



SAMPLE LESSON PLANS

Health Smart Virginia - Sample Lesson Plan Grade 4

Unit Food Label Reading

SOLs:

- 4.5 B - Explain the uses of **salt and sugar** and the harm of **excessive salt and sugar intake**.

Title: **Sugar Crashers**

Objectives/ Goals:

[Students are learning how to monitor their sugar intake and health risks of consuming too much]

- Students will learn to differentiate between natural and added sugar
- For kids, consumption of added sugar needs to be limited to about 24-28 grams or 6-7 Teaspoons per day (based on caloric intake).
- Excessive added sugar consumption over time can lead to health consequences like type 2 diabetes, weight gain, and heart disease
- Students will learn where to look for sugar on a food label, and how to determine if the sugar is natural or added.

Materials:

[Equipment and Set Up]

- 3-4 tagging noodle for every 20 students
- 6 noodle bits per student, or another small item that can be easily carried

- 2 Large mats spread out in a corner of the gym

Procedure:

Intro- Discussion should cover:

- Natural sugars are healthy and are found in foods like fruits, vegetables, and whole grains
- Our bodies aren't designed to handle added sugars. Kids should limit added sugar consumption to 6 Teaspoons (24 grams) or less (based on 2000 calorie diet).
- The average American eats 19.5 Teaspoons (82 Grams) per day.
- Too much added sugar can lead to type 2 diabetes, weight gain and heart disease
- show students where to find sugar on the food label, and how to scan the ingredient list for added sugars/sweeteners. If there aren't any listed, the sugar is natural.

Description-

Taggers represent a food with 1 teaspoon (4 grams) of added sugar. Every other student starts the game with 6 noodle bits (or substitute item). When students get tagged, they walk to a designated spot where they must leave one of their noodle bits. We are pretending that students have consumed 1 teaspoon of added sugar with each tag. When they run out of noodle bits, that means they have reached their added sugar limit for the day. At that time, students need to go to the rest area (mats) where they pretend to sleep for 30 seconds. After waking up, the student can get 6 more noodle bits and start a new day.

Closure-

- Review the added sugar limit
- Ask students to describe how to determine whether sugar is natural or added by reading the food label

Assessments, References & Sources:

Resources:

- <https://globalnews.ca/news/2898066/how-much-sugar-are-your-kids-eating-take-a-look-at-3-new-sugar-limit-guidelines/>
- <http://www.eatingwell.com/article/119944/how-to-identify-natural-sugar-and-added-sugar-on-nutrition-labels/>
- <https://www.health.harvard.edu/blog/eating-too-much-added-sugar-increases-the-risk-of-dying-with-heart-disease-201402067021>

Assessments:

Use the end of unit Label Reading Assessment for this activity OR the exit slip on page 2

Lesson Created by: Tommy Landseadel

Please answer the following 2 questions:

1) What is the recommended limit for added sugar the average 4th grader should consume in a single day? Circle one:

A. 6 Teaspoons (24 Grams)

B. 19.5 Teaspoons (78 Grams)

C. 24 Teaspoons (96 Grams)

2) Name 1 possible health consequence for people who consume too much added sugar over time?



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Health Smart Virginia - Sample Lesson Plan

Grade 4

Unit [Label Reading]

SOLs:

- [5.5 B,C,D and E]
- 5.5 B- Explain that there are different RDA recommendations for children, teens, and adults.
- 5.5 C- Explain the effect of **portion size** on RDA.
- 5.5 D- Explain the purpose of **vitamins and minerals**.
- 5.5 E- Evaluate components of **food labels** for a variety of foods, to include **macronutrients, RDA, and portion size**.

Title: [Label Reading Assessment]

Objectives/ Goals:

[Assess student label reading skills]

- Students will be able to apply nutrition knowledge while analyzing actual foodlabels

Materials:

[Equipment and Set Up]

- Assessment papers- attached below

Procedure:

Intro- Discussion should cover:

- Make sure students understand the format and know what the expectations are.

Lesson created by Tommy Landseadel and Luke Noble

- Students need to fill out the left side of the page with all the required nutrition facts before answering question 9 at the end.
- When scoring question 9, it is not really about whether or not the student has the “correct answer” for whether the food is healthy or not. The important thing is that the facts the student chooses to use support the conclusion he/she made.

Description-

How to use this assessment:

Cut out food labels and make copies.

This part is completely optional, but I also usually allow students to work with 1 partner for this assessment. The idea there is to make it feel more like a continued learning experience than a test.

Assessments, References & Sources

Assessments:

See below:

Name: _____

Food Label Reading Assessment

Read the label and identify nutrients to determine if the food is healthy

1. **Macronutrients**
 - Protein: __g
 - Carbohydrates: __g
 - Fat: __g
2. **Micronutrients: List Vitamins and Minerals you see with the highest RDA percentages:**
 -
 -
 -
3. **How much Fiber**
 - Fiber: __g
4. **Sugar**
 - __g
 - Natural or Added? (circle one)
5. **Fats**
 - Polyunsaturated: __g
 - Monosaturated: __g
 - Saturated: __g
 - Trans __g
6. **Sodium**
 - Sodium in Food: __Mg
 - RDA % for sodium: __%
7. **List any Artificial Ingredients you see:**
 -
 -
 -
8. **What is the serving size for this item?**

How many total servings in this container?



9. Circle One:

Is this food item
Healthy Or Unhealthy

Provide 3 facts from the analysis
above to support your answer:

- 1) _____
- 2) _____
- 3) _____

Name: _____

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