Smart Choices
Grades 2-3 Lessons

Healthy Living for life!
Nutrition Services • Alameda County Public Health Department
Growing Healthy Students

This material was produced by the California Department of Public Health’s Network for a Healthy California with funding from USDA SNAP, known in California as CalFresh (formerly Food Stamps). These institutions are equal opportunity providers and employers. CalFresh provides assistance to low income households and can help buy nutritious foods for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.cachampionsforchange.net.
Smart Choices – Day One
Grades 2-3
Overview
(Adapted from ACPHDNS Sugar Savvy lessons)

Objectives:  Students will be able to identify foods that taste sweet.
            Students will be able to identify naturally sweet foods and foods that have extra sugar added.
            Students will understand that in order to be healthy, they should limit the amount of “extra sugar added” foods and drinks that they consume.

Materials:
- 6 Gallery Walk Posters each attached to a piece of chart paper;
- Optional: Food Model cards;
- T-chart for whole class to view;
- Packages (may be empty) of: 12-oz soda can; 20 oz. soda bottle; 1 pack Fruit Gushers; 1 pack of Twinkies; 4 Oreo cookies;
- Box of sugar cubes;
- Optional: How Teaspoons of Sugar? Handout – 1/student
- “Be Sugar Savvy” handout – 1 for each student;
- Projected/enlarged words to “Sugar Song.”

Hook: Gallery Walk
- Designate students groups – 4-6 students in each group;
- Ensure that students have markers or pencils to write on chart paper;
- Review options for rotations (see Gallery Walk Directions)
- At each poster, students should:
  ✓ Examine the image(s) and read the prompt;
  ✓ Respond to the prompt by writing answer directly on chart;
  ✓ When given the signal, move to the next chart (or have one group member carefully walk the chart to the next group of students) and repeat the above steps.
- Continue until the “stop” signal is given.
- If desired, model the process with entire class before students do this in small groups.

When students have finished, read aloud some interesting, thought-provoking comments that were written on charts. Re-visit charts occasionally to correct misconceptions and/or to answer student questions about healthy foods/beverages that were elicited from posters.

Lesson:

Say: It's important to eat healthy foods every day AND it's important to LIMIT unhealthy foods.

Today we’re going to look at foods that should be “sometimes” foods --- foods that are okay to eat once in a while, but not every day because they are not healthy for us.

Create (without a label) a T-Chart on Board or projector.

Ask: What are some sweet foods and beverages that you like to eat or drink?
As students respond to question, sort responses into two categories --- foods that are “naturally” sweet should be on one side and foods that have “extra sugar added” should be on the other. For example:

<table>
<thead>
<tr>
<th>?</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orange juice</td>
<td>Candy</td>
</tr>
<tr>
<td>Strawberries</td>
<td>Cupcakes</td>
</tr>
<tr>
<td>Bananas</td>
<td>Soda</td>
</tr>
<tr>
<td>Milk</td>
<td>Cookies</td>
</tr>
<tr>
<td></td>
<td>Cereal</td>
</tr>
</tbody>
</table>

(If you have Food Model cards, post them on the T-chart when students name those foods.)

Ask students to speculate about the differences between these two groups. After a brief discussion, ask them to give a title to the first group and a title to the second group. Assist them, as needed, to generate a title similar to “Naturally Sweet Foods/Drinks” and “Added Sugar Foods/Drinks.”

1. Review the following facts with your students and engage them in a discussion about foods that taste “extra-sugar-added” sweet (candy, soda, etc.) compared to foods that taste “naturally” sweet (fruit, milk, etc.)
   - “Naturally sweet” means that a food naturally contains sugar – i.e. it grows like that or comes from animals like that. Foods like fruits, vegetables, and dairy products contain natural sugar, AND they also contain vitamins, minerals and fiber. These are foods that we SHOULD eat every day. They are “ALWAYS” foods.
   - “Added sugar” means that sugar was added to the food when it was being made or processed. Many treats, like candy and soft drinks (soda), are “sweet” because the sugar is added. These foods are high in added sugar and are often low in vitamins, minerals, fiber and other healthful things that your body needs to grow. These are foods that we should NOT eat or drink every day. They are “SOMETIMES” foods or “TREATS.”
   - Let’s look at our lists: What other foods could we add to the two groups?
   - (Many foods contain natural sugars: apples, carrots, mangos, sweet peas, watermelon, etc.)
   - (Many foods contain added sugars: juice, crackers, cake, pie, doughnuts, etc.)

Ask: How do you think your body would feel if you had too much added sugar in foods or drinks?

Ask: How do you think your body would feel if you had healthy foods to eat and water to drink instead?

2. Say: What are some problems that you can have if you eat or drink too many foods/drinks with added sugar?

- Eating too many sugary foods can lead to cavities.
- Eating too many sugary foods can lead to weight gain which can lead to other health problems like diabetes and heart disease.
- Eating too many sugary foods can make you too full to eat healthier foods so your body doesn’t get the nutrients it needs to grow, be strong, and be healthy.
- “Extra-sugar-added” foods should NOT be everyday foods.

Say: Health experts have said that children from 4-8 years old should have no more than 5 teaspoons of added sugar a day. (Hold up a teaspoon.) (Teacher info: 1 teaspoon = 4 grams of sugar = 16 calories)
Sometimes that’s easier to see with sugar cubes. (Hold up a sugar cube.) Each sugar cube is the same as 1 teaspoon of sugar, so children your age should have no more than 5 cubes of added sugar each day. (Stack 5 cubes so that students can see how much that is.)

Say: Let’s look at how much added sugar is in some foods and beverages that we eat and drink and see advertised on TV.

Arrange the following items in a place where all students can view: 12 oz. soda (non-diet) can; 20 oz. soda bottle (non-diet); Fruit Gushers; Twinkie; 4 Oreos. Stack sugar cubes in front of each snack (pyramid-style) so students can view the teaspoons of sugar in each snack. Have students make predictions about how many cubes of sugar in each item. Then count out loud while you’re stacking.

12 oz. soda can = 10 cubes
20 oz. soda bottle = 16+ cubes
1 pk. Fruit Gushers = 3+ cubes
2 Twinkies = 9+ cubes
4 Oreos = 3+ cubes

Say: If children should or drink foods/drinks that total of 5 cubes (teaspoons) of added sugar each day, which foods/drinks would be okay to eat in a day?

Which foods/drinks have too much extra sugar added for children your age?

What could you eat and drink instead of foods with lots of extra sugar added?

Improvise some math problems for students to calculate the amount of sugar in typical snacks — i.e. If you had 2 Twinkies and a 12 oz. can of soda, how many cubes/teaspoons of extra added sugar would you be eating? Or have them create their own math problems using the sugar identified in treats above.

Optional: If students are familiar with division concepts, they can complete the handout that determines how many cubes of sugar in several common beverages and/or they can use completed sheet to stack cubes of sugar so that they can see how many cubes are in these foods/beverages.

To help them generate ideas about healthy alternatives, have students complete the “Be Sugar Savvy” handout.

After students have put an “X” on all foods with added sugar, have them count up all of the foods that have extra sugar added and put that number at the bottom of the paper (18).

Then have them add up the foods with natural sugar and write that number on the bottom of the paper (16).

Say: Remember...it’s okay to have one of these foods/drinks with added sugar as a treat SOMETIMES, but in order to be healthy, we should say, “No,” to foods and drinks with extra sugar added and eat more fruits, vegetables, and whole grains and drink more water or low-fat/non-fat dairy products.
3. Physical Activity (sung to the tune of: If You’re Happy and You Know It):

**Sugar Song**
We say, "No" to added sugar, clap your hands! (Clap, clap)
We say, "No" to added sugar, clap your hands! (Clap, clap)
We’ll drink water when we’re thirsty and we’ll eat more fruits and veggies
And we’ll dance and be as healthy as can be! (Clap, clap)

*(Other movements: Stomp your feet; Dance for fun; Jump for Joy; Touch your toes; Turn around;
Touch your knees; Touch the sky)*
Sugar Savvy Gallery Tour

Directions:

- Attach each visual with prompt poster to a large piece of chart paper, creating 6 poster-charts in all;
- Distribute poster-charts throughout room (either on wall or on flat table-groups);
- Divide class into 6 equal groups of students (should be 4-6 students per group);
- There are two options for the next part: either have student-groups move to each poster-chart OR have each poster-chart move to each student-group;
- For each poster-chart, students should:
  - Examine the image(s) and read the prompt;
  - Respond to the prompt by writing answer directly on chart;
  - When given the signal, move to the next chart (or have one group member carefully walk the chart to the next group of students) and repeat the above steps.
- Continue until the “stop” signal is given.
I notice...
I think...because...
What happens if...?
I wonder...?
I think...because...
I wonder...?
How Many Teaspoons/Cubes of Sugar?

Name: ____________________________________________ Date: ____________

Formula: To calculate the number of teaspoons or cubes of added sugar in a food or drink, you look at the grams of added sugar and divide by 4. For example, in a “Peanut Butter Choco Bar,” there are 17 grams of sugar.

\[ 17 \div 4 = 4 \frac{1}{4} \]

So there are 4 \( \frac{1}{4} \) teaspoons or cubes of added sugar in the Choco Bar.

Complete the chart below:

<table>
<thead>
<tr>
<th>Food</th>
<th>Grams of Added Sugar</th>
<th>Teaspoons or Cubes of Added Sugar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large “Nut and Caramel Candy Bar”</td>
<td>56 grams of added sugar</td>
<td></td>
</tr>
<tr>
<td>Orange soda</td>
<td>49 grams of added sugar</td>
<td></td>
</tr>
<tr>
<td>Mixed Berry Granola Bar</td>
<td>36 grams of added sugar</td>
<td></td>
</tr>
<tr>
<td>2 ounce bag of Skittles</td>
<td>47 grams of added sugar</td>
<td></td>
</tr>
<tr>
<td>( \frac{1}{2} ) cup of chocolate pudding</td>
<td>16 grams of added sugar</td>
<td></td>
</tr>
<tr>
<td>Apple</td>
<td>0 grams of added sugar</td>
<td></td>
</tr>
</tbody>
</table>

Which snack is the SMARTEST CHOICE? ____________________________________________

Why? ____________________________________________
Be Sugar Savvy

INSTRUCTIONS
Mark an X on foods with added sugar.

Healthy Living for Life
Alameda County Public Health Department

Nutrition Services • 3600 Telegraph Ave. • Oakland, CA 94609 • 510-595-6454 • www.healthylivingforlife.org
For food stamp information, call 877-847-3663. Funded by the USDA Supplemental Nutrition Assistance Program, an equal opportunity provider and employer.
Smart Choices – Day Two
Grades 2-3
Nutrition Food Label Introduction
Overview
(adapted from Nourish Interactive Lesson)

Objective: Students will understand that a Nutrition Label provides important information about the foods we eat.

Materials:
- Nutrition Food Label Chart from Day One activity;
- A cereal box with a food label on it;
- Chef Solus Introduces Mr. Food Label Coloring Sheet – 1 per student;
- Chef Solus Food Label Guide – for teacher reference
- 2 different color highlighters for students to use (i.e. yellow and green);
- Packet of enlarged Nutrition Facts Labels (A-E) – 1 set per student pair.
- “Cereal Nutrition Label Investigation” handout – 1 per student/pair of students;

Show students the Nutrition Food Label Chart from Day One activity. Read students’ questions or comments from the chart. Ask students if they know what this is and where they would find it? Show them the Nutrition Label on the cereal box.

Say: A Nutrition Food Label is a tool to help us make healthy choices about the foods we eat. You will find a Nutrition Label on cartons of food and frozen foods; on cans of food; on boxes of food like cereal and crackers. In fact you will find a Nutrition Label on ALL foods except for fresh foods like fruits and vegetables because we already know those are healthy. A Nutrition Label gives us information that helps us make healthy choices about the foods we eat.

Distribute the Chef Solus Introduces…handout plus the highlighters to students. All students should have access to yellow and green highlighters.

Say: When we read a Nutrition Label, the first thing we look at is the Serving Size. All the numbers of the label are based on ONE serving. The package might actually contain more than one serving. This is very important information that will help you control how much you eat. Highlight “Serving Size (228 g)” and Servings Per Container 2” in YELLOW on the handout.

Next, we look at Calories. This tells you how much energy you will get from one serving of this food/beverage. If you don’t use up that energy, it gets stored as fat. Highlight “Calories 250” in YELLOW on the handout.

We’re going to go all the way down to “Dietary Fiber.” This tells you how much fiber is in one serving. Fiber helps your food move through your body easily. Foods with 4 grams of fiber or more is high in fiber and good for you. Highlight “Dietary Fiber 0g” in GREEN on the handout.

Right below Dietary Fiber is information about sugar. “Sugars” is the total amount of natural sugar and added sugar that is in the one serving. Our body does not need too much sugar. Sugar can add a lot of calories that we don’t need. Highlight “Sugars 5 g” in YELLOW on the handout.

The last section that we’re going to look at is the “Vitamin/Mineral “ section. Vitamins and minerals help your body stay healthy. 20% or more is high and makes your body very happy. Highlight all of the Vitamins and minerals in GREEN on the handout.
Which parts of the Nutrition Label did we highlight in YELLOW? (Serving Size, Servings Per Container, Calories, sugars.) Why did we highlight them in YELLOW? (These are the areas that we have to be careful about. We want to make sure we know what the serving size is, we want to select foods that are low in Calories and low in sugars.)

Which parts of the Nutrition Label did we highlight in GREEN? (Dietary Fiber and Vitamins and Minerals) Why did we highlight them in GREEN? (These are the good things for our bodies so we want to be sure that we have plenty of these in the foods we eat and the beverages we drink.)

(Note to teachers: For this activity, we are limiting the elements of the Nutrition Label to those mentioned above. At some point, if you want to teach students about fats and sodium, you can certainly use the Food Label Guide for additional information.)

Say: Now that we know a few important things to look for in a Nutrition Label, we’re going to practice by examining some cereal labels.

Distribute Packet of labels.

Say: With your partner, I want you to highlight these Nutrition Labels. The Serving Size information, the Calories and the Sugars should be highlighted in YELLOW.

The Dietary Fiber and Vitamin/Mineral information should be highlighted in GREEN. Take a minute to do that now.

When students have completed that, distribute the “Cereal Nutrition Label Investigation” handout.

Say: Now that we’ve highlighted some of the key nutritional information on the labels, we’re going to compare a few cereals and try to determine which would be the healthiest to eat – i.e. which would be the “Smartest Choice.”

Let’s examine the first label together, Label A. (At this time, students will not know which cereal is “A” – they’ll learn that on Day Three.) What is the Serving Size for this cereal? Write it in the box under Serving Size for Letter A. (Continue for the other nutrients on the handout – Calories per serving; rams of Sugar, Grams of Dietary Fiber, Vitamins/Minerals).

Say: If we look at the Calories, sugar, fiber and vitamins and minerals, do you think that eating this cereal is a smart choice? Why or why not? Engage students in a discussion about how a “Smart Choice” would have fewer Calories and fewer grams of sugar and more fiber and vitamins/minerals.

Have students write “Yes” or “No” in the box under “Smart Choice?”

If students are able to do this independently, have them examine the rest of the labels and complete the matrix. Have them answer the questions below the matrix when finished in-putting all of the Nutrition label information. Discuss questions.

Wrap-Up

Say: How does a Nutrition Label help us make healthy choices about the foods/beverages that we eat and drink?
Tomorrow, we are going to look at something else that influences our eating/drinking choices—something that may make it a little more difficult for you to choose the healthiest food or drink.

Collect papers to be used for Day Three.

**Follow-up Math Activity:**

Have students create a line graph or bar graph to represent some of the data in this lesson. They could take one of the nutrients or measures (Calories per serving; grams of sugar; grams of fiber, or number of vitamins and minerals) and graph the information for each of the cereals.
Chef Solus Food Label Guide

Food labels can seem confusing but if we break them up into blocks, you will see they are actually very easy to use! All the blocks work together to help you pick smart foods that will keep you healthy and feeling great!

Start with the **Serving Size**. All the numbers are based on one serving size. The package might actually contain several servings. This is very important information that will help you with portion control.

**Calories**: This tells you how much energy you will get from one serving of this food. If you don't use up that energy, it gets stored as fat.

**Calories from Fat**: This tells you how much energy of that food comes from fat. Your heart likes foods lower in fat.

**Total Fat** is the amount of all the different kinds of fat in one serving. Your body needs some fat. Avoid foods high in saturated fats and look for zero Trans fats. These fats are not good for your heart.

Cholesterol and sodium (salt) tells you how much of that nutrient is in one serving. Pick foods that are low in cholesterol and sodium. Look for 5% or less!

**Fiber**: This tells you how much fiber is in one serving. Fiber helps your food move through your body easily. Foods with 4 grams or more is high in fiber and good for you!

**Sugars** is the total amount of natural sugar and added sugar that is in the one serving. Our body does not need too much sugar. Sugar can add a lot of calories that we don't need.

**Protein** is very important because it is the building blocks for all cells. Read carefully. High protein foods can be high in fat.

**Nutrition Facts**

Serving Size 1 cup (228g)

<table>
<thead>
<tr>
<th>Amount per serving</th>
<th>% Daily Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories 250</td>
<td>Calories From Fat 110</td>
</tr>
<tr>
<td>Total Fat 12g</td>
<td>18%</td>
</tr>
<tr>
<td>Saturated Fat 3g</td>
<td>15%</td>
</tr>
<tr>
<td>Trans Fat 3g</td>
<td></td>
</tr>
<tr>
<td>Cholesterol 30mg</td>
<td>10%</td>
</tr>
<tr>
<td>Sodium 470g</td>
<td>20%</td>
</tr>
<tr>
<td>Total Carbohydrate 81g</td>
<td>10%</td>
</tr>
<tr>
<td>Dietary Fiber 0g</td>
<td>0%</td>
</tr>
<tr>
<td>Sugars 5g</td>
<td></td>
</tr>
<tr>
<td>Protein 5g</td>
<td></td>
</tr>
</tbody>
</table>

**Vitamin Section**: See if these foods are high in vitamins. Vitamins help your body stay healthy. 20% or more is high and makes your body very happy!

Visit [www.ChefSolus.com](http://www.ChefSolus.com) for printable worksheets for kids, nutrition education games, puzzles, activities and more!

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## Nutrition Facts

**Serving Size** 3/4 cup 1 NLEA serving 27g (27 g)

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Calories</strong> 104</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Fat</strong> 0g</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Saturated Fat</strong> 0g</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Trans Fat</strong> 0g</td>
<td></td>
</tr>
<tr>
<td><strong>Cholesterol</strong> 0mg</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Sodium</strong> 50mg</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Total Carbohydrate</strong> 24g</td>
<td>8%</td>
</tr>
<tr>
<td><strong>Dietary Fiber</strong> 1g</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Sugars</strong> 15g</td>
<td></td>
</tr>
<tr>
<td><strong>Protein</strong> 2g</td>
<td></td>
</tr>
</tbody>
</table>

### Vitamins
- Vitamin A: 10%
- Vitamin C: 10%
- Calcium: 1%
- Iron: 2%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

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# Nutrition Facts

Serving Size 1-1/4 cup 1 NLEA serving 33g (33 g)

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>Calories 128</th>
<th>Calories from Fat 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Daily Value*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fat</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Trans Fat</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>0mg</td>
<td>0%</td>
</tr>
<tr>
<td>Sodium</td>
<td>299mg</td>
<td>12%</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>28g</td>
<td>9%</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>0g</td>
<td>1%</td>
</tr>
<tr>
<td>Sugars</td>
<td>3g</td>
<td></td>
</tr>
<tr>
<td>Protein</td>
<td>2g</td>
<td></td>
</tr>
</tbody>
</table>

Vitamin A 12% • Vitamin C 15%
Calcium 0% • Iron 63%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

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## Nutrition Facts

**Serving Size:** 1 cup 1 NLEA serving 49g (49 g)

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories <strong>167</strong></td>
<td></td>
</tr>
<tr>
<td>Calories from Fat <strong>5</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total Fat</strong> 1g</td>
<td>1%</td>
</tr>
<tr>
<td>Saturated Fat 0g</td>
<td>0%</td>
</tr>
<tr>
<td>Trans Fat</td>
<td></td>
</tr>
<tr>
<td><strong>Cholesterol</strong> 0mg</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Sodium</strong> 3mg</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total Carbohydrate</strong> 41g</td>
<td>14%</td>
</tr>
<tr>
<td>Dietary Fiber 6g</td>
<td>22%</td>
</tr>
<tr>
<td>Sugars 0g</td>
<td></td>
</tr>
<tr>
<td><strong>Protein</strong> 5g</td>
<td></td>
</tr>
</tbody>
</table>

| **Vitamin A** 0% | 0%     |
| Vitamin C        | 0%     |
| **Calcium** 2%   | 9%     |
| **Iron**         |        |

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

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## Nutrition Facts

Serving Size 1 cup 1 NLEA serving 32g (32g)

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories 128</td>
<td></td>
</tr>
<tr>
<td>Calories from Fat 14</td>
<td></td>
</tr>
<tr>
<td>Total Fat 2g</td>
<td>2%</td>
</tr>
<tr>
<td>Saturated Fat 0g</td>
<td>1%</td>
</tr>
<tr>
<td>Trans Fat 0g</td>
<td></td>
</tr>
<tr>
<td>Cholesterol 0mg</td>
<td>0%</td>
</tr>
<tr>
<td>Sodium 180mg</td>
<td>8%</td>
</tr>
<tr>
<td>Total Carbohydrate 28g</td>
<td>9%</td>
</tr>
<tr>
<td>Dietary Fiber 1g</td>
<td>4%</td>
</tr>
<tr>
<td>Sugars 14g</td>
<td></td>
</tr>
<tr>
<td>Protein 1g</td>
<td></td>
</tr>
</tbody>
</table>

| Vitamin A 10%  | Vitamin C 11% |
| Calcium 10%    | Iron 25%      |

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

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# Nutrition Facts

Serving Size: 3/4 cup 1 NLEA serving 27g (27 g)

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>Calories 99</th>
<th>Calories from Fat 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Daily Value*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fat</td>
<td>1g</td>
<td>1%</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>0g</td>
<td>1%</td>
</tr>
<tr>
<td>Trans Fat</td>
<td>0g</td>
<td></td>
</tr>
<tr>
<td>Cholesterol</td>
<td>0mg</td>
<td>0%</td>
</tr>
<tr>
<td>Sodium</td>
<td>189mg</td>
<td>8%</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>22g</td>
<td>7%</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>3g</td>
<td>11%</td>
</tr>
<tr>
<td>Sugars</td>
<td>4g</td>
<td></td>
</tr>
<tr>
<td>Protein</td>
<td>3g</td>
<td></td>
</tr>
<tr>
<td>Vitamin A</td>
<td>9%</td>
<td>Vitamin C 9%</td>
</tr>
<tr>
<td>Calcium</td>
<td>2%</td>
<td>Iron 42%</td>
</tr>
</tbody>
</table>

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

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Cereal Nutrition Label Investigation

<table>
<thead>
<tr>
<th>Cereal Letter</th>
<th>Serving Size</th>
<th>Calories per Serving</th>
<th>Grams of Total Fat</th>
<th>Grams of Sugar</th>
<th>Grams of Dietary Fiber</th>
<th>Vitamins/Minerals How Many Diff. Kinds?</th>
<th>Smart Choice? Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td></td>
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<td></td>
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<tr>
<td>E</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Which cereal has the **most** sugar per serving? __________________
2. Which cereal has the **least** sugar per serving? __________________
3. Which cereal has the **most** dietary fiber per serving? ______________
4. Which cereal has the **least** dietary fiber per serving? ______________
5. Which cereal do you think is the **Smartest Choice**? Why? ______________
Smart Choices – Day Three
Grades 2-3
Advertising Techniques
Overview

Objective: Students will understand that in order to make a smart choice, they need to look beyond common advertising techniques.

Materials: Large chart paper
“Analyzing Cereal Boxes” handout – 1 per student/student pair
Packet of Cereal Box covers
Completed “Cereal Nutrition Label Investigation” handout from previous day.

Say: Who can think of a food commercial or advertisement that you remember? Describe it....

What do advertisers do in their commercials or in their ads to try to get you to their buy/try their products? (Elicit a few ideas from group – and record on a large chart so that the whole class can view. Fill in any additional techniques from the list below and/or from the Analyzing Cereal Boxes handout.

Teacher Reference:

These are some advertising techniques:
  o Humor/visual techniques
  o Cartoon characters
  o Bright colors/kid-friendly slogans
  o Tying product to movie, TV show
  o Pictures of happy, healthy kids
  o Imply viewers will be more popular/happier if use product
  o Giveaway—especially toys
  o Celebrity/sports star endorsement.

Say: Advertising techniques are not just for TV or magazines. People who want to sell you a product, use some of these same techniques on the actual package itself. So many packages not only contain a product – they can also be an advertisement for the product. Why might advertisers use some of these techniques on their boxes/packages? (To get more people to buy the product.)

Say: We are going to look at how cereal makers use these techniques on their cereal packages/boxes so that more people will buy them.

(Distribute “Analyzing Cereal Boxes” handout)

Say: Let's read the Advertising Techniques at the top of the page.

Read aloud and clarify any techniques that are confusing to students. Ask students to give examples of some of the terms or reference the whole class chart that was just completed.

(Distribute the packet of cereal box visuals.)

Say: Here is a packet of pictures of the front of several cereal boxes. Let's go through the first one together. Everyone take out the picture of the “Honey Smacks” cereal box. Look at the picture. What
advertising techniques were used on this cereal box? (bright colors, humor, cartoon character, healthy nutrition information, sparkles on cereal...) Put a check in the “Honey Smacks” row for each of these techniques. Do you have any questions?

We are going to complete this handout. With a partner, go through each picture in your packet and match it with the name of the cereal on the “Analyzing Cereal Boxes” handout. Examine the pictures of the cereal boxes carefully. Decide which techniques are used on the cereal boxes and check the appropriate box for each technique that you notice. Be sure to check ALL of the techniques that you observe.

Reflection Questions for in-class discussion:

(If time permits, have groups discuss each question and then call on representatives from groups to share with the whole class. Copies of these Reflection questions are also available as a handout for students to complete as you are discussing them.)

1. Look at the pictures of cereal boxes. Which cereal box looks best to you? Why? What advertising techniques were used?

2. Which cereal would you buy just by looking at the front of the box? Why?

3. Look at your “Analyzing Cereal Boxes” handout. Which cereal seems to be the “Smartest Choice” by looking only at the picture and the information on the front of the box? Explain your reason.

4. What other information might you want to have before deciding which cereal is the healthiest or the “Smartest Choice?”

Yesterday we completed the “Cereal Nutrition Label Investigation.” Take out that paper now.

5. Which cereal did you think was the “Smartest Choice” by looking only at the Nutrition Label? Let’s write in the names of the cereals on the Cereal Nutrition Label Investigation handout. (See answer sheet.)

6. Was your “Smartest Choice” for the Cereal Box picture and your “Smartest Choice” for the Nutrition Label the same? If not, explain why you think you might have different answers.

7. Why is important to have a Nutrition Label on foods?

8. How might advertising techniques encourage you to buy things that aren’t healthy?

Advertising techniques are very powerful and effective -- people buy products because of these advertising techniques and when lots of people buy the products, the companies that make the product make lots of money.

9. Do you think these same techniques can be used to help other students make good choices about eating and being physically active? Which advertising techniques would you use if you wanted to create a poster or an advertisement for a healthy cereal?

(If time permits, have students create new boxes for the “Smartest Choice” cereal that uses some of the more compelling Advertising Techniques on the handout.)
Wrap-Up:

Now that you’ve become more aware of how advertisers try to get your attention and get your business, it is important that you make sure you use good information to make the Smartest Choice. Don’t buy things just because the package is bright or because there’s a celebrity’s picture on the product. Read the labels. If you’re confused, you can always ask a grown-up that you trust if the product is a “Smart Choice.”

Follow-up Math Activity:

Have students create a line graph or bar graph to represent some of the data in this lesson. They could select several of the advertising techniques and total how many cereals used that technique on the front of the cereal box.
Quaker
Shredded Wheat
Excellent Source of Fiber
A Sodium-Free
Cholesterol-Free
Low-Fat Food
18 Biscuits  Net Wt. 13 oz • 368 g
WHOLE GRAIN WHEATIES

WHOLE-GRAIN FLAKES

The Breakfast of Champions

General Mills
Analyzing Cereal Boxes

Name: ___________________________ Date: ___________________________

Examine the picture and information on the front of the cereal package. Check off each Advertising Technique that you see on the package. There will be more than one for each package.

<table>
<thead>
<tr>
<th>Cereal Package</th>
<th>Bright Colors</th>
<th>Slogan</th>
<th>Prize in box</th>
<th>Funny</th>
<th>Cartoon Character (s)</th>
<th>Healthy, happy child</th>
<th>Healthy Nutrition Info.</th>
<th>Celebrity</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honey Smacks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rice Krispies</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shredded Wheat</td>
<td></td>
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<td></td>
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<tr>
<td>Wheaties</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Reflection Questions – Cereal Box Investigation

Name: ___________________________ Date: ______________________

1. Look at the pictures of cereal boxes. Which cereal box looks best to you? Why? What advertising techniques were used?

2. Which cereal would you buy just by looking at the front of the box? Why?

3. Look at your “Analyzing Cereal Boxes” handout. Which cereal seems to be the “Smartest Choice” by looking only at the picture and the information on the front of the box? Explain your reason.

4. What other information might you want to have before deciding which cereal is the healthiest or the “Smartest Choice?"

Examine the handout called, “Cereal Nutrition Label Investigation” from the previous lesson.

5. Which cereal did you think was the “Smartest Choice” by looking only at the Nutrition Label?

Write in the names of the cereals on the Cereal Nutrition Label Investigation handout. (See answer sheet.)

6. Was your “Smartest Choice” for the Cereal Box picture and your “Smartest Choice” for the Nutrition Label the same? If not, explain why you think you might have different answers.
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Advertising techniques are very powerful and effective -- people buy products because of these advertising techniques and when lots of people buy the products, the companies that make the product get lots of money.

9. Do you think these same techniques can be used to help other students make good choices about eating and being physically active? Which advertising techniques would you use if you wanted to create a poster or an advertisement for a healthy cereal?