutrition Numbers, Worksheet 8B in their workbooks. Review the directions at the top of the worksheet with students.
- Give students 20 minutes to complete the problems, using the What's on a Label? page for reference.
- When students are done, review the answers as a class.

4. Discuss the importance of Nutrition Facts labels.

- Discuss what students have learned about Nutrition Facts labels.
  - Will you use these labels in the future to help you decide what to eat? Why or why not?
  - The next time you have a snack, will you think about what you just learned?
  - Do you think you will choose a different snack than you normally would? Why or why not?

GO FARTHER

- Ask the students to check the Nutrition Facts labels of snack foods they have at home. Compare the nutrients of 3 or 4 foods. Which is highest in calories? Lowest in calories? Highest and lowest in fat? Highest and lowest in fiber? Highest and lowest in sugar?
- In California, many chain restaurants are now required to provide nutrition information about their menu items. Bring in menus and nutrition information from some of your students' favorite restaurants. Help them compare the information with the Nutrition Facts Label and use it to choose healthier menu items.
- Have students make a grocery list of 3 healthy snack foods they would like to ask their family to buy next time they shop.
- Assign students to conduct research about nutrient values of specific foods on the two Web sites you have previewed (**www.harvestofthemonth.com** and **www.nutri-facts.com**).
- Invite your school child nutrition director or a dietitian to talk with your class about Nutrition Facts labels.

WORKSHEET 8A

What's on a Label?

The Nutrition Facts label tells you about the food inside the package.

How many servings are you eating?

All information on the label is for one serving. Sometimes the serving size shown is much smaller than most people eat at one time.

Calories are a measure of how much energy you get from food. The amount of calories you need depends on your size and how active you are. The more you move, the more food energy (calories) you need.

Eating too much of these nutrients can cause health problems when you get older.

Eating enough of these nutrients can help you stay healthy.

Broccoli, raw

Nutrition Facts

Serving Size ½ cup (82g)
Servings Per Container 1

Amount per serving

Calories 25	Calories from fat 0	
		% Daily Value*
Total Fat 0g		**0**%
Saturated Fat 0g		**0**%
Trans Fat 0g		
Cholesterol 0mg		**0**%
Sodium 20mg		**1**%
Total Carbohydrates 4g		**1**%
Dietary Fiber 2g		**8**%
Sugars 1g		
Protein 2g		

Vitamin A 20% • Vitamin C 50%
Calcium 2% • Iron 2%

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

How do you know if a food is HIGH or LOW in a certain nutrient?

LOW is when a nutrient for one serving has 5% Daily Value or less.

HIGH is when a nutrient for one serving has 20% Daily Value or more.

% Daily Value tells you if there is a lot or a little of a nutrient in a serving of food. It shows how much of the nutrient you will get from eating one serving of this food compared with how much you should get in one day.

Get LESS
5% or less is low
20% or more is high

Get ENOUGH
5% or less is low
20% or more is high

Adapted from "The Power of Choice: Helping Youth Make Healthy Eating and Fitness Decisions, A Leader's Guide," a publication of the U.S. Department of Agriculture Food & Nutrition Service and the U.S. Department of Health and Human Services Food & Drug Administration. For more information, visit the USDA's Team Nutrition Web site at www.fns.usda.gov/tn under the Educators icon.

Sample Nutrition Facts Labels

Orange

Nutrition Facts

Serving Size 1 medium orange (131g)
Servings Per Container 1

Amount per serving

Calories 60 Calories from fat 0

	% Daily Value*
Total Fat 0g	**0**%
Saturated Fat 0g	**0**%
Trans Fat 0g	
Cholesterol 0mg	**0**%
Sodium 0mg	**0**%
Total Carbohydrates 15g	**5**%
Dietary Fiber 3g	**13**%
Sugars 12g	
Protein 1g	

Vitamin A 6% • Vitamin C 120%
Calcium 6% • Iron 0%

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

Potato Chips ("Big Grab" bag)

Nutrition Facts

Serving Size 1 oz (28g)
Servings Per Container 3

Amount per serving

Calories 150 Calories from fat 90

	% Daily Value*
Total Fat 10g	**15**%
Saturated Fat 3g	**15**%
Trans Fat 0g	
Cholesterol 0mg	**0**%
Sodium 170mg	**7**%
Total Carbohydrates 15g	**5**%
Dietary Fiber 1g	**5**%
Sugars 0g	
Protein 2g	

Vitamin A 0% • Vitamin C 15%
Calcium 0% • Iron 2%

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

Fruit Roll-Ups

Nutrition Facts

Serving Size 1 roll (14g)
Servings Per Container 10

Amount per serving

Calories 50 Calories from fat 5

	% Daily Value*
Total Fat 1g	**0**%
Saturated Fat 0g	**0**%
Trans Fat 0g	
Cholesterol 0mg	**0**%
Sodium 55mg	**0**%
Total Carbohydrates 12g	**3**%
Dietary Fiber 0g	**13**%
Sugars 7g	
Protein 0g	

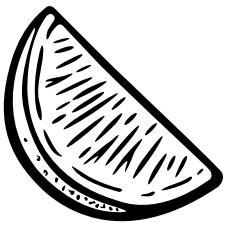
Vitamin A 0% • Vitamin C 25%
Calcium 0% • Iron 0%

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

Name _____ Date _____

WORKSHEET 8B

Nutrition Numbers



Complete the math problems below. Use the What's on a Label? worksheet for the information you need. If you use an equation to answer the question, write it down.

1. Which of the 3 snack items (orange, fruit roll-up, or potato chips) has the most calories in each serving?

2. Which of the 3 snack items has the least amount of fat in each serving?

3. How many servings of each item would you have to eat to get at least 100% of the daily value of vitamin C?

   Orange: _____ Fruit roll-up: _____ Potato chips: _____

4. If you want to eat less sodium, which food is the best choice?

5. If you eat one serving of potato chips and one fruit roll-up, how many grams of fiber have you had?

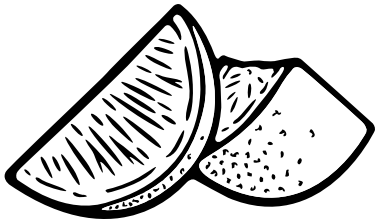
   What percent daily value of fiber have you had?

6. If you ate the whole bag of potato chips, what percent daily value of fat would you have eaten?

   Express this percentage as a fraction of the total daily value of fat. Use the simplest fraction possible.

7. What fraction of the daily value of vitamin C have you had if you eat 2 servings of fruit roll-ups?

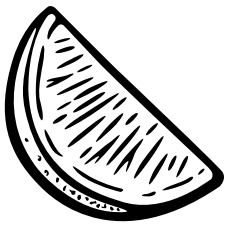
8. Which food is the best choice for a healthy snack? Why?



WORKSHEET 8B

Nutrition Numbers

ANSWER KEY



Complete the math problems below. Use the What's on a Label? worksheet for the information you need. If you use an equation to answer the question, write it down.

1. Which of the 3 snack items (orange, fruit roll-up, or potato chips) has the most calories in each serving?
   Potato chips have the most calories in each serving – 150

2. Which of the 3 snack items has the least amount of fat in each serving?
   Oranges have the least amount of fat in each serving – 0 grams

3. How many servings of each item would you have to eat to get 100% of the daily value of vitamin C?
   Orange: <u>1 serving</u>
   Fruit roll-up: <u>4 servings (100 ÷ 25 = 4)</u>
   Potato chips: <u>7 servings (100 ÷ 15 = 6.66, rounded up to 7)</u>

4. If you want to eat less sodium, which food is the best choice?
   Oranges have the least sodium – 0 grams

5. If you eat one serving of potato chips and one fruit roll-up, how many grams of fiber have you had?
   1 gram + 0 grams = 1 gram

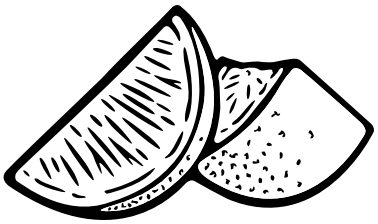
   What percent daily value of fiber have you had?
   5% + 0% = 5% of the daily recommended value

6. If you ate the whole bag of potato chips, what percent daily value of fat would you have eaten?
   15% x 3 = 45% of the daily recommended amount of fat

   Express this percentage as a fraction of the total daily value of fat. Use the simplest fraction possible.
   45/100 = 9/20

7. What fraction of the daily value of vitamin C have you had if you eat 2 servings of fruit roll-ups?
   25% in each serving x 2 servings = 50% of the daily value of vitamin C
   50% = 50/100 = ½

8. Which food is the best choice for a healthy snack? Why?
   The orange is the best choice for a healthy snack.
   It has the most vitamin C and fiber, but the least sodium and fat.



HOJA DE TRABAJO 8A

¿Qué hay en una Etiqueta?

La etiqueta de Información de Nutrición te dice lo que contiene la comida dentro del paquete.

¿Cuántas porciones estás comiendo?

Toda información en la etiqueta es para una porción. A veces el tamaño de la porción es mucho más pequeño de lo que regularmente se come.

Las calorías miden cuánta energía obtienes de los alimentos. La cantidad de calorías que necesitas dependen de tu tamaño y de lo activo que eres. Entre más te mueves, más energía alimenticia (calorías) necesitas.

El comer demasiados de estos nutrientes, te puede causar problemas cuando crezcas.

El comer suficientes de estos nutrientes te puede ayudar a mantenerte saludable.

Brócoli, crudo

Información Nutricional

Tamaño de Porción ½ taza (82g)
Porciones pr Paquete 1

Cantidad por porción

Calorías 25 Calorías de grasa 0

	% de Valor Diario*
Total de Grasa 0g	**0**%
Grasa saturada 0g	**0**%
Ácidos Grasos Trans 0g	**0**%
Colesterol 0mg	**1**%
Sodio 20mg	**1**%
Total de Carbohidratos 4g	**8**%
Fibra 2g	
Azúcar 1g	
Proteína 2g	

Vitamina A 20% • Vitamina C 50%
Calcio 2% • Hierro 2%

*Porcentaje de Valores Diarios están basados en una dieta de 2,000 calorías. Tus valores diarios pueden ser más altos o bajos dependiendo de tus necesidades de calorías.

¿Cómo sabes si un alimento es ALTO o BAJO en algun nutriente?

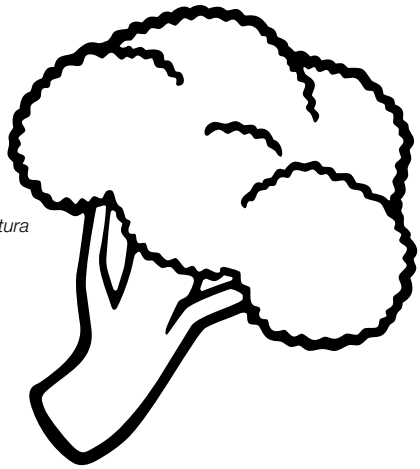
BAJO es cuando el nutriente de una porción tiene un Valor Diario de 5% o menor.

ALTO es cuando el nutriente de una porción tiene un Valor Diario de 20% o mayor.

% del Valor Diario te dice si hay mucho o muy poco nutriente en una porción de alimento. Demuestra la cantidad del nutriente que recibirás al comer una porción de este alimento en comparación con la cantidad que debes recibir en un día.

Recibe MENOS
5% o menos es bajo
20% o más es alto

Recibe SUFICIENTE
5% o menos es bajo
20% o más es alto



Adaptado de "The Power of Choice: Helping Youth Make Healthy Eating and Fitness Decisions, A Leader's Guide," una publicación del Servicio de Alimentos y Nutrición del Departamento de Agricultura de Estados Unidos y la Administración de Alimentos y Medicamentos del Departamento de Salud y Servicios Humanos de Estados Unidos. Para más información, visita la página de Internet del Equipo de Nutrición de USDA en www.fns.usda.gov/tn bajo el icono de Educators.

Ejemplos de Información en Etiquetas Nutrivas

Naranja

Información Nutricional

Tamaño de la Porción 1 taza (131g)
Porciónes en cada envase 1

Cantidad por porción

Calorías 60 Calorías de grasa 0

	% de Valor Dairio*
Total de Grasa 0g	**0**%
Grasa Saturada 0g	**0**%
Ácidos Grasos Trans 0g	
Colesterol 0mg	**0**%
Sodio 0mg	**0**%
Total de Carbohidratos 15g	**5**%
Fibra Dietética 3g	**13**%
Azúcar 12g	
Proteína 1g	

Vitamina A 6% • Vitamina C 120%
Calcio 6% • Hierro 0%

*Porcentaje de Valores Diario están basados en una dieta de 2,000 calorías. Tus valores diarios pueden ser más altos o bajos dependiendo de tus necesidades de calorías.

Papitas Fritas (tamaño "Big Grab")

Información Nutricional

Tamaño de la Porción 1 oz (28g)
Porciónes en cada envase 3

Cantidad por porción

Calorías 150 Calorías de grasa 90

	% de Valor Dairio*
Total de Grasa 10g	**15**%
Grasa Saturada 3g	**15**%
Ácidos Grasos Trans 0g	
Colesterol 0mg	**0**%
Sodio 170mg	**7**%
Total de Carbohidratos 15g	**5**%
Fibra Dietética 1g	**5**%
Azúcar 0g	
Proteína 2g	

Vitamina A 0% • Vitamina C 15%
Calcio 0% • Hierro 2%

*Porcentaje de Valores Diario están basados en una dieta de 2,000 calorías. Tus valores diarios pueden ser más altos o bajos dependiendo de tus necesidades de calorías.

Rollos de Fruta

Información Nutricional

Tamaño de la Porción 1 rollo (14g)
Porciónes en cada envase 10

Cantidad por porción

Calorías 50 Calorías de grasa 5

	% de Valor Dairio*
Total de Grasa 1g	**0**%
Grasa Saturada 0g	**0**%
Ácidos Grasos Trans 0g	
Colesterol 0mg	**0**%
Sodio 55mg	**0**%
Total de Carbohidratos 12g	**5**%
Fibra Dietética 0g	**13**%
Azúcar 7g	
Proteína 0g	

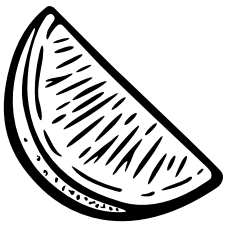
Vitamina A 0% • Vitamina C 25%
Calcio 0% • Hierro 0%

*Porcentaje de Valores Diario están basados en una dieta de 2,000 calorías. Tus valores diarios pueden ser más altos o bajos dependiendo de tus necesidades de calorías.

Nombre _____ Fecha _____

HOJA DE TRABAJO 8B

Cuentas de Nutrición



Contesta los siguientes problemas matemáticos. Para obtener la información que necesitas, usa la Hoja de Trabajo ¿Qué hay en una Etiqueta? Si haces una cuenta para contestar la pregunta, escríbela.

1. ¿Cuál de los 3 bocadillos (naranja, rollo de fruta, o papitas fritas) tiene más calorías por porción?

2. ¿Cuál de los 3 bocadillos tiene la menor cantidad de grasa por porción?

3. ¿Cuántas porciones de cada alimento tendrías que comer para recibir por lo menos el 100% del valor diario de vitamina C?

   Naranja: _____ Rollos de Fruta: _____ Papitas Fritas: _____

4. Sí quieres comer menos sodio, ¿qué alimento escogerias?

5. Si te comes una porción de papitas fritas y un rollo de fruta, ¿cuántos gramos de fibra has comido?

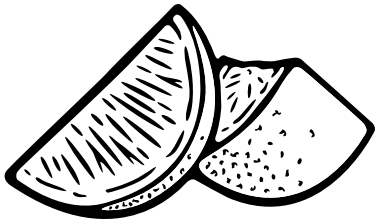
   ¿Qué porcentaje del valor diario de fibra has comido?

6. Si te comes toda la bolsa de papitas fritas, ¿qué porcentaje del valor diario de grasa te has comido?

   Escribe en fracciones el porcentaje del total del valor diario de grasa. Simplifica la fracción hasta el más bajo denominador posible.

7. ¿Qué fracción del total del valor diario de vitamina C habrás comido si comes 2 porciones de rollos de fruta?

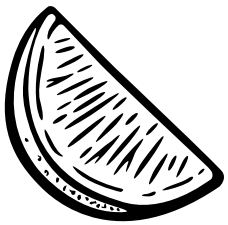
8. ¿Qué alimento es la mejor selección para un bocadillo saludable? ¿Por qué?



HOJA DE TRABAJO 8B

Cuentas de Nutrición

GUÍA DE RESPUESTAS



Contesta los siguientes problemas matemáticos. Para obtener la información que necesitas, usa la Hoja de Trabajo ¿Qué hay en una Etiqueta? Si haces una cuenta para contestar la pregunta, escríbela.

1 ¿Cuál de los 3 bocadillos (naranja, rollo de fruta, o papitas fritas) tiene más calorías por porción?
Las papitas fritas tienen más calorías en cada porción – 150

2 ¿Cuál de los 3 bocadillos tiene la menor cantidad de grasa por porción?
Las naranjas tienen la menor cantidad de grasa en cada porción – 0 gramos

3 ¿Cuántas porciones de cada alimento tendrías que comer para recibir por lo menos el 100% del valor diario de vitamina C?
Naranja: 1 porción
Rollos de Fruta: 4 porciones (100 ÷ 25 = 4)
Papitas Fritas: 7 porciones (100 ÷ 15 = 6.66, redondeado a 7)

4 Sí quieres comer menos sodio, ¿qué alimento escogerias?
Las naranjas tienen menos sodio – 0 gramos

5 Si te comes una porción de papitas fritas y un rollo de fruta, ¿cuántos gramos de fibra has comido?
1 gramo + 0 gramos = 1 gramo

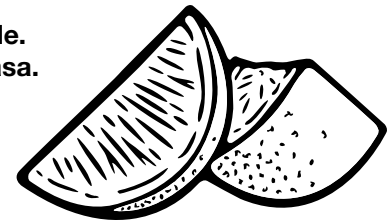
¿Qué porcentaje del valor diario de fibra has comido?
5% + 0% = 5% del valor diario recomendado

6 Si te comes toda la bolsa de papitas fritas, ¿qué porcentaje del valor diario de grasa te has comido?
15% x 3 = 45% de la cantidad de grasa recomendada diariamente

Escribe en fracciones el porcentaje del total del valor diario de grasa. Simplifica la fracción hasta el más bajo denominador posible.
45/100 = 9/20

7 ¿Qué fracción del total del valor diario de vitamina C habrás comido si comes 2 porciones de rollos de fruta?
25% en cada porción x 2 porciones = 50% del valor diario de vitamina C
50% = 50/100 = ½

8 ¿Qué alimento es la mejor selección para un bocadillo saludable? ¿Por qué?
La naranja es la mejor selección para comer un bocadillo saludable.
Es el que contiene más vitamina C y fibra, pero menos sodio y grasa.



Plan a Power Meal

ACTIVITY 9

LEARNING OBJECTIVES

After completing this activity, students will be able to:

- Plan a healthy meal that includes fruits and vegetables.
- Identify at least 3 recipes or dishes that include fruits or vegetables as a main ingredient.
- Write an appealing meal description.

LINKS TO CONTENT STANDARDS

- Listening and Speaking Strategies 1.0
- Visual Arts Creative Expression 2.0
- Nutrition and Physical Activity 1.0, 4.0, 5.0

TIME

- Prep — 10 minutes
- Activity — 50 minutes

MATERIALS

- Student workbooks
- Menus and cookbooks or recipes
- Drawing paper
- Crayons, markers, and/or colored pencils

READY

Working in small groups, students plan a healthy meal that includes fruits and vegetables. Then they write and design a persuasive flyer with appealing descriptions of the meal.

SET

- Review Plan a Power Meal, Worksheet 9.
- Gather menus from a variety of restaurants and cookbooks or recipes that students can refer to when planning their meals and creating their flyers.

GO

1. Introduce the activity.

- Explain to students that this activity will help them plan a delicious and healthy meal, using the information they have learned about eating fruits and vegetables.
- Review student learning with a discussion of the following questions:
  - How many cups of fruits and vegetables should you eat every day?
  - What do you need to think about when planning a meal? *(Answers may include: having enough fruits and vegetables, vitamins, and fiber; limiting fat, sugar, salt, and calories, etc.)*
  - Is it important to eat different fruits and vegetables? Why?
- Discuss foods that have fruits and vegetables in them, such as spaghetti with tomato sauce, pizza with toppings like onions, bell peppers, mushrooms, etc. Ask students to think of other foods they eat that have fruits and vegetables in them.

ACTIVITY 9 Plan a Power Meal

2. Students plan meals.

- Have students turn to Plan a Power Meal, Worksheet 9 in their workbooks. Review the directions at the top of the worksheet with students.
- Create groups of 4–5 students. Assign each group a type of meal to plan—breakfast, lunch, or dinner—so a variety of meals can be planned and discussed.
- Remind students that their meals should limit unhealthy items such as added fat and sugar.
- Allow groups about 10 minutes to plan their meals.

3. Discuss the meal plans.

- Have each group present its meal plan to the class.
- Lead a class discussion about the meal plans.
  - Does the meal include one or more cups of fruits or vegetables?
  - Did some items include fruits and vegetables together with other items (e.g., tomato sauce on pasta)?
  - Is the meal low in fat and sugar?
  - Would you say this meal is healthy?
  - Would you eat this meal?

4. Students design flyers.

- Give each group a piece of paper and crayons, colored markers, or pencils.
- Tell groups to write and design a flyer with appealing descriptions of their meals, like they would see on a restaurant menu.
- Share sample menus as examples.
- Guide student work with the following questions:
  - What words make you want to eat a certain food? (Remind students of the adjectives they used in Activity 6: You Be the Food Critic! *Answers may include: fresh, spicy, hot, lowfat, healthy, yummy, delicious, homemade, etc.*)
  - What other techniques can you use on your flyer to make your meal sound appealing? (Remind students of advertising techniques they learned in Activity 7: The Power of Advertising. *Answers may include: an attractive image of the meal, an attractive person or people eating the meal, an endorsement by someone, etc.*)

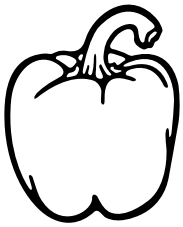
GO FARTHER

- Have groups present their flyers to the class.
- Compile the meal plans and/or flyers into a class booklet. Students can bring recipes from home to be included in the booklet. Use images from the menus to illustrate the booklet. Booklets with recipes can be sold as a school fundraiser.
- Have students research which fruits and vegetables are grown in or near their community and create a menu that includes them.
- Encourage students to take their meal plans and flyers home and share them with their families. Students can ask their families about special family recipes that could be added to the meal.
- Invite your school child nutrition director to work with your class to plan a meal that will be served in the cafeteria. Your students will learn what it takes to plan a school meal and will have the pride of seeing their meal served to the school's students.

Name _____ Date _____

WORKSHEET 9

Plan a Power Meal



Use this worksheet to plan a meal with your group. Be sure to include healthy foods that are low in fat and sugar.

1 What meal are you planning?

_____ Breakfast

_____ Lunch

_____ Dinner

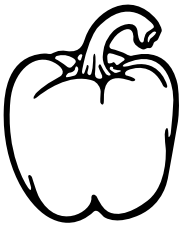
2 Decide which foods you will include in your meal. Write them down.
Foods to include:

3 List the main ingredients for each dish.
Put a star by the ones that are fruits and vegetables.

Nombre _____ Fecha _____

HOJA DE TRABAJO 9

Planea una Comida con ¡Ganas!



Usa esta hoja de trabajo para planear una comida con tu grupo. Asegura incluir alimentos saludables bajos en grasa y en azúcar.

1 ¿Qué comida estás planeando?

_____ Desayuno

_____ Almuerzo

_____ Cena

2 Decide que alimentos incluirás en tu comida. Escríbelos.
Alimentos que incluirás:

3 Escribe una lista de los ingredientes principales de cada platillo.
Pon una estrella junto a todos los que son frutas y vegetales.

I Have Power!

LEARNING OBJECTIVES

After completing this activity, students will be able to:

- Name at least 3 barriers to eating more fruits and vegetables at school and at least 3 barriers to being more physically active at school.
- Identify strategies to reduce or eliminate barriers to eating fruits and vegetables and being physically active at school.
- Develop a specific strategy to reduce or eliminate one barrier to eating fruits and vegetables or being physically active at school.

LINKS TO CONTENT STANDARDS

- Listening and Speaking Strategies 1.0
- Nutrition and Physical Activity 2.0, 8.0

TIME

- Prep — 10 minutes
- Activity — 50 minutes

MATERIALS

- Student workbooks

READY

As a class, students list barriers to fruit and vegetable consumption and physical activity, particularly at school. Students then brainstorm solutions and identify opportunities for healthy changes at school.

SET

- Review I Have Power!, Worksheet 10.

GO

1. Discuss barriers.

- Discuss with students the definition and concept of a "barrier" (something that prevents you from making progress, going ahead, taking action).
- Tell students that they are going to be talking about the barriers that keep people from eating more fruits and vegetables and getting more physical activity. Barriers may include cost, availability, likes and dislikes, etc.
- Ask students to give reasons they don't always eat more fruits and vegetables when they are at school. Write their answers on the board. Use prompts such as:
  - Are fruits and vegetables available at school (cafeteria, snack bar, student store)?
  - Do they have the kinds of fruits and vegetables that you like?
  - Do they offer a lot of choices of fruits and vegetables every day?
  - Do you like the way the fruits and vegetables taste? Could they be prepared a different way to make them taste better?
  - Are you allowed to eat snacks during the school day?

ACTIVITY 10 I Have Power!

- Ask students why they don't always get enough physical activity when they are at school, and write their answers on the board. Use prompts such as:
  - Are you physically active during recess? Why or why not?
  - Are there things you can do here at school to be physically active before school starts or after it ends?
  - Do you have P.E. classes? What do you do during P.E.? How often do you have P.E.? How many minutes are you physically active during P.E.?
  - What other chances do you have to be physically active during the school day?
- Explain that all the reasons they have listed for not eating fruits and vegetables or being active are barriers.

2. Discuss solutions.

- As a class, brainstorm solutions or ways to overcome the barriers to eating fruits and vegetables and write these on the board next to the barriers. For example, they could ask the cafeteria to offer a variety of fresh fruits and vegetables, a salad bar, etc.; they could ask for a school policy requiring food at special events or fundraisers to be healthy.
- Do the same thing with the list for barriers to getting enough physical activity. For example, students could ask for after-school practice in various sports; organized physical activities at recess; more balls or other equipment for activity at recess and lunchtime; creation of a walking club, etc.

3. Students complete worksheet.

- Have students turn to I Have Power!, Worksheet 10 in their workbooks and review the directions together. Students can work individually or in pairs to complete the questions.
- Give students 10-12 minutes to complete the worksheet.

4. Discuss ideas for healthy changes at school.

- When the students have completed the I Have Power! worksheet, lead a discussion to share ideas for change. Write ideas on the board.
  - What were some of your ideas for changes that would help you eat more fruits and vegetables at school?
    - Why do you want this change?
    - Who could help make this change?
  - What were some of your ideas for changes that would provide opportunities for more physical activity? Write the ideas on the board.
    - Why do you want this change?
    - Who could help make this change?
  - Ask students if there are any healthy changes that could be made in the classroom.
  - Ask the students if there are any healthy classroom changes on the board that they would like to adopt as a healthy classroom policy. If so, adopt a healthy classroom policy.

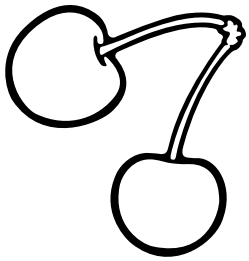
GO FARTHER

- Work with your class to help them advocate for one of the changes they have identified. Ask students to write letters to a decision-maker that has the power to make the change they are seeking.
- Invite the person to whom the letters were written to come to the class to talk with the students about their ideas.

Name _____ Date _____

WORKSHEET 10

I Have Power!

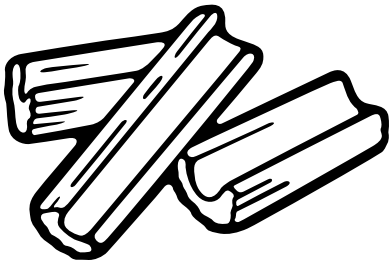


1. Write down one change at school that would make it easier for you to eat more fruits and vegetables.

2. Write down one idea for how to make that change.

3. List two reasons you are asking for that change.

4. Who is in charge of making the change you want to see?
Is it the principal, the school child nutrition director, your teacher, or someone else?

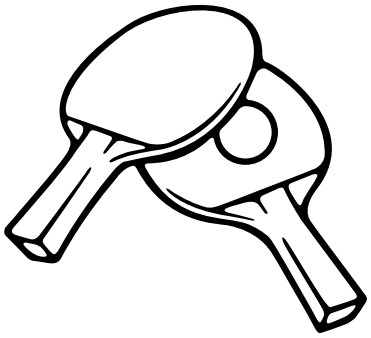


5 Write down one change at school that would make it easier for you to get more physical activity.

6 Write down one idea for how to make that change.

7 List two reasons you are asking for that change.

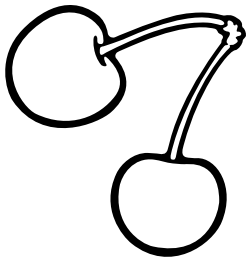
8 Who is in charge of making the change you want to see?
Is it the principal, the school child nutrition director, your teacher, or someone else?



Nombre _____ Fecha _____

HOJA DE TRABAJO 10

¡Yo Tengo El Poder!

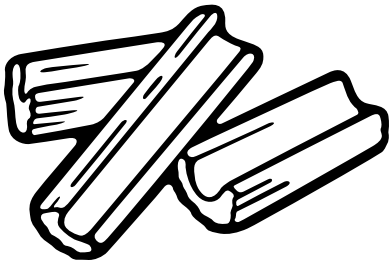


1 Escribe cuál cambio en tu escuela te haría más fácil comer más frutas y vegetales.

2 Escribe una idea de cómo podría hacerse ese cambio.

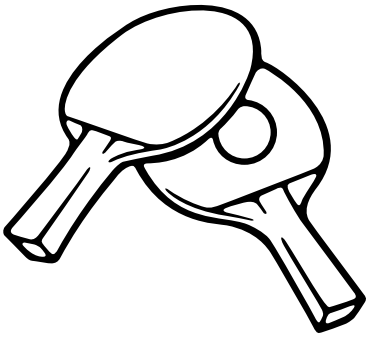
3 Da dos razones por las que pides ese cambio.

4 ¿Quién está a cargo del cambio que quieres ver? ¿Es el director de la escuela, el director de la nutrición escolar, tu maestro o alguien más?



5 Escribe cuál cambio en tu escuela te haría más fácil tener más actividad física.

6 Escribe una idea de cómo podría hacerse ese cambio.

7 Da dos razones por las que pides ese cambio.

8 ¿Quién está a cargo del cambio que quieres ver?
¿Es el director de la escuela, el director de la nutrición escolar, tu maestro o alguien más?