



SAMPLE LESSON PLANS

Health Smart Virginia - Sample Lesson Plan

Grade 4th

Unit Food Label Reading/General Nutrition

SOLs:

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

Title: Blood Pressure Tag

Objectives/ Goals:

[Students are learning about the sodium and how to analyze food labels]

- Students will learn the importance of sodium
- Students will learn the potential health consequences of consuming too much sodium
- Students will learn where to find sodium on the food label and how to find the RDA %.

Materials:

[Equipment and Set Up]

- 3 tagging noodles for every 20 students

Procedure:

Intro- Discussion should cover:

- Sodium is an important electrolyte that our bodies need. We lose some of our sodium every time we sweat or urinate. It needs to be replenished.

- Excessive salt intake can lead to high blood pressure, which increases risk of heart attack and stroke
- Excess salt causes the body to retain more water to dilute the salt. Water retention leads to increased pressure on arteries.
- Limit sodium intake to less than 2300 Mg. per day
- Show students where to find sodium on the food label. The percentage listed reflects the RDA amount of 2300 Mg.

Description-

The game is played just like sharks and minnows. Taggers start in the middle of the gym. Sideline boundaries represent arteries and the students trying to cross the gym are blood molecules. All blood molecules start on one side and try to cross when the teacher calls them. They only go one way and then stop until called to return to the other side. If tagged, students must freeze where they are. Frozen students represent sodium. They may not move their feet, but they are now taggers also. The more sodium the body takes in, the harder it becomes for the blood to pass through the artery because of the increased pressure.

Closure-

- Do our bodies need sodium?
- What can happen over time if we have too much?

Assessments, References & Sources:

Resources:

- <https://www.verywellfit.com/what-happens-if-i-dont-consume-enough-sodium-2507757>
- <https://www.popsci.com/heres-what-happens-to-your-body-if-you-eat-too-much-salt#page-2>
- <https://www.mayoclinic.org/diseases-conditions/high-blood-pressure/in-depth/high-blood-pressure/art-20045868>

Assessments:

Use the end of unit Label Reading Assessment for this activity OR use the exit slip found below.

In class today, we learned about sodium. Please answer the following questions:

1) Do our bodies need sodium?

Yes

No

2) What is the RDA sodium limit?

A) 500 Mg.

B) 2,300 Mg.

C) 23,000 Mg.

3) Too much sodium leads to high blood pressure. High blood pressure can cause which of the following? Circle all that apply.

A) Heart Attack

B) Stroke

C) Diabetes



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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: _____

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:
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 -
 -
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:

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- 2) _____
- 3) _____

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