

Serving Size

Learning Objectives

- I can explain serving sizes and how they affect health. (SOL 4.1a)
- 4.1 The student will explain how nutrition and other health-enhancing behaviors affect personal health and academic achievement.

Nutrition

a) Determine how serving sizes, additives, preservatives, sodium, and added sugar content for a variety of foods and beverages affect health.

Teacher Notes

New vocabulary and content

- Calorie- a unit to measure heat/energy.
- Macronutrients- provide the body with energy.
- Fats- 9 calories per gram; body burns fat calories during low intensity physical activity.
- Carbohydrates- 4 calories per gram; body's main source of energy; body burns carbohydrates during high intensity activities.
- Protein- 4 calories per gram; body uses calories from protein to build and repair muscle cells.
- Macronutrient- fats, carbohydrates, protein
- Serving Size- amount of food or drink that is served
- Nutrition labels-nutrient content of the food or drink

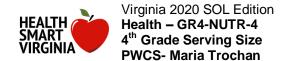
Lesson Steps

Step 1 (Engage learners/access prior knowledge)

• Hold up a few food labels or a poster of a food label. Ask students if they know what they are, where they can find food labels and what is the purpose of them.

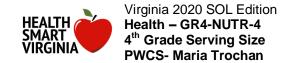
Step 2 (New information – direct instruction/teacher-facilitated learning)

• Lead an explanation about food labels- "Do you know how books have a table of contents that explains what's inside?" "Or, maybe you have a toy that came with a diagram that identified each small piece." "Nutrition labels



- are sort of like that." "They tell you what's inside the food you're eating and list its parts."
- Discuss with students the way we know what nutrients are in a food with the use of food labels. Watch the short video on food labels: https://www.youtube.com/watch?v=ylY0w04AAVk
- Together, read food labels and explain each section. A diagram can be used as an example and a talking point. Focus on serving size and discuss the importance of consuming the serving size not the entire "package".





Step 3 (Application – how student will apply/practice new learning)

• Nutrition Label Matching

- Place students in groups at cones with hula hoops around the perimeter of the play area. In the center of the play area are pictures of foods or food models. At each hoop is a few nutrition labels.
- On "go" the students take turns running to the middle of the gym and picking up a picture of a food or food model that matches the nutrition labels at the hoop. Once each label has a matching food the students let the teacher know and their matches are checked. When all teams have been checked, the food pictures/models are placed back in the middle of the play area. Students rotate in a clockwise manner to the next hoop and the game is played again this time each team has new nutrition labels.
- o Play as many times as possible.

Assessments

• The teacher can check for understanding during the game and discussion of food labels.

Extensions/Connections

• Rules for reading a nutrition label https://www.youtube.com/watch?v=R-o-83k8dP0