

Dear Teacher,

Interpreting food labels is a great way to build a wide range of skills, including reading and math. This lesson provides many ideas for expanding the lesson and resources to maximize teaching math and reading skills while teaching nutrition. Creating a color overhead, poster or PowerPoint of the large sample label for Macaroni and Cheese will allow you to discuss key parts of the Nutrition Facts label with the class.

Activities include a worksheet activity to familiarize the student with finding information on a label and a fun label scramble game. In the label scramble game, the student gets one label from a downloadable food label set called, "Nutrition Facts Label Cards." The teacher asks key questions about nutrients and food groups and the students, depending on their answer, move to different groups or raise their hands. Students make observations on nutritional composition of foods in the same food group. Conclusions teach students general facts about foods high and low in important nutrients while teaching them to read food labels. A few food label cards have foods that are in more than one food group. If a label card represents several food groups, students may raise their hands multiple times.

"Nutrition Facts Label Cards" provides a wide variety of labels for the activities in this unit. A page of blank labels is included if your class wants to create additional food labels. It is suggested you print the labels onto heavy card stock. They can be used for many activities and are also used again in the lesson, *Calcium in Your Diet*.

Questions for the label scramble are provided for many nutrient groups (e.g., fiber, fat, saturated fat, sugar). It is suggested that you only do two or three nutrients at one time to maximize learning. It is not necessary to complete all the nutrient groups. Choose those groups most important for your students.

To read labels students need a general understanding of the terms they will see on the Nutrition Facts label. In pilot testing, teachers thought completing the lesson, Nutrition Literacy, was important in providing familiarity with the terms required for label reading. The handout from that lesson, "Study Guide: Important Nutrition Facts and Vocabulary," can be used for students who need a review. This lesson adds a few terms specific to labels, such as Daily Value.

Have fun teaching this unit. Encourage students to play some of the extension activities, such as the FDA and Cartoon Network site at www.spottheblock.com. These entertaining activities teach kids to use the nutrition label to make better food choices.

The column for "Time" (beginning on page 4) is for you to estimate how long each activity will take. After the lesson, record the actual time. This will help you when you teach the lesson in the future. In pilot testing, teachers divided the lesson into two 45-minute class periods to allow adequate time for discussion.

Please note that materials with an underline are links to a website where you can download educational materials.

## Summary: Label Reading

<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How does information on a nutrition facts label help me determine the best food choices?</li> <li>• What nutrients found on labels need to be controlled to increase chances of staying healthy?</li> </ul>
<b>Overview</b>	Students will analyze a variety of Nutrition Facts labels. Fun activities build familiarity with the label format while helping them understand the major nutrients in different food groups. They also learn more about serving size and nutrients that need to be controlled in the diet, such as saturated fat.
<b>Objectives/ Outcomes</b>	<ul style="list-style-type: none"> <li>• Locate the major nutrients on the Nutrition Facts Label.</li> <li>• Identify the nutrients on the label to reduce risk of chronic disease.</li> <li>• Use a label to determine if a food is high or low in specific nutrients.</li> <li>• Analyze how food labels indicate the nutritional value of foods.</li> <li>• Identify similarities and differences in nutritional composition of the different MyPyramid food groups.</li> <li>• Distinguish the difference between a gram and milligram.</li> </ul>
<b>Key Vocabulary</b>	<div style="display: flex; justify-content: space-between;"> <div>           DVs (Daily Values)            Nutrition Facts label            Servings Per Container         </div> <div>           % DVs (Percent Daily Values)            Serving Size         </div> </div> <p><i>Teacher's Note: The lesson, <u>Nutrition Literacy</u>, contains a worksheet with definitions of all nutrients found on a nutrition label. These terms are not covered in that lesson.</i></p>
<b>Teaching Strategies</b>	<ul style="list-style-type: none"> <li>• The "<u>Find it on the Label</u>" worksheet enables students to locate important nutrition information on food labels.</li> <li>• The game "<u>Food Label Scramble</u>" assigns each student a nutrition facts label. Responding to questions and moving to different locations in the classroom helps students reach conclusions about nutrients and food sources of those nutrients.</li> </ul>
<b>Summarizing Strategies/ Assessment</b>	Responses on a worksheet and ability to reach conclusions during the Label Scramble are used to assess ability to interpret labels.
<b>Materials and Supplies</b>	<ul style="list-style-type: none"> <li>• Overhead or slide of "<u>Sample Label for Macaroni &amp; Cheese</u>."</li> <li>• Overhead, slide or handout: "<u>What's on the Label?</u>" (milk labels)</li> <li>• Worksheet: "<u>Find it on the Label</u>" and "<u>Answer Key: Find it on the Label</u>."</li> <li>• "<u>Food Label Scramble: Directions</u>."</li> <li>• "<u>Nutrition Facts Label Cards</u>" (separate downloadable file).</li> <li>• One copy for your reference: "<u>Teacher Chart: Guide to Food Groups</u>."</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>• Worksheet and answer key: "<u>What's the Score</u>."</li> </ul>

## Label Reading

Time	Activity	Topic
	Introduction	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>Do you have family members who read food labels?</li> <li>Why do they read food labels? (To try and determine if a food is good for them.)</li> <li>Do you look at food labels?</li> </ul> <p>Show "<a href="#"><u>Sample Label for Macaroni &amp; Cheese</u></a>."</p> <ul style="list-style-type: none"> <li>What nutrients on a label are really good for us?</li> <li>Which nutrients are we supposed to control or limit? (sugar, saturated fat, trans fat, sodium)</li> </ul> <p>Let's review the parts of a label and then I will give you your own label and we will play a game.</p> <p><i>Teacher's Note: If you have access to a computer that displays on a screen, showing one of the "Spot the Block" one minute videos is a good motivator to get excited about label reading – see links under "<a href="#"><u>Student Resources</u></a>" – Click here to see an example: <a href="#"><u>Spot the Block FDA commercial</u></a>.</i></p>
	Key Vocabulary	<p><i>Teacher's Note: You can either introduce the key vocabulary at the beginning of the lesson or define the words as you begin activities. The lesson, Nutrition Literacy, contains a handout with definitions of all nutrients on the nutrition label.</i></p> <ul style="list-style-type: none"> <li><b>DVs (Daily Values)</b> – A value to help you use food label information to plan a healthful overall diet. Daily Values are found in the footnote of the Nutrition Facts label. DVs do not change from product to product.</li> <li><b>%DVs (Percent Daily Values)</b> – The percentages of the daily values found in a specific serving of a food to help determine if a serving of food is high or low in a nutrient.</li> <li><b>Nutrition Facts label</b> – The part of the food label that shows the serving size, servings per container, calories per serving and information on nutrients.</li> <li><b>Serving Size</b> – An amount of a food, such as a cup or an ounce, used on a food label. Serving size on the food label is listed as a common household measure followed by the equivalent metric quantity in parenthesis, for example, "1/2 cup (112 g)."</li> <li><b>Servings Per Container</b> – The total number of servings in a food package based on the serving size. Listed on the Nutrition Facts label directly below the serving size.</li> </ul>
	Activity 1: Using the Nutrition Facts label on the Label	<p><b>Preparation</b></p> <p>Have the "<a href="#"><u>Sample Label for Macaroni &amp; Cheese</u></a>" (attached) available as handout or overhead. If creating overhead, try to print it in color. Distribute handout or create visual of "<a href="#"><u>What's on the Label?</u></a>" Have ready the worksheet "<a href="#"><u>Find it on the Label</u></a>." Show "<a href="#"><u>Sample Label for Macaroni &amp; Cheese</u></a>." Describe to the</p>

Time	Activity	Topic
		<p>class that this part of the label is called the "Nutrition Facts label." Point out the parts of the label.</p> <p>Walk through numbers 1 to 5 on the label using these points:</p> <ol style="list-style-type: none"> <li>1. Where can we find the serving size and servings per container? Why are they important? The serving size tells you the measure on which that nutrition information is based. This does not mean it is the amount in the container. If you want to determine the total amount in the container, you need to look at the servings per container. Multiply the serving size by the "Servings Per Container." If you want to know how much fat you would be eating if you ate the container, you would have to multiply by two.</li> <li>2. For example, with this label, to determine the grams of protein in the entire container, one would multiple the grams of protein by two. The total grams of protein is 10.</li> <li>3. How do we find how much energy we can get from this food? (Hint: look for calories.) (<i>Point</i>) This is where you find the calories, which is the amount of energy your body gets from that food. That energy can be either used immediately for functions like breathing or running; or it can be stored for later use. The primary way the body stores energy is as body fat.</li> <li>4. These nutrients (fat, cholesterol, sodium) should be limited in the diet.</li> <li>5. The emphasis on vitamins and minerals is adequacy. That is why the graphic "<u>Sample Label for Macaroni &amp; Cheese</u>" emphasizes, "Get enough of these nutrients."</li> <li>6. The bottom of a label is a box of Daily Values. This box is the same on every label. Numbers do not reflect nutritional content of the food. They are a reference point or guideline based on 2,000 calories and 2,500 calories.</li> </ol> <p><b>Explain %Daily Value</b>  Show them where the % Daily Value is on the label and ask them to find % Daily Value on one of the labels on their handout "<u>What's on the Label?</u>" Review the following:</p> <p><b>% Daily Value (%DV):</b></p> <ul style="list-style-type: none"> <li>• A tool to tell you whether a food is high or low in a nutrient like fat, sodium or cholesterol.</li> <li>• Daily Values are listed as percentages. The percentages are based on eating 2,000 calories per day. Active and growing kids need about 2,000 calories per day. Inactive kids may need</li> </ul>

Time	Activity	Topic
		<p>less. Very active kids may need more.</p> <ul style="list-style-type: none"> <li>• Simple rule of thumb: If the % Daily Value is 5% or less for a particular nutrient, that food is low in that nutrient. A % Daily value of 20% or more is a food high in that nutrient.</li> <li>• Daily goals: Choose foods that together add up to <b>no more than</b> 100% of fat, cholesterol and sodium and <b>at least</b> 100% of nutrients such as fiber and calcium.</li> </ul> <p>Also explain these Math and Science Concepts:</p> <ul style="list-style-type: none"> <li>• Percentages: The Daily Value on the label is given in percentages. (<i>Explain percentage concept as necessary.</i>)</li> <li>• Most nutrients are measured in <b>grams</b>, or “<b>g</b>” Some nutrients are measured in <b>milligrams</b>, or “<b>mg</b>”.</li> </ul> <p>Milligrams are so tiny that it takes 1,000 mg to make one gram.</p> <p><i>Questions for the class:</i></p> <ul style="list-style-type: none"> <li>• What does g stand for? (gram)</li> <li>• What does mg stand for? (milligram)</li> <li>• Ask students to identify the nutrients measured in grams. Then ask them to identify nutrients measured in milligrams.</li> <li>• Conclusion: Grams are a larger unit than milligrams. Some nutrients on the label are measured in grams and some are in milligrams.</li> </ul> <p>Distribute the worksheet “<i>Find it on the Label.</i>”</p> <p>Have the students use their sheet of labels from the Milk Group (“<i>What’s on the Label?</i>”) to answer the questions. This will help familiarize them with label format.</p>
	<b>Summarizing Strategy</b>	Review worksheet answers to assess student ability to find things on the label. (See “ <i>Answer Key: Find it on the Label.</i> ”)
	<b>Activity 2: Food Label Scramble</b>	<p>See “<i>Food Label Scramble Directions</i>” (attached). By responding to key questions, students will learn how to use the food label to discuss the nutritional similarities and differences between foods in different food groups.</p> <p><i>Teacher’s Note: You can choose which nutrients (e.g., fiber, fat, saturated fat, sugar) you feel are appropriate to cover. It is suggested that you only do 2-3 nutrients at one time to prevent confusion.</i></p>

Time	Activity	Topic
	<b>Summarizing Strategy</b>	<p>Call out key nutrients on a label and ask students to show their neighbor where they find that nutrient on a food label.</p> <p>Encourage students to play “Spot the Block” at home (<a href="http://www.spottheblock.com">www.spottheblock.com</a> - see description under “Student Resources” in the Resources section).</p>
	<b>Assessment</b>	<p>Put a label on an overhead or Powerpoint and ask students basic questions about serving size and nutrient content.</p> <p>Example of questions:</p> <ul style="list-style-type: none"> <li>• What is the serving size?</li> <li>• How many servings in this container?</li> <li>• How much protein is in one serving?</li> <li>• How much saturated fat is in one serving?</li> <li>• Is this food high or low in fat?</li> <li>• Is this food high or low in saturated fat?</li> <li>• Is this food high or low in sodium?</li> <li>• Is this food high or low in sugar?</li> </ul> <p>If you prefer a written evaluation of each student’s ability to interpret the label, have them complete the worksheet “<i>What’s the Score?</i>”</p>

## Food Label Scramble

### Directions

#### Objectives:

- Students will correctly read a food label in order to respond to questions.
- Students will discuss nutritional similarities and differences between foods in different food groups.

#### Directions for Teacher:

1. Choose the topics that you are going to ask questions. Questions are provided in seven topic areas, but to maximize learning, only do 1-2 topics at a time. Questions are provided in the following topic areas: Fiber, Fat, Saturated Fat, Sugar, Protein, Vitamin A and C and Calcium. The first five topics take between 5-10 minutes, if you want time for discussion. The last two topics (Vitamins A and C and Calcium) can be combined for a total of five minutes.
2. Print out the “*Nutrition Facts Label Cards*” and cut apart.
3. Shuffle food label cards and distribute one to each student.
4. State the Topic area (example: fiber) of your questions and have them find it on the label.
5. Ask key questions and have students move to designated areas of the room based on their responses. Choose the locations based on your room set-up.  
Example:  
Location 1: Front of the room  
Location 2: Side of the room  
Location 3: Back of the room
6. If your students are not good at classifying foods into food groups, help them choose the correct food group by giving examples after you state the question. Use the guide sheet provided. Example: If you have a food label from the Fruit Group, raise your hand. Examples are apricots, grape juice and kiwi fruit. If a food label card represents several food groups, students may raise their hands multiple times.
7. Help students propose conclusions based on responses.
8. Summarize the major conclusions.
9. Choose the number of topics you cover, depending on your class time and need for discussion.

#### Summary of Teacher Actions:

1. Teacher defines the area of the label to look at and gives directions to students as to where to move. If necessary, teacher reviews definition of term.
2. Teacher poses the question that will be answered by the activity.
3. Teacher states who should raise their hand.
4. Teacher asks students what they think they can conclude about the food groups based on the food groups represented by raised hands.
5. Teacher summarizes the conclusion and moves to the next question.

### **Nutrient: Fiber**

Ask the students to find fiber on their food label.

#### **Movement Directions:**

- If you have two or more grams of fiber, go to Location 1.
- If you have one gram of fiber, go to Location 2.
- If you have zero grams of fiber, stay seated or go to Location 3.

#### **The Ultimate questions you will answer through this activity:**

"Which food groups contain foods high in fiber?"

" Which foods within those food groups are high in fiber?"

**Action:** Raise your hand if:

- You have a food from the Vegetable Group.  
All students with food labels from the Vegetable Group should be in Location 1 or 2 - point out that no student in Location 3 had a vegetable and have students draw conclusions.

**Conclusion:** All vegetables have fiber.

**Action:** Raise your hand if:

- You have a food from the Fruit Group.  
Notice most of the people holding fruit are in Location 1 and 2. If you are in Location 3 and you raised your hand, share what type of fruit you have? (should all be juice)

**Conclusion/Answer:** All foods from the Fruit Group have fiber except juice. Most juices have the fiber removed (unless there is lots of pulp).

**Action:** Raise your hand if:

- You have a food from the Vegetable Group with more than five grams of fiber per serving?  
Share the type of food on your food label. (These will be foods containing beans - remind students beans are categorized in the Vegetable and the Meat & Beans Group.)

**Conclusion:** Beans are very high in fiber.

*Teacher's Note: If someone has the label of super-sized fries, use the following questions to explain that portion size sometimes makes a food appear high in fiber when it is not.*

**Action:** Where is the label of the super-sized fries?

Let's examine if it should be in the high fiber group.

- What is the portion size?
- How do the calories compare to the other high fiber foods?

Calories comparison: Kidney Beans: 1/2 cup = 110 calories, 8 g. fiber

Bean Burrito: 1 (6-7 oz. size) burrito = 380 calories, 13 g. fiber

Large fries (6 oz.) = 540 calories, 6 g. fiber

**Conclusion:** If the portion size is large, it may falsely appear that a food is a good source of a nutrient. High calories is a hint that the food may not be considered a good source of fiber.



**Action:** Raise your hand if:

- You have a food from the Grains Group.
- Hands down.

**Action:** Raise your hand if:

- You have a food from the Grains Group and it has two or more grams of fiber. Tell the class what food you have? (*Teachers note: Students should be sharing foods that contain whole grains - the "Nutrition Facts Label Cards" do not contain a label of high-fiber cereal, but share with the class that many cereals made with whole grain like a bran flake are high in fiber*)

**Conclusion:** Whole grains have more fiber than grains that are more processed.

**Overall conclusion/answer:** Whole foods (fruits, vegetables and beans) from the Fruit and Vegetable Group AND whole grains from the Grains Group are good sources of fiber.

### **Nutrient: Fat**

Find "Total Fat" on your label.

#### **Movement Directions**

- If you have zero grams of fat in your food, go to Location 1.
- If you have 1-4 grams of fat go to Location 2.
- If you have five or more grams of fat, stay seated or go to Location 3.

**The ultimate question you will answer through this activity:** "Which foods and food groups contain naturally-occurring fat (not added)?"

**Action:** Raise your hand if:

- You have a food from the Fruit Group.
- You have a food from the Vegetable Group.

**Conclusion:** Most fruits and vegetables have very little fat (unless fat was added such as adding butter to peas).

**Action:** Raise your hand if:

- You have a food from the Meat & Beans Group
  - Now everyone with a bean, wave your hands, then put them down.
- What do you notice? Beans have less fat than meat. (Foods made with beans may be high in fat, but that is because of the addition of added fat or high-fat foods like cheese.)

**Action:** Raise your hand if:

- You have a food from the Milk Group (note that most of these foods are in Location 2-3, meaning that they contain fat.)
- Who had a food from the Milk Group that is in the zero grams of fat location? What type of dairy food did you have? (fat-free milk)

**Overall conclusions/answers:**

- Foods from the Meat & Beans Group and Milk Group usually have naturally occurring fat. There are exceptions: beans and fat-free milk products.
- Fruits and vegetables are naturally low in fat.

### **Nutrient: Saturated Fat**

Find "Saturated Fat" on your label.

#### **Movement Directions:**

- If you have any saturated fat in your food, go to Location 1.
- If you have no saturated fat, go to Location 2.

**The ultimate question you will answer through this activity:** Which food groups have foods that contain saturated fat?

#### **Action:** Raise your hand if:

- You have a food that is of animal origin. This means it originally came from an animal, such as a cow (this includes milk).

#### **Action:** Keep your hand up:

- If you have a food from the Milk or Meat & Beans Group.

Note that all foods from animal origin come from the Milk or Meat & Beans Group.

All the people with their hands up right now are representing foods from the Milk or Meat & Beans Group. Of JUST those people, is there anyone who is in Location 2, meaning they had no saturated fat in their food?

- If you had no saturated fat, share what type of food you have (fat-free milk, nuts and kidney beans have no saturated fat).
- Explanation: The fat-free milk has no saturated fat because all fat has been removed. Nuts and kidney beans are not from animals. (Note that vegetarian bean burritos would not contain saturated fat, but the ones in this label set must have lard (pork fat) or meat added because the label says they contain saturated fat.)

**Conclusion/answer:** Most foods with saturated fat come from foods of animal origin. These foods are found in the Milk and Meat & Beans Group.

#### **Action:** Raise your hand

- If you have more than 25% of the Daily Value for saturated fat.
- Share the type of food you have.

#### **Action:** Raise your hand if:

- You have saturated fat, but it is less than 10% of the Daily Value.
- Share the type of food.

**Overall conclusion/answer:** Not all the foods in the Meat & Beans and Milk Group are high in saturated fat. Choosing foods carefully help you control the saturated fat in your diet. For example, choosing non-fat milk from the Milk Group and beans from the Meat & Beans Group.

### **Nutrient: Sugar**

Find the Sugar on your label.

#### **Movement Directions:**

- If you have a food with five grams of sugar or less, go to Location 1.
- If you have a food with 6-15 grams of sugar, go to Location 2.
- If you have a food with 16 grams of sugar or more, go to Location 3.

**The ultimate question you will answer through this activity:** What foods are highest in added sugars?

**Action:** Raise your hand if:

- You have a food that does not really belong in a food group or it has so much added sugar or fat that it belongs at the very tip of the pyramid.
  - (Most hands should be raised in Location 3) Explanation: Foods that are primarily desserts or do not go into any food group (such as soda) are often high in added sugar.
- You have a food that belongs in the Fruit Group.
  - (Most hands should be from Location 2, but those with juice will be in 3). Explanation: Fruits have naturally occurring sugar (sometimes called fructose). Sugar may also be added to fruit, such as the syrup in canned fruit. One cup of fruit juice (8 oz.) is higher in sugar than a piece of fruit because it may take several pieces of fruit to squeeze enough juice to fill one cup.
- You have a food that belongs in the Milk Group.
  - (Most hands should be from Location 2). Explanation: Milk has naturally occurring sugar. It can also have sugar added, in the case of chocolate milk.

*Teacher's Note: Some students may be interested in learning that the naturally occurring sugar in milk is called lactose. They may have heard of the term lactose-intolerance, referring to people who have trouble digesting the lactose or natural sugar in milk.*

**Overall conclusion/answer:** Foods that do not fit into any food group are often high in sugar. Foods from the Fruit and Milk Group may also have sugar, but about 12-15 grams per serving is naturally occurring. Drinking too much juice or soda can lead to a high sugar intake.

### **Nutrient: Protein**

Find the Protein on your food label.

#### **Movement Directions**

- If you have a food with seven grams or more of protein, go to Location 1.
- Everyone else sit down.

**The question you will answer through this activity:** Which food groups contain foods highest in protein?

**Action:** Raise your hand if:

- You have a food from the Fruit Group.
- You have a food from the Vegetable Group
- You have a food from the Meat & Beans Group.
- You have a food from the Milk Group.
- You have a food from the Grains Group.

**Conclusion/answer:** Foods from the Meat & Beans and Milk Group are highest in protein.

**Nutrient: Vitamin A and C**

Find these Vitamins on your food label.

**Movement Directions**

- If you have a food high in Vitamin A or C (20% or more of the Daily Value), go to Location 1.

**The question you will answer through this activity:** What food group(s) provide most of our Vitamin A and C?

**Action:** Raise your hand if:

- You have a food from the Fruit or Vegetable Group.
- You have a food from the Meat & Beans Group.
- You have a food from the Milk Group.
- You have a food from the Grains Group.

**Conclusion:** Most of the Vitamin A and C from our diet comes from fruits and vegetables.

**Nutrient: Calcium**

Find the Calcium on your food label.

**Movement Directions:**

- If you have a food with 20% or more of the Daily Value for calcium, go to Location 1.
- If you have a food with between 5 and 19% of the Daily Value for calcium, go to Location 2.
- If you have a food with 4% or less of the daily value of calcium, go to Location 3.

**The question you will answer through this activity:** Which food groups contain foods highest in calcium?

**Action:** Raise your hand if:

- You have a food from the Fruit or Vegetable Group.
- You have a food from the Meat & Beans Group.
- You have a food from the Milk Group.
- You have a food from the Grains Group.

**Conclusion/answer:** Foods from the Milk Group contain the most calcium. Some specific foods, such as broccoli and calcium-fortified foods (like calcium-fortified orange juice) also contain calcium.

## Teacher Chart: Guide to Food Groups - Nutrition Facts Label Cards

*This list is provided to help the teacher determine if students are correctly classifying their food label into the correct food group. It is an alphabetical listing of the food labels provided in the lesson plan. It indicates the appropriate food group and if the food is high in fat or sugar (indicated by ▼). USDA technically gives some food group credit to foods high in fat and sugar just because they contain a small amount of that food group (like the flour in a donut). Remind students that these foods are at the very tip of the pyramid and should only be eaten occasionally and in small amounts.*

American Cheese	M▼	Pork loin chop, lean, broiled	MB
Apricots	F	Pork, spareribs	MB▼
Beans, kidney, canned	MB, V	Potato, French fries	V▼
Beef patty, broiled	M	Pudding, chocolate snack cup	M▼
Bell Pepper	V	Salad greens	W
Bread, white	G	Soda, orange	▼
Bean Burrito	MB, V, G	Strawberries	F
Cabbage, raw	V	Tomato	V
Cake with frosting	G▼	Tortilla chips	G, O▼
Cake, angel food	G▼	Tortilla, corn	G
Candy, chocolate bar	▼	Vegetable soup, chunky	V
Carrots, raw, mini	V	Yogurt, lowfat vanilla	M
Cereal, cornflakes, sweetened	G▼		
Cheese, American	M▼		
Cheese, mozzarella, part skim	M		
Chicken breast, baked, skinless	MB		
Corn	V		
Deli meat, bologna	MB▼		
Doughnut, glazed	G▼		
Egg, hard cooked	MB		
Fish sticks	MB▼		
Frozen fruit juice bar	F		
Fruit juice, grape	F		
Fruit juice, orange + calcium	F		
Fruit punch drink	▼		
Gravy	▼		
Ice cream, vanilla	M▼		
Kiwi fruit	F		
Milk, 1% lowfat	M		
Milk, 1% lowfat chocolate	M		
Peanuts, dry roasted	MB		
Orange	F		
Peach halves, light syrup	F		
Peas	V, MB		
Pineapple, canned in juice	F		
Pizza, Pepperoni, for one	G,M,MB,V▼		

KEY: G = Grains  
V = Vegetables  
F = Fruits  
M = Milk  
MB = Meat & Beans  
O = Oils  
▼ High in sugar and/or fat

Name: \_\_\_\_\_

# What's the Score?

Here is a way to compare foods to see which foods are the best choices for you. Answer the questions below for these four foods, using *What's on the Label?*

	Fat-free milk	1% chocolate milk	2% milk	Whole milk
1. What is the serving size for this item?				
2. Is the serving size realistic? ( <i>Is this how much you would normally eat/drink?</i> )				
3. How many total calories in one serving?				
4. How many total grams of fat in one serving?				
5. What percent of calcium in one serving?				

Based on this information, which type of milk offers the most calcium with the lowest fat?

\_\_\_\_\_

Now look at *all* the labels on the page. Answer these questions:

1. If Manuel drinks 8 fluid ounces of 1% chocolate milk and eats 6 ounces of fruit-flavored yogurt, how much calcium has he had? \_\_\_\_\_

How many grams of fat? \_\_\_\_\_

2. Which food item on the sheet has the least calcium with the highest amount of fat?

\_\_\_\_\_

3. Which food item on the sheet has the most calcium with the lowest amount of fat?

\_\_\_\_\_



Name: \_\_\_\_\_

**MyPyramid**

## What's the Score? Answer Key

Here is a way to compare foods to see which foods are the best choices for you. Answer the questions below for these four foods, using *What's on the Label?*

	Fat-free milk	1% chocolate milk	2% milk	Whole milk
1. What is the serving size for this item?	1 cup (8 fl oz)	1 cup (8 fl oz)	1 cup (8 fl oz)	1 cup (8 fl oz)
2. Is the serving size realistic? <i>(Is this how much you would normally eat/drink?)</i>				
3. How many calories in one serving?	90	170	130	150
4. How many total grams of fat in one serving?	0	2.5	5	8
5. What percentage of calcium in one serving?	30% DV	30% DV	30% DV	30% DV

Based on this information, which type of milk offers the most calcium with the lowest fat?

Answer: Fat-free

Now look at *all* the labels on the page. Answer these questions:

1. If Manuel drinks 8 fluid ounces of 1% chocolate milk and eats 6 ounces of fruit-flavored yogurt, how much calcium has he had? **Answer: 50% DV**

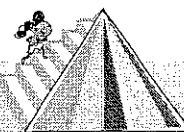
How many grams of fat? **Answer: 4 grams**

2. Which food item on the sheet has the least calcium with the highest amount of fat?

**Answer: Vanilla ice cream**

3. Which food item on the sheet has the most calcium with the lowest amount of fat?

**Answer: Fat-free milk**



## Resources

<p><b>Ideas for Expansion</b></p>	<p><b>Electronic</b></p> <ul style="list-style-type: none"> <li>• <u>Nutrition Decision</u> <i>National Food Service Management Institute</i> Interactive website to engage adolescents in activities that teach the importance of making healthful eating decisions and promote physical activity. Have students play the game "Are you Label Able" to build skills in finding items on a Nutrition Facts label.</li> <li>• <u>Food Label Quiz</u> – Test your Food Label Knowledge! <i>U.S. Department of Health and Human Services.</i> <i>Note of Caution:</i> This quiz is good for teaching label reading, but does not put it in the context of a total diet. Explain to the students that answers do not mean that would be the best food choice for them. For example, eating two servings of frozen yogurt will give you more calcium than one serving of fruit yogurt. This does not mean it is the best choice. Also, the student may conclude from reading the pizza label that all pizza will only use ½ of a saturated fat "budget" for a day. Explain that was for the pizza label being discussed – if they order a double cheese with sausage pizza from a restaurant, the saturated fat content would be much higher.</li> </ul> <p><b>Visual Concepts</b> <u>The Nutrition Label - Easy Ways to Use the Label For Healthy Eating</u> <i>Food and Drug Administration</i> For an advanced group, show each part of the nutrition label in this PowerPoint presentation called "<i>The Nutrition Label</i>." It is more appropriate for high school students, but there may be specific slides you will find helpful in discussing food labels.</p>
<p><b>Suggestions for Involvement</b></p>	<p><b>Taking It Home</b> Encourage parents to visit the "<u>Make your Calories Count</u>" website with their children. It is an interactive learning program that provides consumers with information to help plan a healthful diet while managing calorie intake. For simplicity, the program presents two nutrients that should be limited (saturated fat and sodium) and two nutrients that should be consumed in adequate amounts (fiber and calcium).</p> <p><b>School Food Programs</b> Ask the foodservice director if they can save labels from some of the foods served in the school lunch program (including any packaged food sold separately, such as ice cream bars). Using the blank labels in the "<u>Nutrition Facts Label Cards</u>", have the students create labels from some of the foods served in the school cafeteria. Have them identify the foods that are good sources of fiber, calcium, Vitamin A and C (20% or more of the Daily Value); as well as the foods that are low in saturated fat and added sugars (5% or less of the Daily Value).</p>



<b>Resources for Students</b>	<p><b>Electronic</b></p> <ul style="list-style-type: none"> <li>• <u>The Deal with Food Labels: How to read food labels</u> <i>The National Women's Health Information Center of the U.S. Department of Health and Human Services</i> <a href="http://www.girlshealth.gov/nutrition/foodlabels/index.cfm">http://www.girlshealth.gov/nutrition/foodlabels/index.cfm</a></li> <li>• <u>Figuring Out Food Labels</u> <i>Nemours Foundation</i> <a href="http://www.kidshealth.org/kid/stay_healthy/food/labels.html">www.kidshealth.org/kid/stay_healthy/food/labels.html</a></li> <li>• Fun site for kids on food labeling (also mentioned in lesson): <i>Food and Drug Administration and the Cartoon Network</i> <a href="http://www.spottheblock.com">www.spottheblock.com</a> This interactive web page on the Cartoon Network's website teaches kids ages 9 to 13 years to avoid foods high in fat, cholesterol, sodium and sugar and consume more foods with potassium, fiber, iron and calcium. It offers information on serving sizes and calories (i.e., 40 calories is low, 100 is moderate and 400 is high). Click on one of the links to find out more information: <ul style="list-style-type: none"> <li>• <u>Spot the Block! Yo!</u> <a href="#">Quicktime</a> (un-captioned, 1.18 MB) <a href="#">Quicktime</a> (captioned, 1.15 MB) <a href="#">Windows Media Player</a> (un-captioned, 1.2 MB) <a href="#">Windows Media Player</a> (captioned, 1.6 MB)</li> <li>• <u>Serving Size! Yo!</u> <a href="#">Quicktime</a> (un-captioned, 1.09 MB) <a href="#">Quicktime</a> (captioned, 1.07 MB) <a href="#">Windows Media Player</a> (un-captioned, 1.48 MB) <a href="#">Windows Media Player</a> (captioned, 1.5 MB)</li> </ul> </li> </ul>
<b>Resources for Teachers</b>	<p><u>How to Understand and Use the Nutrition Facts Label</u> <i>Food and Drug Administration's Center for Food Safety and Applied Nutrition.</i> (<a href="http://www.cfsan.fda.gov/~dms/foodlab.html">http://www.cfsan.fda.gov/~dms/foodlab.html</a>) Site with activities to help adults build label reading skills. The site includes a <u>Food Label video</u>. Below are links to some common questions parents may ask.</p> <ul style="list-style-type: none"> <li>• <u>How can I use the food label quickly and easily?</u></li> <li>• <u>How should I use the %DV column on the food label?</u></li> <li>• <u>How can I use the food label to reduce the amount of fat and cholesterol in my diet?</u></li> <li>• <u>How can people with diabetes use the food label to help with their diets?</u></li> </ul> <p><u>Resources for Learning - Be Label Able</u> Lesson plan from the <i>Project Food, Land &amp; People</i> Manual, 2<sup>nd</sup> edition, page. 363-379, 2004. From the curriculum used by PDE Environment/ Ecology Division. The Environment and Ecology website provides information on Project Food, Land and People workshops.</p>

	<p>See also:</p> <ul style="list-style-type: none"><li>• <u>Make Your Calories Count</u>, November 2006. (How to use the Nutrition Facts Label for Healthy Weight Management ) Nutrition Facts Label (<u>PDF, 350Kb</u>), November 2006.</li><li>• <u>Trans Fat Now Listed with Saturated Fat and Cholesterol on the Nutrition Facts Label</u>, January 1, 2006.</li></ul> <p><u>Nutrition Data website</u> Download labels free of charge using this website. They can be reproduced for educational purposes as long as you do not remove the “www.nutritiondata.com” that appears on the bottom of label. Enter the name of a food and create a label. You must register first (make sure you opt out of mailings/e-mails).</p>
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# Create your own Food Labels

Nutrition Facts		
Serving Size		
Servings Per Container		
Amount Per Serving		
Calories	Calories from Fat	
%Daily Value*		
Total Fat g		%
Saturated Fat g		%
Trans Fat 0g		
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.		

↓ LOW=5% or less HIGH=20% or more ↑

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