

Reading and Understanding Food Labels

Grade: 3-5

Time: 15-25 minutes

Objectives:

- Students will know how to read a food label
- Students will identify different nutrients on the Nutrition Facts Food label

Materials:

- Laminated food wrappers with the Nutrition Facts Label
- If available, variety of exercise equipment (i.e. mats, jump ropes, step boxes, medicine balls, etc.)
- Food label poster
- 5 cones (or more)
- Labels for each station

Set Up:

- Explain the food label to the students. Show and explain the serving sizes and the amount per serving. Show where to find calories, fat, carbohydrates, fiber, sodium, added sugar, and protein.
- Set up at least 5 stations identified by cones, making sure they're in a perimeter of a circle or square because the students will be moving to each station.
- Each station will have a snack wrapper and an instruction card that explains what nutritional information they are looking for on the label. On a station card, tell what nutritional information they should find on the label. Assign an exercise to go with the information. These stations can be found at the end of this booklet but following are some more examples.
- Examples:
 - Identify the **FIBER PER SERVING** on the food label. Perform one push-up for the total number.
 - Locate the **ADDED SUGAR** on the food label. Perform one jumping jack for every gram of added sugar
 - Identify the amount of **SODIUM** on the food label. Perform one toe tap or toe touch for each milligram (can do one for each 10 mg for foods high in sodium).
 - Identify **THE NUMBER OF SERVING** on the food label. Jog one lap (or run in place) for each serving.
 - Identify the **GRAMS OF CARBOHYDRATES** on the food label. Perform one squat for each gram of carbohydrate.

Directions:

- Place students evenly at all the different cones to start. Once they complete the station by reading the food label and completing the exercise, they will move to the next.

Variations:

- Give students a time limit on how long they can be at each station.
- Have students complete an exercise while traveling to the next station such as squats, side shuffle, hops, etc.
- Have the students jog or walk a lap after completing a station.

National Physical Education Standards:

Standard 1

Standard 2

Standard 3

Standard 4

Oklahoma Academic Standards – Physical Education:

S1.E1, S1.E2, S1.E3, S1.E4, S1.E7, S1.E8, S1.E26

S2.E1

S3.E2, S3.E6

S4.E1, S4.E2, S4.E3, S4.E4, S4.E5, S4.E6

CASEL Competencies:

Social Awareness

Relationship Skills

Responsible Decision-Making

Resources:

(2013, January 1). Retrieved from https://www.getfit.tn.gov/kids/lessons_math.aspx.

Identify the
FIBER PER SERVING
in one serving. Multiply
that number by two.

Perform one
PUSH-UP for the total
number.

Identify the
AMOUNT OF SODIUM
in one serving.

TOE TAPS, taking one
step for each milligram of
sodium.

Identify the
**NUMBER OF
SERVINGS.**

JOG ONE LAP for every
serving.

Locate the
ADDED SUGAR that are
in one serving.

Perform one
JUMPING JACK for
every gram of added sugar.

Identify how many
GRAMS OF
CARBOHYDRATES are
in one serving. Multiply
that number by two.

Perform the same number
of
SQUATS.