Smart Choices
Grades 4-5 Lessons

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 4-5
Overview

Note to Teachers:

The “Smart Choices” Lessons for Grades 4-5 are a compilation of two lessons created by the California Healthy Kids Resource Center http://www.californiahealthykids.org/nutrition_mathematics and a lesson adapted from San Francisco Unified School District about making healthy decisions.

The math lessons reinforce skills related to representational data and probability and include directions, extension ideas and handouts. These are all taught in the context of sugar awareness and healthy food choices.

The Healthy Decision lesson introduces a decision-making protocol that can be applied to all areas of life, though for our purposes, it contains specific nutrition and exercise scenarios that require decisions.

This compilation is definitely in “Draft” form and I would welcome feedback on the “usability” of these lessons in your classroom.

Day One:


See attached overview and handouts.
Linking Mathematics and Nutrition
Lessons and Resources for Integrated Instruction

FOURTH GRADE
How Sweet Is It?
Acknowledgments

Linking Mathematics and Nutrition was developed by the California Healthy Kids Resource Center with funding by the California Department of Public Health, Network for a Healthy California. The contents do not necessarily reflect the position or policy of the California Department of Public Health.

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FOURTH GRADE

How Sweet Is It?

ACTIVITY OVERVIEW

• Students will create a bar graph to show the amount of teaspoons of sugar contained in a variety of beverages.
• Students will convert grams to teaspoons and identify the mode(s), median, and apparent outlier(s).

MATHEMATICS GOAL

Students will organize, represent, and interpret numerical data on a bar graph; and identify the mode(s), median, and apparent outlier(s).

NUTRITION GOAL

Students will use food labels to compare and contrast nutrient and sugar content in a variety of drinks. Students will use this information to demonstrate making healthy beverage choices. Students create a “Drink Journal” to log their weekly consumption of drinks.

HOME COMPONENT

Students will bring home the “How Sweet is It?” homework assignment and work with their family to start a “ReThink Your Drink Journal” at home.

STANDARDS AND SKILLS SUPPORTED IN THIS LESSON

• California Mathematics Content Standards
  Fourth Grade
  Number Sense 2.0, and 3.0
  • 2.2 Round two-place decimals to one decimal or to the nearest whole number and judge the reasonableness of the rounded number.
  • 3.2 Demonstrate an understanding of, and ability to use, standard algorithms for the addition and subtraction of multi-digit numbers.
  • 3.3 Solve problems involving division of multi-digit numbers by one-digit numbers.
  Statistics, Data Analysis, and Probability 1.0
  • 1.0 Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings.
  • 1.2 Identify the mode(s) for sets of categorical data and the mode(s), median, and any apparent outliers for numerical data sets.

• California Health Education Content Standards
  Nutrition and Physical Activity Content Area – Fourth Grade
  Standard 1: Essential Concepts
  • 1.2.N State the recommended number of servings and serving sizes for different food groups.
Standard 3: Accessing Valid Information
• 3.2.N Use food labels to determine nutrient and sugar content.

Standard 5: Decision Making
• 5.1.N Describe how to use a decision-making process to select nutritious food and beverages.

CROSS-DISCIPINARY SKILLS
• Evaluating
• Communicating Results
• Decision Making
• Goal Setting

MATERIALS NEEDED
• Graph paper or 1-cm grid paper (one per pair)
• Colored pencils (two colors per pair)
• Highlighters (one per pair)
• "How Sweet is It? Nutrition Facts" worksheet (one per pair)
• "How Sweet is It? Table" (one per pair)
• "How Sweet is It? Table" answer key (for teacher use)
• "Nutrition Facts Label" transparency or other technology to review the label with the class (for teacher use)
• "How Sweet is It?" homework (one per student)
• Sugar cubes or granulated sugar, measuring spoons (for teacher use)
• Optional: Bring packages of the various drinks for student review.

PREPARATION TIME
• 15 minutes

PREPARATION ACTIVITIES
• Photocopy worksheets, transparency, and homework
• Gather sugar and measuring spoons for demonstration
• Set out colored pencils, highlighters, and graph paper

ACTIVITY TIME
• 100 minutes
• This activity can be divided into two class periods:
• Steps "Warm-Up" to "Activity" on day one (65 minutes)
• Steps "Activity Results" to "Closing" on day two (35 minutes)
BACKGROUND
According to the Robert Wood Johnson Foundation (2009) there has been an increase in the consumption of sugar-sweetened beverages such as sodas, fruit drinks and punches, and sports drinks among American children and adolescents. Increasing intake of sugar-sweetened drinks has been linked with health risks in children, including increased dental decay and excess weight gain, headaches, anxiety, and decreased bone density. In addition, sugar-sweetened drinks add sugar and calories without providing other important nutrients. Consuming smaller amounts or fewer sugar-sweetened beverages makes room for increased intake of water and nutrient-dense foods while keeping calories in balance.

RECOMMENDATIONS
The *Dietary Guidelines for Americans, 2010* and MyPlate outline the daily recommended intake of sugar. Quantities vary for age, level of activity, and gender. General recommendations for sugar intake for children ages nine to twelve are no more than 10 teaspoons (40 grams) per day based on a 2,000 calorie diet. This guidance refers to extra sugars, included as added sugars in foods, The recommendation is intended to provide an upper limit for sugar consumption, not a recommended amount to consume each day.

TEACHING TIPS
Before this lesson, students should have knowledge of constructing a bar-graph and graphing terminology. Students should also have knowledge of rounding a decimal to a whole number. This lesson can be modified to construct a double-bar graph to analyze sugar and caffeine content. Students can analyze serving size in relationship to sugar content, for example, the relationship between 8 ounces and 12 ounces. If possible, complete this lesson before lunch so students can analyze the beverages they plan to consume and they can apply what they have learned by reading and interpreting the nutrition labels.

VOCABULARY
*Bar Graph* – A graph that uses horizontal or vertical bars to represent data.
*Coordinate grid* – A grid formed by a horizontal line, called the x-axis; and a vertical line, called the y-axis.
*Data* – Information that is gathered by counting, measuring, questioning, or observing.
*Mean* – The number found by dividing the sum of a set of numbers by the number of addends.
*Median* – The middle number in an ordered set of data.
*Mode* – The number(s) or item(s) that occur most often in a set of data.
*Nutrients* – Substances that support growth and good health. Plants absorb nutrients from the soil in the form of minerals and other compounds, and animals obtain nutrients from ingested foods. Common nutrients found in food are: vitamin A, vitamin C, calcium, and iron.
*Outlier* – A value(s) separated from the rest of the data.
*Scale* – The numbers placed at fixed distances on a graph to help label the graph.
*Sugar* – A substance that tastes sweet and can be found naturally or added to foods. It is one source of energy from foods, however, too much added sugar can lead to tooth decay and other health problems.
*X-axis* – The horizontal line on a coordinate grid.
*Y-axis* – The vertical line on a coordinate grid.
STEPS FOR CLASSROOM ACTIVITY

Warm-Up (5 minutes)

• Poll students to see what kind of beverages they consumed in the past week. Write responses on the board.

• Poll students to see if they know anyone who is not allowed to drink soda. Record responses. Ask students what they are allowed to drink instead of soda. Record responses.

• Ask students to estimate the number of teaspoons of sugar in a 12-ounce can of root beer and in an 8-ounce carton of low-fat chocolate milk. Show students a sugar cube or pour out a teaspoon of sugar. Write responses on the board. Do not provide any answers at this time

Before the Activity (15 minutes)

• Explain that sodas, as well as fruit punches and drinks, and sports drinks are also called sugar-sweetened beverages. Unlike 100 percent fruit juices, sugar-sweetened beverages have sugar added to them.

• Tell students that scientists have found connections between drinking too much sugar-sweetened beverages and increasing risk of diabetes and obesity in youths. Sugar-sweetened drinks are also linked to tooth decay. Sodas and other sugar drinks are often high in calories and low in nutrients and replace other foods and drinks that have nutrients that our body needs.

• Tell students that sugar is a form of carbohydrate, which is needed by the body for energy. There are two types of sugars. One occurs naturally in certain food products, while the other is added to some food products during processing or preparation. Common foods and beverages with natural sugar include milk and fruit juice and those with added sugar are soft drinks, candy, cakes, cookies, pies, fruit drinks, and milk-based desserts. Added sugar has many names that appear on the Nutrition Facts label: high-fructose corn syrup, other syrups, glucose, fructose, lactose, maltose, brown sugar, honey, molasses, fruit juice concentrates, and raw sugar.

• The daily recommended added sugar intake for the average child ages nine to twelve years old is no more than 10 teaspoons based on a 2,000-calorie diet.

• Tell students they will use the Nutrition Facts label to calculate the number of teaspoons of sugar in some popular drinks: milk, chocolate milk, cola, energy drink, orange soda, fruit juice drink, vegetable juice blend, and orange juice.

• Students will graph and compare the sugar content of these drinks. Review bar graph concepts with students. Graphs are a way to represent data. Review the parts of a graph: title, labels for x-axis and y-axis, interval, and scale.

Activity (45 minutes)

• Display the “Nutrition Facts Label” overhead for class review. Ask students to identify components they see on the label. Point out serving size and nutrients.

• Use the Nutrition Facts label to show students that the sugar content of a drink or food is found under “Total Carbohydrate.” The Nutrition Facts label shows sugar content in grams. Students will use this information to change grams to teaspoons. This will allow students to see the amount of sugar in a drink.

• Write the expression 4 grams of sugar equals 1 teaspoon of sugar on the board. Use the root beer sample used during the “Warm-Up.” If this drink has 32 grams of sugar, how many teaspoons would that be? What mathematical operation would you use to determine the number of teaspoons?
• Demonstrate how many teaspoons are in 32 grams of sugar using the above conversion. Tell students that to determine the teaspoons, they would divide 32 by 4 and there would be 8 teaspoons of sugar. Measure out 8 teaspoons or 8 sugar cubes. Remind students that daily recommended intake for added sugar is no more than 10 teaspoons. Ask the students how many additional teaspoons of sugar they would be able to consume for the rest of the day if they drink this beverage. Briefly discuss the differences between the actual number of teaspoons of sugar in the root beer with the amount the class predicted.

• Assign student pairs and distribute one "How Sweet is It? Nutrition Facts" worksheet to each pair. Ask students to find the sugar content for each drink under the carbohydrate section and highlight the amount of sugar in grams.

• Distribute "How Sweet is It? Table" worksheet and tell students to complete the table using information from the nutrition facts worksheet. Remind students that the conversion rate from grams of sugar to teaspoons is grams of sugar divided by four.

• Instruct students to answer the questions after they have completed the table.

• After students complete the table, give each student pair a piece of graph paper or 1-centimeter grid paper and two colored pencils.

• Tell students to graph the sugar in teaspoons of each beverage. Students will use the data from the worksheet to design a bar graph to compare the sugar content of the drinks.

• Tell students to use one color, if the beverage has one or less nutrients, and the other color for beverages with more than one nutrient. Students should create a legend on the graph to show the color coding.

**Activity Results (15 minutes)**

• Ask the class questions from the worksheet.

• Ask pairs to share their graphs and discuss the results of their investigation.

• Have students discuss what they found out about sugar content in drinks.

**Mathematics and Nutrition Discussion (15 minutes)**

• Ask students what phrase in questions 2 and 5 helped them determine which mathematical operation to use (Responses may include: The phrase "How many more?" represents subtraction.)

• Ask students what would happen if the intervals on the graph were changed, how would that affect the representation of the data? Discuss how this technique is used in advertising.

• Ask students to identify the drinks that contained nutrients. Tell students that having nutrients in a drink does not always make it a nutritious drink. Energy drinks may contain calcium, but they also contain added sugars, caffeine, and other ingredients that may be harmful to children, so it is not a nutritious drink.

• Have them work in pairs and compare the beverages they chose in number 11 and ask students to share why they made this decision with their partner.
• Ask students to describe the decision-making process they used to choose a drink. Write down the decision-making steps given by the students. Explain that the best way to make a decision is to first find accurate information, just as they did during the investigation. Summarize the other steps in the decision-making process as:
  1. Identify the decision and list options/choices.
  2. Compare the pros and cons of the options.
  3. Consider your values and your family’s values.
  4. Make a decision.
  5. Reflect and learn from the consequences of the decision.

• Discuss the last question and the suggestions they would give to other students to help them make decisions to stay healthy and reduce their risk of tooth decay and unhealthy weight gain. (Recommendations may include to use the decision-making process, get accurate information about the beverages, and to think about the connection of sugar-sweetened beverages to their health.)

Closing (5 minutes)

• Ask students how they could use the information about sugar in beverages and the decision-making process to make healthy beverage choices.

• Discuss the "How Sweet is It?" homework assignment. The assignment will allow students to share what they learned about drinks with their family.

• Have students also start a “Drink Journal” and record their drinks for one week and the times they used a decision-making process to make their beverage choice. Students should discuss whether the journal and using the decision-making process helped to reduce the number of sugar-sweetened drinks consumed in a week.

Assessment

• Complete and discuss the “How Sweet is It?” homework assignment. Have students share what they learned about drinks with their family. Ask students to brainstorm ways to communicate about making healthier beverage decisions with their family.
### IDEAS AND RESOURCES FOR EXTENDING THE LESSON

The activities listed below include resources that are available for free, four-week loan from the California Healthy Kids Resource Center (CHKRC). Additional nutrition and physical activity DVDs, curricula, references, and displays can also be borrowed. To order materials or for other resource suggestions, check the CHKRC Web site at [http://www.californiahealthykids.org](http://www.californiahealthykids.org) or call toll free (888) 318-8188.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Introduce advertising techniques and slogans using The Power of Advertising lesson from the <em>Children's Power Play! Campaign</em>, grade four resource. Based on student's analyses of drinks in the classroom and at home, have them create Healthy Choice posters to encourage healthy beverage options. Encourage students to include graphs to illustrate and compare healthy and less healthy options.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource</td>
<td><em>Children's Power Play! Campaign – School Idea and Resource Kit, Grade 4 (#1364) – Activity 8: The Power of Advertising or access other Children's Power Play! Campaign resources online at the Network for a Healthy California Web site.</em></td>
</tr>
<tr>
<td>Standards</td>
<td><strong>Mathematics</strong>&lt;br&gt;Statistics, Data Analysis, and Probability 1.0</td>
</tr>
<tr>
<td>Health</td>
<td><strong>Essential Concepts</strong>&lt;br&gt;Grade 4 1.2.N&lt;br&gt;Grade 4 1.3.N&lt;br&gt;Accessing Valid Information&lt;br&gt;Grade 4 3.2.N&lt;br&gt;Analyzing Influences&lt;br&gt;Grade 4 2.2.N&lt;br&gt;Health Promotion&lt;br&gt;Grade 4 8.1.N</td>
</tr>
</tbody>
</table>

| Activity | After tasting *Harvest of the Month (HOTM)* fruits or vegetables, have students develop a recipe for a healthy beverage option that is low in added sugar. Ask the class to brainstorm recipe ideas, for example sparkling water with lemon and orange slices or fresh strawberries blended with ice and orange juice. Each student writes the ingredients and portions for one serving of their recipe using pictures or writing fractions. Have students write the ingredients and portions for making the recipe to serve one portion for each student in the class. Students post and review the class recipes. They analyze their “Drink Journal” and note the recipes they would like to substitute for sugar-sweetened beverages. |
| Resource | *Harvest of the Month* (CHKRC ID #5798) or access other Harvest of the Month resources online at [http://www.harvestofthemonth.com](http://www.harvestofthemonth.com) |
| Standards | **Mathematics**<br>Number Sense 1.6, 1.7 |
| Health | **Essential Concepts**<br>Grade 4 1.3.N<br>Goal Setting<br>Grade 4 6.1.N<br>Practicing Health-Enhancing Behaviors<br>Grade 4 7.2.N<br>Grade 4 7.3.N |
RESOURCE WEB SITES AND REFERENCES

Find out about diabetes types 1 and 2, news and research to prevent and treat diabetes, and trends and rates for diabetes in the United States. Brochures, posters, and local resources are available at this site.

Bay Area Nutrition and Physical Activity Collaborative – http://www.banpac.org
This site provides lessons, tools, and resources to support local campaigns to reduce intake of sugar-sweetened beverages.

Centers for Disease Control and Prevention: ReThink Your Drink – http://www.cdc.gov/healthyweight/healthy_eating/drinks.html
Access information about the amount of sugar in common beverages and learn tips for reducing consumption of sugar-sweetened beverages.

These guidelines provide evidence-based nutrition information and advice and serve as the basis for Federal food and nutrition education programs. Find tools, posters, and brochures for consumers and health care professionals.

MyPlate – http://www.myplate.gov
This United States Department of Agriculture online resource features personalized eating plans, interactive tools, classroom materials, posters, brochures, and advice for choosing food from every food group.

Read research summaries about the impact of sugar-sweetened beverages on children’s health and find more information about healthy eating research.

This site features a searchable database that gives nutritional information for a variety of foods and beverages.
Orange Juicy Soda

Nutrition Facts

Serving Size: 12 fl. oz
Calories 125

% Daily Value*
Total Fat 0g 0%
Saturated Fat 0g 0%
Trans Fat 0g
Cholesterol 0mg 0%
Sodium 0mg 0%
Total Carbohydrate 31g 10%
Dietary Fiber 0g 0%
Sugars 27g
Protein 0g

Vitamin A 0% Calcium 0%
Vitamin C 40% Iron 0%

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

Berry Fruit Sparkler

Nutrition Facts

Serving Size: 12 fl. oz
Calories 125

% Daily Value*
Total Fat 0g 0%
Saturated Fat 0g 0%
Trans Fat 0g
Cholesterol 0mg 0%
Sodium 0mg 0%
Total Carbohydrate 31g 10%
Dietary Fiber 0g 0%
Sugars 27g
Protein 0g

Vitamin A 0% Calcium 0%
Vitamin C 40% Iron 0%

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Chocolate Milk, Low Fat 1%

Nutrition Facts

Serving Size: 8 fl. oz
Calories 157

% Daily Value*
Total Fat 3g 4%
Saturated Fat 2g 8%
Trans Fat 0g
Cholesterol 8mg 3%
Sodium 152mg 6%
Total Carbohydrate 26g 9%
Dietary Fiber 1g 5%
Sugars 25g
Protein 8g

Vitamin A 10% Calcium 29%
Vitamin C 4% Iron 3%

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

Milk, Low Fat 1%

Nutrition Facts

Serving Size: 8 fl. oz
Calories 102

% Daily Value*
Total Fat 2g 8%
Saturated Fat 0g 0%
Trans Fat 0g
Cholesterol 12mg 4%
Sodium 107mg 4%
Total Carbohydrate 13g 4%
Dietary Fiber 0g 0%
Sugars 13g
Protein 8g

Vitamin A 10% Calcium 29%
Vitamin C 0% Iron 0%

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### How Sweet is It?

**Nutrition Facts Worksheet – Page 1 of 2**

**Directions:** Highlight the sugar grams for each drink.

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#### Vegetable Juice Blend

**Nutrition Facts**

<table>
<thead>
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<th>Serving Size: 8 fl. oz</th>
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<tbody>
<tr>
<td>Calories 60</td>
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<tr>
<td>Calories from Fat 0</td>
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<tr>
<td>% Daily Value*</td>
</tr>
<tr>
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<tr>
<td>Saturated Fat 0g</td>
</tr>
<tr>
<td>Trans Fat 0g</td>
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<tr>
<td>Cholesterol 0mg</td>
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<tr>
<td>Sodium 460mg</td>
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<tr>
<td>Total Carbohydrate 12g</td>
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<tr>
<td>Dietary Fiber 0g</td>
</tr>
<tr>
<td>Sugars 9g</td>
</tr>
<tr>
<td>Protein 3g</td>
</tr>
<tr>
<td>Vitamin A 60%</td>
</tr>
<tr>
<td>Vitamin C 210%</td>
</tr>
<tr>
<td>Calcium 6%</td>
</tr>
<tr>
<td>Iron 4%</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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#### Orange Juice

**Nutrition Facts**

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<th>Serving Size: 12 fl. oz</th>
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<tbody>
<tr>
<td>Calories 170</td>
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<tr>
<td>Calories from Fat 0</td>
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<tr>
<td>% Daily Value*</td>
</tr>
<tr>
<td>Total Fat 0g</td>
</tr>
<tr>
<td>Saturated Fat 0g</td>
</tr>
<tr>
<td>Trans Fat 0g</td>
</tr>
<tr>
<td>Cholesterol 0mg</td>
</tr>
<tr>
<td>Sodium 65mg</td>
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<tr>
<td>Total Carbohydrate 46g</td>
</tr>
<tr>
<td>Dietary Fiber 0g</td>
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<tr>
<td>Sugars 46g</td>
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<tr>
<td>Protein 0g</td>
</tr>
<tr>
<td>Vitamin A 590%</td>
</tr>
<tr>
<td>Vitamin C 161%</td>
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<tr>
<td>Calcium 24%</td>
</tr>
<tr>
<td>Iron 1%</td>
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#### Cool Cola

**Nutrition Facts**

<table>
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<td>% Daily Value*</td>
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<td>Trans Fat 0g</td>
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<td>Sugars 39g</td>
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<td>Protein 0g</td>
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<td>Vitamin A 0%</td>
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<td>Vitamin C 0%</td>
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<tr>
<td>Calcium 0%</td>
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<tr>
<td>Iron 0%</td>
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</table>

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#### Zap Energy Drink

**Nutrition Facts**

<table>
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<th>Serving Size: 8.3 fl. oz</th>
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<tbody>
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<td>Calories 112</td>
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<tr>
<td>Calories from Fat 0</td>
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<td>% Daily Value*</td>
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<tr>
<td>Total Fat 0.2g</td>
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<tr>
<td>Saturated Fat 0g</td>
</tr>
<tr>
<td>Trans Fat 0g</td>
</tr>
<tr>
<td>Cholesterol 0mg</td>
</tr>
<tr>
<td>Sodium 208mg</td>
</tr>
<tr>
<td>Total Carbohydrate 27.24g</td>
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<tr>
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</tr>
<tr>
<td>Sugars 25.05g</td>
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<tr>
<td>Protein 0.62g</td>
</tr>
<tr>
<td>Vitamin A 0%</td>
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<tr>
<td>Calcium 3%</td>
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<tr>
<td>Iron 0%</td>
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Champions for Change

For CalFresh information, call 1-877-847-3663. For important nutrition information, visit www.cachampionsforchange.net.
### Nutrition Facts

**Serving Size:** 1 cup (228g)
**Servings Per Container:** 2

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
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<td>250 Calorie Diet</td>
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<td>Calories from Fat 110</td>
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</table>

- **Total Fat:** 12g 18%
- **Saturated Fat:** 3g 15%
- **Trans Fat:** 3g 12%
- **Cholesterol:** 30mg 10%
- **Sodium:** 470mg 20%
- **Total Carbohydrate:** 31g 10%

- **Dietary Fiber:** 0g 0%
- **Sugars:** 5g 4%
- **Protein:** 5g 2%

- **Vitamin A:** 4%
- **Vitamin C:** 2%
- **Calcium:** 20%
- **Iron:** 4%

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<table>
<thead>
<tr>
<th>Calories:</th>
<th>2,000</th>
<th>2,500</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Fat Less than</td>
<td>85g</td>
<td>80g</td>
</tr>
<tr>
<td>Sat Fat Less than</td>
<td>20g</td>
<td>25g</td>
</tr>
<tr>
<td>Cholesterol Less than</td>
<td>300mg</td>
<td>300mg</td>
</tr>
<tr>
<td>Sodium Less than</td>
<td>2,400mg</td>
<td>2,400mg</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>300g</td>
<td>375g</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>25g</td>
<td>30g</td>
</tr>
</tbody>
</table>

How Sweet is It?

Homework

Sugar-sweetened drinks add sugar and calories without providing other important nutrients. Drinking smaller amounts or fewer sugar-sweetened beverages makes room for increased intake of water and nutrient-dense foods while keeping calories in balance. The Dietary Guidelines for Americans, 2010 and MyPlate generally recommend that sugar intake for children includes no more than 10 teaspoons (40 grams) per day based on a 2,000 calorie diet.

Today, you learned to read a Nutrition Facts label and change grams of sugar to teaspoons of sugar. Tonight, please find four items at home that have Nutrition Facts labels and complete the chart below. Remember to convert sugar grams to teaspoons of sugar by dividing the total number of sugar grams by four. Show all your work on the back of the paper. Examples of nutrients are: iron, calcium, vitamins, and potassium. Have your parent sign the bottom of the paper and return it.

<table>
<thead>
<tr>
<th>Food or Drink Item</th>
<th>Ounces per Serving</th>
<th>Sugar (grams)</th>
<th>Sugar (teaspoons)</th>
<th>Contains Nutrients Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Did the sugar content of any of the items surprise you? If yes, describe which ones, and why they surprised you.

____________________________________________________________________________________

____________________________________________________________________________________

Write a brief paragraph that compares which drinks you thought were nutritious before and after you looked at the Nutrition Facts label. How can the food label help you "see through" advertising claims and make better decisions about the drinks you choose?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Parent Signature: ___________________ Student Name: ___________________

Comments: __________________________

____________________________________________________________________________________

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.
# How Sweet is It?

## Table Answer Key

<table>
<thead>
<tr>
<th>Drink</th>
<th>Ounces Per Serving</th>
<th>Grams of Sugar</th>
<th>Teaspoons of Sugar Grams ÷ 4 = Teaspoons</th>
<th>Number of Different Nutrients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vegetable Juice Blend</td>
<td>8</td>
<td>9</td>
<td>2.25 or 2</td>
<td>4</td>
</tr>
<tr>
<td>Orange Juice</td>
<td>8</td>
<td>22</td>
<td>5.5 or 6</td>
<td>7</td>
</tr>
<tr>
<td>Cool Cola</td>
<td>12</td>
<td>39</td>
<td>9.75 or 10</td>
<td>0</td>
</tr>
<tr>
<td>Zap Energy Drink</td>
<td>8.3</td>
<td>25.05</td>
<td>6.26 or 6</td>
<td>1</td>
</tr>
<tr>
<td>Orange Juicy Soda</td>
<td>12</td>
<td>46</td>
<td>11.5 or 12</td>
<td>0</td>
</tr>
<tr>
<td>Berry Fruit Sparkler</td>
<td>12</td>
<td>27</td>
<td>6.75 or 7</td>
<td>1</td>
</tr>
<tr>
<td>Chocolate Milk, Low Fat 1%</td>
<td>8</td>
<td>25</td>
<td>6.25 or 6</td>
<td>4</td>
</tr>
<tr>
<td>Milk, Low Fat 1%</td>
<td>8</td>
<td>13</td>
<td>3.25 or 3</td>
<td>2</td>
</tr>
</tbody>
</table>

1. Name the drink with the most added sugar for its serving size: **Orange Juicy Soda**
2. How many more teaspoons of sugar does Orange Juicy Soda have than Orange Juice? **6 teaspoons**
3. If you drank two colas in one day, by how much would you exceed the daily-added sugar intake for children? **Exceed by 10 teaspoons**
4. Name the drink(s) with one or less nutrients: **Cool Cola, Zap Energy Drink, Orange Juicy Soda, and Berry Juice Sparkler**
5. How many more teaspoons of sugar does chocolate milk have than white milk? **3 teaspoons**
6. Which drink has the least amount of sugar per serving? **Vegetable juice**
7. Is there a mode for number of teaspoons in a beverage? Yes. If so, what is it? **6**
8. What is the median for teaspoons of sugar? **6**
9. Is there an outlier(s)? If so, what is it and for what beverage(s)? **Yes, 2 and 3 may be considered outliers or Vegetable Juice Blend and Milk, Low Fat 1%**
10. If you add 4 ounces of bubbly water (which contains no sugar) to 4 ounces of orange juice, by how much would you reduce the teaspoons of sugar for an 8-ounce glass of orange juice blend/mix? **Reduce by 3 teaspoons of sugar**
11. and 12. These questions include a variety of answers and are discussed in pairs and as a class.
Directions: Work with a partner to complete the table using the nutritional information from the "How Sweet is It? Nutrition Facts" worksheet. Answer the questions and create a bar graph.

Step 1: Record serving size and sugar grams for each drink.

Step 2: Convert sugar grams to teaspoons of sugar using the formula: Total grams of sugar ÷ 4 = 1 teaspoon of sugar

Step 3: Record the number of nutrients found in the drink.

Step 4: Answer the questions.

Step 5: Create a bar graph to display the sugar content of each drink.

<table>
<thead>
<tr>
<th>Drink</th>
<th>Ounces Per Serving</th>
<th>Grams of Sugar</th>
<th>Teaspoons of Sugar</th>
<th>Number of Different Nutrients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vegetable Juice Blend</td>
<td></td>
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<tr>
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<td></td>
<td></td>
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<tr>
<td>Milk, Low Fat 1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Name the drink with the most added sugar: ____________________________

2. How many more teaspoons of sugar does the Orange Juicy Drink have than the Orange Juice? _____
3. If you drank two colas in one day, by how much would you exceed the daily-added sugar intake for children? ____________________________________________________________________________

4. Name the drink(s) with one or less nutrients: ____________________________________________________________________________

5. How many more teaspoons of sugar does chocolate milk have than white milk? ____________________________________________________________________________

6. Which drink has the least amount of sugar per serving? ____________________________________________________________________________

7. Is there a mode for number of teaspoons in a beverage? _______ If so, what is it? ____________________________________________________________________________

8. What is the median for teaspoons of sugar? ____________________________________________________________________________

9. Is there an outlier(s)? ____________________________________________________________________________

10. If you add 4 ounces of bubbly water (which contains no sugar) to 4 ounces of Orange Juice, by how much would you reduce the teaspoons of sugar for an 8-ounce glass of Orange Juice blend/mix? ____________________________________________________________________________

11. You are deciding between these four drink options:
   • Orange Juicy Soda
   • Berry Fruit Sparkler
   • Water
   • Milk

   Which would you choose? ____________________________________________________________________________
   Why? ____________________________________________________________________________

12. You are at the store with some friends and some of them really like soda. What could you say to help them make a healthy drink purchase?
   ____________________________________________________________________________
   ____________________________________________________________________________

See attached overview and handouts.
Linking Mathematics and Nutrition
Lessons and Resources for Integrated Instruction

FOURTH GRADE
What Are the Chances?

CHAMPIONS for CHANGE
California Department of Public Health
CALIFORNIA Healthy Kids RESOURCES CENTER
Acknowledgments

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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.
FOURTH GRADE
What Are the Chances?

ACTIVITY OVERVIEW
• This lesson focuses on probability and critical literacy by posing the question, "When we look at a variety of food advertisements, what is the probability that the advertised food will be high in fat, sodium, fiber, or vitamins and minerals?"

MATHEMATICS GOAL
Students will calculate the probability of an advertised food being high in fat, sodium, fiber, or vitamins and minerals.

NUTRITION GOAL
Students will learn how to read nutrition labels in order to gain information about fat, sodium, fiber, or vitamin and mineral content.

HOME COMPONENT
Students will work on the "Advertisement Detective" homework assignment.

STANDARDS AND SKILLS SUPPORTED IN THIS LESSON
• California Mathematics Content Standards
  Fourth Grade
  Statistics, Data Analysis, and Probability 2.0
  • 2.1 Students make predictions for simple probability situations.
  • 2.2 Students express outcomes of experimental probability situations verbally and numerically (e.g., 3 out of 4, $\frac{3}{4}$).
  Mathematical Reasoning 2.0
  • 2.4 Students express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.

• California Health Education Content Standards
  Nutrition and Physical Activity Content Area – Fourth Grade
  Standard 2: Analyzing Influences
  • 2.1.N Identify internal and external influences that affect food choices.
  • 2.2.N Analyze advertising and marketing techniques used for food and beverages.
  Standard 3: Accessing Valid Information
  • 3.2.N Use food labels to determine nutrient and sugar content.
  Standard 5: Decision Making
  • 5.1.N Describe how to use a decision-making process to select nutritious foods and beverages.
CROSS-DISCIPLINARY SKILLS

- Evaluating
- Communicating Results
- Making Personal Health Connections

MATERIALS NEEDED

- "Food Advertisements and Nutrition Labels" set (one set of 10 advertisements per group of five to eight students)
- "What are the Chances" worksheets (one per student)
- "Advertisement Detective" homework assignment (one per student)
- "Reading the Food Label" copies
- Pencils (one per student)
- Chart paper
- Markers

PREPARATION TIME

- 10 minutes

PREPARATION ACTIVITIES

- Copy advertisements and nutritional labels.
- Prepare chart for comparing the probability of advertised foods being high in fat, sodium, fiber, vitamins, and minerals.
- Copy "What are the Chances?," "Sample Food Advertisements," "Reading the Food Label," and "Advertisement Detective" worksheets and handouts.

ACTIVITY TIME

- 60 minutes

BACKGROUND

A study published in the Journal of the American Diabetic Association, calculated the nutritional content of a 2,000-calorie-a-day diet that contained only foods that were advertised on television. They found that this diet exceeded the recommended daily amount of fat by 20 times, with much of the fat being saturated. Several studies of children's television programming have found that the food and beverages that are advertised in television commercials are predominantly low in nutrients and high in calories, fat, sugar, and sodium.

This lesson provides opportunities for students' to practice their skills of analyzing advertisements and comparing the actual nutritional value of advertised products using sections of the food label. Media literacy and label reading helps children identify misleading nutritional information in advertisements and as a result may help them make better food choices.
RECOMMENDATIONS

*The Dietary Guidelines for Americans, 2010* provides recommendations for consumption of a variety of nutrients, such as total fat, saturated fat, sugar, sodium, and fiber. These recommendations are incorporated in the Nutrition Facts label to help compare food products and their contribution to our recommended daily intake. The Nutrition Facts label does this by showing the amount of nutrients, such as total fat, saturated fat, and sodium per serving; the number of servings per container; and the percent Daily Value (%DV). The %DV is the amount of a nutrient in one serving compared to dietary recommendations. When looking at nutrition labels, 5 percent of the daily value or less per serving is considered low and 20 percent of the daily value per serving or more is considered high. If a food contains 6 to 19 percent of the daily value per serving, it is considered neither high nor low. Healthy choices are low in fat, cholesterol, carbohydrates, sugar, and sodium; and high in fiber, vitamins, or minerals.

TEACHING TIPS

Include this lesson after your students have practiced computing probabilities. This lesson can be used to introduce or practice analyzing external and internal influences or advertising tactics. If possible, bring in food labels or have students bring labels from commonly advertised foods. Students can look at the packaging and read the actual Nutrition Facts label.

VOCABULARY

**Fat** – A source of energy in food. It is listed on food labels as total fat, saturated fat, and trans fats. Total fat is the sum of all types of fat in the food; saturated fat is usually solid at room temperature and from animal sources, such as butter or fat on meat; and trans fat is usually created by processing or cooking at high temperatures and is found in many processed foods. Eating more than the recommended amounts of all of these types of fat can increase the risk of obesity, heart disease, and other health problems.

**Fiber** – The part of plants and plant products that we can’t digest completely such as the peel on fruit or the outside hull on seeds. Fiber helps the intestines work properly and prevents constipation.

**Minerals** – Nutrients that regulate many processes in the body and build strong bones, like calcium or help red blood cells carry oxygen, like iron. Dairy foods are rich in calcium; not eating enough low-fat and fat-free dairy foods can lead to weak bones and teeth. Many foods in the protein group are rich in iron; eating too few lean protein foods, such as beans and lean beef, can lead to iron-deficiency anemia and feeling tired or weak.

**Probability** – A measure of the likelihood of something occurring.

**Sodium** – An element that is needed in our body and that is found in salt and many processed foods. Eating too much can lead to high blood pressure.

**Sugar** – A type of carbohydrate that occurs naturally in foods, such as fruit or is added to processed foods, such as sugary cereals. It is one source of energy for the body, however too much added sugar can lead to tooth decay and other health problems.

**Vitamins** – Compounds, such as vitamins A, B, and C that are naturally found in foods. They work together to help the body function properly and keep us healthy.

STEPS FOR CLASSROOM ACTIVITY

**Warm-Up (5 minutes)**

- Ask students, "What kinds of foods do you usually see advertised?" Encourage students to think of foods they have seen advertised on television, in magazines, and on billboards.
• Ask students how advertisements influence the foods they eat. Advertisements are known as external or outside influences and hunger, taste, and smell are internal influences. Both can influence us to make healthy or unhealthy food choices.

• Ask students, "Do you think most advertised foods are healthy? Can you think of an advertised food that you think is unhealthy? Can you think of an advertised food that you think is healthy?"

• Discuss the difference between whole/fresh foods and processed food products. Usually, labels are not included on whole/fresh foods (such as carrots or apples), but you will find a label on processed food products (such as cereals and apple pastries).

• If time and technology permit, show the following video about reading nutritional labels:
  http://www.youtube.com/watch?v=MrdCBqFYDyo&feature=player_embedded

Before the Activity (10 minutes)

• Show students the advertisements that they are going to examine. Tell students that the nutritional labels for the advertised foods have been attached to each advertisement.

• Pass out the "Reading the Food Label" pages. Ask students, "What nutrients should we try to get less of?" (total fat, cholesterol, and sodium) and "What nutrients should we try to get enough of?" (fiber, vitamins, and minerals).

• The Nutrition Facts label can be used to find out if a food is high in fat or sodium or in fiber or vitamins and minerals. When looking at the Nutrition Facts label use the "% Daily Value" column. Five percent of the daily value or less per serving is considered low and 20 percent or more of the daily value per serving or more is considered high.

• Tell students that they will be determining if the advertisements show foods high in total fat, sodium, fiber, and vitamins and minerals. Tell students that the foods are healthier if they are low in total fat and sodium and high in fiber, vitamins, and minerals.

• Review how to compute probability. Model how to compute probability and read the Nutrition Facts label using a sample of advertisements. The probability of an advertisement being high in salt is measured by comparing the number of the selected advertisements that are high in salt (have 20 percent or more of the daily value) and the total number of selected advertisements. If two out of ten of the selected advertisements are high in salt, the probability of an advertisement being high in salt is \( \frac{2}{10} \). Ask students, "What are the chances of an advertised food being high in salt?" (\( \frac{2}{10} \)) and "Is an advertised food likely to be high in salt?" (Based on this example, probably not).

Activity (20 minutes)

• Tell students that they will be calculating the chances or probability of advertised foods being high in total fat, sodium, fiber, or vitamins and minerals. To be considered high in one of these nutrients, the food must provide 20 percent or more of the recommended daily value of the nutrient per serving. To determine if a food is high in fat, students look at the "Percent Daily Value" for total fat.

• Organize the class into four groups. Assign each group one nutrient – total fat, sodium, fiber, or vitamins and minerals. Note that vitamins and minerals are one group and include nutrients listed under the second solid black line on the food label (e.g., calcium, vitamin A, iron, and vitamin C).

• As groups work, have students fill out their own "What are the Chances?" worksheets.
Activity Results (5 minutes)

- Ask each group to share the probability of an advertised food being high in their nutrient.
- Chart the answers that each group gives on a piece of chart paper.
- Ask the following questions:
  1. "What does this information tell us?"
  2. "Are most of the advertised foods healthy (e.g., high in fiber or vitamins and minerals; low in fat and sodium)?"
  3. "Are most of the advertised foods whole/fresh foods or processed food products?"
  4. "Were any of the foods high in a desirable nutrient (e.g., fiber or vitamins and minerals) or in an undesirable nutrient (e.g., fat or sodium)?"

Mathematics Discussion (10 minutes)

- Ask students, "When we look at a group of advertisements, is it likely that the advertised food is high in total fat, sodium, fiber, or vitamins and minerals? How likely?"
- Refer back to the "What are the Chances" worksheet. Ask students to share how they answered questions five and six on the worksheet ("If you looked at 20 to 30 advertisements, how many advertised foods do you predict would be high in this nutrient?").
- Ask students, "What is the probability that an advertised food is high in total fat?" (5/10). If you haven’t discussed equivalent fractions before, tell students that equivalent fractions are fractions that have the same value or represent the same part of an object. Ask students to think of a fraction that is equivalent to 5/10 (1/2). If students need assistance, draw a picture of a rectangle divided into 10 pieces. Color in five of the pieces. Ask students what fraction of the rectangle is colored in (5/10 or 1/2). (Also demonstrate/reinforce that to find the equivalent fraction of another, they simply need to divide the denominator by the numerator.)
- Ask students, "What was the probability that an advertised food was high in vitamins and minerals?" (2/10). Ask students to think of a fraction that is equivalent to 2/10 (1/5).

Nutrition Discussion (5 minutes)

- Ask students to share their responses to question number seven, and to describe the different ways that the advertisements tried to get consumers, especially children, to want to buy the products. (Responses may include: bright colors in the packaging, happy kids and families, prizes.)
• Ask students if advertisements are healthy or unhealthy influences on food choices. How might they reduce the influence of advertisements on the food they eat? (Responses may include: check the Nutrition Facts label before choosing advertised foods, eat fresh fruits and vegetables instead of advertised foods, or eat advertised foods less frequently.)

• Tell students that sometimes we eat foods, like the ones we examined in advertisements, and sometimes we do not. When we eat foods that are high in fat, we can balance that by eating foods that are low in fat. Take one of the advertisements that shows a food that is high in fat. Ask students, “If you ate this food today, what else could you eat to make sure you don’t consume too much fat in one day?”

• Tell students that nutrition is a balancing act. There are no bad foods, but it is unhealthy to eat too many foods that are high in one nutrient (particularly fat, sodium, and sugar).

• Point out that we did not examine whether or not advertised foods are high in calories or sugar. Tell students that many advertised foods are also high in calories and sugar. Have students make predictions about whether any of the advertisements they looked at show foods that are high in calories and sugar.

Closing (5 minutes)

• Ask students to share their responses to question number eight on the worksheet. Discuss their suggestions for being healthy external influences for their friends and family.

• Explain the homework assignment, “Advertisement Detective.” Tell students that they will be looking for advertisements and making predictions about the nutritional content of the advertised foods. When the homework is due, help students research to find out whether their predictions were correct. For nutritional information, visit http://www.nal.usda.gov/fnic/foodcomp/search.

Assessment

• Review “What are the Chances?” worksheets with the class. Assess the students’ computations, particularly on the last two problems.

• Look at “Advertisement Detective” homework assignments and assess the students’ predictions of whether advertised foods are high in total fat, sodium, fiber, and vitamins and minerals.
**IDEAS AND RESOURCES FOR EXTENDING THE LESSON**

The activities listed below include resources that are available for free, four-week loan from the California Healthy Kids Resource Center (CHKRC). Additional nutrition and physical activity DVDs, curricula, references, and displays can also be borrowed. To order materials or for other resource suggestions, check the CHKRC Web site at [http://www.californiahealthykids.org](http://www.californiahealthykids.org) or call toll free (888) 318-8188.

<table>
<thead>
<tr>
<th>Activity</th>
<th>After completing the <em>Children's Power Play!</em> lesson on advertising, have students choose four advertising techniques they will use to analyze television commercials. Ask students to record the number of commercials they see while watching television on a Saturday morning. Have students classify the commercials according to one of the four advertising techniques and note the number of advertisements for fresh fruits and vegetables and for foods high in fat/sugar. Compare students' results. How many commercials did they see? Which advertising technique was used the most? What were the chances the commercial was for fresh fruits and vegetables? What were the chances the commercial was for a food high in fat/sugar? Discuss why more commercials are for foods high in fat/sugar. After a <em>Harvest of the Month</em> tasting have students make a storyboard for a commercial or a poster to advertise one of the seasonal fresh fruits and vegetables and its health benefits.</th>
</tr>
</thead>
</table>
| Resource | *Children's Power Play! Campaign - School Idea and Resource Kit, Grade 4 (#1364) – Activity 8: The Power of Advertising*  
*Harvest of the Month* (CHKRC ID #5798) or access other *Harvest of the Month* resources online at [http://www.harvestofthemonth.com](http://www.harvestofthemonth.com) |
| Standards | **Mathematics**  
Statistics, Data Analysis, and Probability 2.2  
Mathematical Reasoning 2.4 | **Health**  
Essential Concepts  
Grade 4 1.1.N, 1.3.N  
Analyzing Influences  
Grade 4 2.2.N  
Health Promotion  
Grade 4 8.1.N |
| **Activity** | Tell students they are going to make recommendations to a friend who ate a high-fat, high-sodium cheeseburger for lunch. Have students write menus with low-salt and low-fat food items for breakfast and dinner for their friend. Discuss how fresh fruits and vegetables contribute to balancing the day's intake and have students suggest other approaches to stay in balance. |
| **Resource** | *CATCH Grade 4 – Taking Off* (#6603) – Session 4: Check It Out: Salt Savvy and Session 5: Check It Out Fat Facts Nutrition to Grow On (#2342) – Lesson 5: Food Labels |
| **Standards** | **Mathematics**  
Mathematical Reasoning 1.1, 2.3  

**Health**  
Essential Concepts  
Grade 4  
1.1.N, 1.2.N, 1.3.N  

Accessing Valid Information  
Grade 4  
3.2.N  

Health Promotion  
Grade 4  
8.1.N |
RESOURCE WEB SITES AND REFERENCES

Calorie Count.com – http://caloriecount.about.com
This site features a searchable database that produces nutritional labels for a variety of foods.

These guidelines provide evidence-based nutrition information and advice and serve as the basis for Federal food and nutrition education programs.

MyPlate – http://www.myplate.gov
This United States Department of Agriculture online resource features personalized eating plans, interactive tools, classroom materials, posters, brochures, and advice for choosing food from every food group.


SELF Nutrition Data – http://nutritiondata.self.com
This site features a searchable database that produces nutritional labels for a variety of foods.

This article provides background on commonly advertised foods and the impact on Americans' diet and health.
Reading the Food Label

1. Start Here
   - Serving Size: 1 cup (228g)
   - Servings Per Container: 2

2. Check Calories
   - Calories: 250
   - Calories from Fat: 110

3. Limit these Nutrients
   - Total Fat: 12g (18%)
   - Saturated Fat: 3g (15%)
   - Trans Fat: 3g
   - Cholesterol: 30mg (10%)
   - Sodium: 470mg (20%)
   - Total Carbohydrate: 31g (10%)
   - Dietary Fiber: 0g (0%)
   - Sugars: 5g
   - Protein: 5g

4. Get Enough of these Nutrients
   - Vitamin A: 4%
   - Vitamin C: 2%
   - Calcium: 20%
   - Iron: 4%

5. Footnote
   - Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.

<table>
<thead>
<tr>
<th>Calories</th>
<th>2,000</th>
<th>2,500</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Fat</td>
<td>Less than 65g</td>
<td>80g</td>
</tr>
<tr>
<td>Sat Fat</td>
<td>Less than 20g</td>
<td>25g</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>Less than 300mg</td>
<td>300mg</td>
</tr>
<tr>
<td>Sodium</td>
<td>Less than 2,400mg</td>
<td>2,400mg</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>300g</td>
<td>375g</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>25g</td>
<td>30g</td>
</tr>
</tbody>
</table>

6. Quick Guide to % DV
   - • 5% or less is Low
   - • 20% or more is High

Carrots

Experience the Crunch!
The Healthy Snack with Attitude

Nutrition Facts

<table>
<thead>
<tr>
<th>Serving Size: 1/2 cup carrots, sliced (61g)</th>
<th>Calories: 25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories from Fat: 0g</td>
<td>0% Daily Value</td>
</tr>
<tr>
<td>Total Fat: 0g</td>
<td>0%</td>
</tr>
<tr>
<td>Saturated Fat: 0g</td>
<td>0%</td>
</tr>
<tr>
<td>Trans Fat: 0g</td>
<td>0%</td>
</tr>
<tr>
<td>Cholesterol: 0mg</td>
<td>2%</td>
</tr>
<tr>
<td>Sodium: 45mg</td>
<td>2%</td>
</tr>
<tr>
<td>Total Carbohydrate: 6g</td>
<td>7%</td>
</tr>
<tr>
<td>Dietary Fiber: 2g</td>
<td></td>
</tr>
<tr>
<td>Sugars: 3g</td>
<td></td>
</tr>
<tr>
<td>Protein: 1g</td>
<td></td>
</tr>
<tr>
<td>Vitamin A: 204%</td>
<td></td>
</tr>
<tr>
<td>Vitamin C: 6%</td>
<td></td>
</tr>
</tbody>
</table>

Calcium: 2%  Iron: 1%

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Crunchy Chicken Nuggets

Mouthwatering crunchy nuggets, made from the best ingredients, seasoned just right!

Nutrition Facts

Serving Size: 75g
Calories 251

Calories from Fat 156

% Daily Value

Total Fat 17g 27%
Saturated Fat 4g 19%
Trans Fat 0g 12%
Cholesterol 37mg 21%
Sodium 509mg 4%
Total Carbohydrate 12g 3%
Dietary Fiber 1g
Sugars 0g
Protein 12g

Calcium 2%
Vitamin A 0%
Vitamin C 2%
Iron 3%

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Cheesy Corn Puffs (Large grab bag)

Kid's Have Spoken!
They want Cheesy Corn Puffs!
America's Favorite Snack Choice
A satisfying treat that is incredibly light, not too filling and good for them.

Nutrition Facts
Serving Size: 100g
Calories 558

<table>
<thead>
<tr>
<th>Nutrient</th>
<th>Value</th>
<th>% Daily Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories from Fat</td>
<td>315</td>
<td></td>
</tr>
<tr>
<td>Total Fat</td>
<td>36g</td>
<td>55%</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>6g</td>
<td>28%</td>
</tr>
<tr>
<td>Trans Fat</td>
<td>1g</td>
<td>1%</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>4mg</td>
<td>37%</td>
</tr>
<tr>
<td>Sodium</td>
<td>896mg</td>
<td>18%</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>54g</td>
<td>9%</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>2g</td>
<td></td>
</tr>
<tr>
<td>Sugars</td>
<td>3g</td>
<td></td>
</tr>
<tr>
<td>Protein</td>
<td>6g</td>
<td></td>
</tr>
<tr>
<td>Vitamin A</td>
<td>0%</td>
<td>Calcium 6%</td>
</tr>
<tr>
<td>Vitamin C</td>
<td>0%</td>
<td>Iron 6%</td>
</tr>
</tbody>
</table>
Tasty French Fries

Yummmm!
You know you want it!

Fresh!
Crispy!
Salty!

Indulge!
You Deserve It!

French Fries go great with any food, anytime, day or night. They make eating with friends and family fun!

Nutrition Facts

<table>
<thead>
<tr>
<th>Serving Size: 117g</th>
<th>Calories from Fat 170</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories 370</td>
<td>% Daily Value</td>
</tr>
<tr>
<td></td>
<td>29%</td>
</tr>
<tr>
<td>Total Fat 19g</td>
<td>12%</td>
</tr>
<tr>
<td>Saturated Fat 2g</td>
<td>0%</td>
</tr>
<tr>
<td>Trans Fat 0g</td>
<td>11%</td>
</tr>
<tr>
<td>Cholesterol 0mg</td>
<td>15%</td>
</tr>
<tr>
<td>Sodium 266mg</td>
<td>20%</td>
</tr>
<tr>
<td>Total Carbohydrate 46g</td>
<td>2%</td>
</tr>
<tr>
<td>Dietary Fiber 5g</td>
<td>Calcium 2%</td>
</tr>
<tr>
<td>Sugars 0g</td>
<td>Iron 6%</td>
</tr>
<tr>
<td>Protein 4g</td>
<td></td>
</tr>
<tr>
<td>Vitamin A 0%</td>
<td></td>
</tr>
<tr>
<td>Vitamin C 14%</td>
<td></td>
</tr>
</tbody>
</table>
Melty Macaroni and Cheese Dinner

Amazing cheesy macaroni dinner, prepared just for you. Ready in just 10 to 15 minutes. Enjoy our creamy cheese sauce. It's delicious.

Collect 10 package tops and get a free toy!

Nutrition Facts

Serving Size: 244g
Calories 200
Calories from Fat 54

Total Fat 6g 9%
Saturated Fat 2g 11%
Trans Fat 0g
Cholesterol 15mg
Sodium 1027mg 5%
Total Carbohydrate 28g 43%
Dietary Fiber 1g 9%
Sugars 1g 5%
Protein 8g

Vitamin A 3%
Vitamin C 0%
Calcium 9%
Iron 12%

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Pepperoni Pizza

Awesome pepperoni pizza makes a delicious, healthy meal that children and grownups will love.

Nutrition Facts

Serving Size: 95g
Calories 270
Calories from Fat 135

<table>
<thead>
<tr>
<th>Nutrient</th>
<th>Amount</th>
<th>% Daily Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Fat</td>
<td>15g</td>
<td>23%</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>4g</td>
<td>22%</td>
</tr>
<tr>
<td>Trans Fat</td>
<td>0g</td>
<td></td>
</tr>
<tr>
<td>Cholesterol</td>
<td>20mg</td>
<td>7%</td>
</tr>
<tr>
<td>Sodium</td>
<td>600mg</td>
<td>7%</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>23g</td>
<td>8%</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>1g</td>
<td>4%</td>
</tr>
<tr>
<td>Sugars</td>
<td>2g</td>
<td></td>
</tr>
<tr>
<td>Protein</td>
<td>10g</td>
<td></td>
</tr>
<tr>
<td>Vitamin A</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Vitamin C</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Calcium</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Iron</td>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>

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Peanut Butter Choco Bar

Delicious milk chocolate and peanut butter together in one amazing treat. Eaten by baseball stars everywhere!

Nutrition Facts

Serving Size: 42g
Calories 219

<table>
<thead>
<tr>
<th>Nutrient</th>
<th>Value</th>
<th>% Daily Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories from Fat</td>
<td>118</td>
<td></td>
</tr>
<tr>
<td>Total Fat</td>
<td>13g</td>
<td>20%</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>6g</td>
<td>28%</td>
</tr>
<tr>
<td>Trans Fat</td>
<td>0g</td>
<td>1%</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>3mg</td>
<td>5%</td>
</tr>
<tr>
<td>Sodium</td>
<td>111mg</td>
<td>8%</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>23g</td>
<td>6%</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>1g</td>
<td></td>
</tr>
<tr>
<td>Sugars</td>
<td>17g</td>
<td></td>
</tr>
<tr>
<td>Protein</td>
<td>4g</td>
<td></td>
</tr>
<tr>
<td>Vitamin A</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Vitamin C</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Calcium</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Iron</td>
<td>3%</td>
<td></td>
</tr>
</tbody>
</table>

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Honey Bear Cookie Snacks

Kids Love Them! So Will Yours!

Tiny Bear Graham Snacks!

Register Online to Earn a FREE Tiny Bear!

Filled with Crunch!

tinybeargraham.com

Nutrition Facts

Serving Size: 84g
Calories 335

<table>
<thead>
<tr>
<th>Nutrition</th>
<th>Calories from Fat</th>
<th>% Daily Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Fat</td>
<td>8g</td>
<td>13%</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>1g</td>
<td>6%</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>506mg</td>
<td>22%</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>65g</td>
<td>9%</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>2g</td>
<td>0%</td>
</tr>
<tr>
<td>Sugars</td>
<td>26g</td>
<td>1%</td>
</tr>
<tr>
<td>Protein</td>
<td>6g</td>
<td>0%</td>
</tr>
</tbody>
</table>

Vitamin A 0%
Vitamin C 0%

Calcium 2%
Iron 17%

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Zesty Bean Dip

Sensational
Spicy
Packed with Protein

Nutrition Facts
Serving Size: 89g
Calories 110

<table>
<thead>
<tr>
<th>Nutrient</th>
<th>Calories from Fat</th>
<th>% Daily Value</th>
</tr>
</thead>
<tbody>
<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>4mg</td>
<td>0%</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>20g</td>
<td>0%</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>8g</td>
<td>7%</td>
</tr>
<tr>
<td>Sugars</td>
<td>3g</td>
<td>33%</td>
</tr>
<tr>
<td>Protein</td>
<td>8g</td>
<td>15%</td>
</tr>
<tr>
<td>Vitamin A</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Vitamin C</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

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### Nutrition Facts

<table>
<thead>
<tr>
<th>Serving Size: 170g</th>
<th>Calories from Fat: 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories 150</td>
<td>% Daily Value</td>
</tr>
<tr>
<td>Total Fat 2g</td>
<td>3%</td>
</tr>
<tr>
<td>Saturated Fat 0g</td>
<td>0%</td>
</tr>
<tr>
<td>Trans Fat 0g</td>
<td>0%</td>
</tr>
<tr>
<td>Cholesterol 0g</td>
<td>1%</td>
</tr>
<tr>
<td>Sodium 25mg</td>
<td>10%</td>
</tr>
<tr>
<td>Total Carbohydrate 30g</td>
<td>4%</td>
</tr>
<tr>
<td>Dietary Fiber 1g</td>
<td></td>
</tr>
<tr>
<td>Sugars 22g</td>
<td></td>
</tr>
<tr>
<td>Protein 4g</td>
<td>Caclium 30% Iron 5%</td>
</tr>
<tr>
<td>Vitamin A 0%</td>
<td></td>
</tr>
<tr>
<td>Vitamin C 50%</td>
<td></td>
</tr>
</tbody>
</table>

Nutritious yogurt is good for her. Made from low-fat milk with fruits added, this delicious delight is part of a well-balanced meal.
What Are the Chances?
Worksheet

Name: ________________________________

1. I investigated this nutrient in advertised foods:
   ____________________________________________

2. Number of total advertisements:
   ____________________________________________

3. Number of advertised foods that are high in this nutrient:
   ____________________________________________

4. Probability that an advertised food is high in this nutrient:
   ____________________________________________

5. If you looked at 20 advertisements, how many advertised foods do you predict would be high in this nutrient?
   ____________________________________________

6. If you looked at 30 advertisements, how many advertised foods do you predict would be high in this nutrient?
   ____________________________________________

7. What are some of the ways the advertisements tried to get kids to buy the product?
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

8. If your friend wants to make healthier food choices, which products would you recommend?
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

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Name: 

Make a list of all the foods you see advertised over the course of one week. Look for advertisements on billboards, in newspapers, in magazines, and on television. As you find advertisements for foods, fill in this chart and predict the foods' nutritional content.

<table>
<thead>
<tr>
<th>Advertised Food</th>
<th>High in Total Fat? (equal to or more than 20%)</th>
<th>High in Sodium? (equal to or more than 20%)</th>
<th>High in Fiber? (equal to or more than 20%)</th>
<th>High in Vitamins and Minerals? (equal to or more than 20% of one of the vitamins or minerals listed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Cheeseburger</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Advertisement Detective Homework Assignment – Page 2 of 2

Name: ________________________________

1. Using your predictions for the advertisements you found, what is the probability that an advertised food will be high in fat?

2. Using your predictions for the advertisements you found, what is the probability that an advertised food will be high in sodium?

3. Using your predictions for the advertisements you found, what is the probability that an advertised food will be high in fiber?

4. Using your predictions for the advertisements you found, what is the probability that an advertised food will be high in vitamins and minerals?

5. Where did you find advertisements for food? Were different foods advertised in different places or in different ways?

6. Write a short paragraph about how advertising influences kids’ food choices. Describe one thing you could do to make healthy food choices and avoid the unhealthy influence of advertising.
Name: ____________________________________________

1. I investigated how much of this nutrient was in advertised foods:

   Fat

2. Number of total advertisements:

   10

3. Number of advertised foods that are high in this nutrient:

   5

4. Probability that an advertised food is high in this nutrient:

   50% (or 1/2)

5. If you looked at 20 advertisements, how many advertised foods do you predict would be high in this nutrient?

   10

6. If you looked at 30 advertisements, how many advertised foods do you predict would be high in this nutrient?

   15

7. What are some of the ways the advertisements tried to get kids to buy the product?

   They included bright colors in the advertisement, showed kids and families having fun, and included a toy.

8. If your friend wants to make healthier food choices, which product(s) would you recommend?

   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
What Are the Chances?
Worksheet Answer Key - Sodium

Name: ______________________________

1. I investigated how much of this nutrient was in advertised foods:
   
   **Sodium**

2. Number of total advertisements:
   
   10

3. Number of advertised foods that are high in this nutrient:
   
   5

4. Probability that an advertised food is high in this nutrient:
   
   % (or %)

5. If you looked at 20 advertisements, how many advertised foods do you predict would be high in this nutrient?
   
   10

6. If you looked at 30 advertisements, how many advertised foods do you predict would be high in this nutrient?
   
   15

7. What are some of the ways the advertisements tried to get kids to buy the product?
   
   They included bright colors in the advertisement, showed kids and families having fun, and included a toy.

8. If your friend wants to make healthier food choices, which product(s) would you recommend?
   
   ____________________________________________
   
   ____________________________________________
   
   ____________________________________________
   
   ____________________________________________

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What Are the Chances?
Worksheet Answer Key - Fiber

Name: __________________________________________

1. I investigated how much of this nutrient was in advertised foods:

   Fiber

2. Number of total advertisements:

   10

3. Number of advertised foods that are high in this nutrient:

   2

4. Probability that an advertised food is high in this nutrient:

   $\frac{2}{10}$ (or 20%)

5. If you looked at 20 advertisements, how many advertised foods do you predict would be high in this nutrient?

   4

6. If you looked at 30 advertisements, how many advertised foods do you predict would be high in this nutrient?

   6

7. What are some of the ways the advertisements tried to get kids to buy the product?

   They included bright colors in the advertisement, showed kids and families having fun, and included a toy.

8. If your friend wants to make healthier food choices, which product(s) would you recommend?

   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

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What Are the Chances?
Worksheet Answer Key - Vitamins and Minerals

Name: __________________________________________

1. I investigated how much of this nutrient was in advertised foods:

   Vitamins and Minerals

2. Number of total advertisements:
   
   10

3. Number of advertised foods that are high in this nutrient:
   
   2

4. Probability that an advertised food is high in this nutrient:
   
   \( \% \) (or %)

5. If you looked at 20 advertisements, how many advertised foods do you predict would be high in this nutrient?
   
   4

6. If you looked at 30 advertisements, how many advertised foods do you predict would be high in this nutrient?
   
   6

7. What are some of the ways the advertisements tried to get kids to buy the product?

   They included bright colors in the advertisement, showed kids and families having fun, and included a toy.

8. If your friend wants to make healthier food choices, which product(s) would you recommend?

   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

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Smart Choices – Day Three
Grades 4-5
Overview

Making Healthy Decisions
(adapted from SFUSD lesson and CATCH)

Objectives:
- Students will understand how to evaluate criteria to make a healthy decision;
- Students will practice making healthy decisions.

Materials:
- Projected version of “Making Healthy Decisions” handout;
- Individual copies of “Making Healthy Decisions” 2 copies/student;

Teachers:
Say: As we grow up, we have to make more decisions. What were some of the kinds of decisions that you had to make when you were babies? (Whether or not to eat a food that’s served, whether to chew something...) How about in kindergarten? (What shirt to wear, what toy to play with...) What are some decisions that you have to make in your life now? Talk to a partner and make a list of 3 decisions that children your age make.

After a few minutes ask a few students to share answers.

As you get older, you will be making more and more decisions related to your health and wellness – especially decisions about food and/or how to participate in daily fitness activities. For example, you may have to decide how you can make time for a good breakfast every morning. You may have to decide what to eat when you come home from school. You might also have to decide whether to go for a brisk walk or play a video game. Learning how to make decisions is a skill that gets easier with practice. So over the next few days, we will be practicing how to make healthy decisions.

Post, show “Making Healthy Decisions” handout.

Say: There are five steps to consider when you have a decision to make:

- Identify the decision to be made.
- List your options. Identify all of the possible choices and get more information (from food labels, the internet, your teacher, your parents...).
- Compare your options. What are the advantages and disadvantages of each option? (Consider your values and your families’ values.)
- Select the best solution. Select the best solution and carry out the solution.
- Evaluate your decision. Are you proud of your decision? Did you decide carefully?
Let’s try an example together: (Read aloud)

Mario just got home from school and he is very hungry. His mom left him a note. The note says, “You can have an apple or four peanut butter crackers for your snack.” But Mario knows there is leftover birthday cake in the refrigerator.
Let’s go through the steps Mario might review as he decides what to eat for a snack.

1. What decision does Mario have to make? (What he will eat for a snack.)
2. What are his options? (apple, crackers, or cake)
3. What are the advantages and disadvantages of each choice? (May get in trouble, stomach ache, feel good...) How might he get more information about the food choices? What personal values and family values are impacted by his decision?
4. What is the best decision for Mario? (Eat the snack his Mom set up.)
5. How does he know he made the right decision? (He will feel good about himself; his Mom will praise him...)

With your partner, go through the decision-making process for the next situation and complete the Making Healthy Decisions worksheet.

At a birthday party for a friend there are cut-up vegetables with yogurt dip and Cheetos. You really like cut-up vegetables and you also want to eat some Cheetos, but you know that they contain lots of fat. What can you do?

Additional Scenarios to be analyzed as desired.

Your parents will be getting home from work at 5:00 p.m. You have one hour at home alone. You know it would be fun for you to go outside in the backyard and play basketball, but you really want to play a video game. What can you do?

You have $2.00 in your pocket from your allowance. After school you notice that the ice cream cart is on the corner of your street. You know there is fruit and cheese at home for an after-school snack, but you want an ice cream bar. What can you do?

On the next two pages you will find several scenarios requiring decisions about selecting healthy foods and creating opportunities to exercise. Suggestions for using these include:

1. Give student-pairs a scenario and have them create a brief skit about the situation and how a healthy decision is reached.
2. Have students analyze one or two situations on a daily basis as a “Do Now.”
3. Use as a “filler” when there are extra minutes. 😊
4. Weave into other curricular areas and to reinforce students’ use of the protocol. (Consider using the protocol when learning about ethical dilemmas in History, Science and/or Literature.)
Additional Healthy Food Choice Scenarios:

You have $2.00 in your pocket from your allowance. After school you notice that the ice cream cart is on the corner of your street. You know there is fruit and cheese at home for an after-school snack, but you want an ice cream bar. What can you do?

Your family buys a large case of soda from Costco every month so there are always cold cans of soda in the refrigerator. You know that soda has lots of added sugar and that it contains no nutrients, but you are often thirsty in the afternoon, especially when you come home from school. What can you do?

You’re on the swim team at your neighborhood community center. You have practice for two hours after school every Monday, Wednesday, and Friday. You really enjoy swimming, and know that it is a great way to get exercise. When you get out of the pool, though, you’re wiped out and need something to eat in a hurry. The center only has vending machines filled with candy bars and chips. What else could you do that is healthier than eating candy bars and chips from the vending machine?

Almost once a week your family and you eat supper at a nearby fast food burger place called Golden Starches. You love this place! You always order a super-duper double burger with cheese and bacon, large fries and a jumbo shake. You know you shouldn’t be eating all this stuff every week, but it’s always what you want when you get there. How can you go to the Golden Starches and have a good time, a good meal, and feel good about what you eat?

Your family and you often go to your grandma’s for Sunday dinner and she always serves her favorite Sunday meal of fried chicken, mashed potatoes with lots of gravy, buttered corn, rolls with butter and fresh strawberries with sugar and whipped cream. Your grandma loves to see everyone eating her cooking and it tastes so good and you always end up eating too much! You know all about healthy foods, but your grandma doesn’t cook any healthy food, so what can you do?

When you get home from school you’re so hungry that you could eat your math book. Ha! Then you’d really have problems! Anyway, you usually run into the kitchen, open all of the cupboards and the refrigerator, and for the next hour you just stuff your face. You usually go for cookies, chips, soda, and ice cream. Of course, when it comes time for dinner, you’re usually not very hungry. Your mom is threatening to padlock the cupboards and refrigerator. What can you do? You’re always starved after school and dinner seems too long away?

Every Tuesday night your Uncle Joe takes your sister, brother and you our for pizza at Papa Pepper’s Pizza Palace. Uncle Joe loves pizza and he always orders Papa Pepper’s king-sized pan pizza with lots of pepperoni, sausage and extra cheese. For dessert he always buys us the Pizza Palace special – peach pie topped with ice cream. Uncle Joe is a really great guy, but you wish he’d order some healthy foods once in a while. You did try suggesting another place to eat, but Uncle Joe just loves this place, so what can you do?

You go to a day camp during the summer and you have to take along your own bag lunch. You can never decide what to pack for lunch, so you just throw in a couple of candy bars, some chips, and a box of juice. You are really sick of this lunch, but you don’t know what else to do...
Additional Physical Activity Scenarios

Your parents will be getting home from work at 5:00 p.m. You have one hour at home alone. You know it would be fun for you to go outside in the backyard and play basketball, but you really want to play a video game. What can you do?

You just love doing fun activities like biking, skating, and running. But when it’s raining outside or really hot you don’t know what to do. It’s so boring to just sit around and watch TV, but you sure can’t bike or skate or run around your house! What might you do?

You really get a kick out of soccer! You’re the captain of a team that plays all summer and fall. When the soccer season is over, though, you go from having the fastest feet on the field to putting your feet up in front of the TV. The only plan of action that you have is to sit around planning next season’s soccer strategies on some video games. What’s a good soccer player to do?

You know you should be more physically active, but you just don’t have the time. You always seem to have something to do after school. You have music lessons, Scouts, homework or you have to take care of your little brother. It seems really impossible for you to do physical activities. What can you do?

You really love to do stuff outside. Your problem is that you’re just not good at physical activities. You know you should do them, but you don’t like soccer or skating or even swimming. You would just rather stay inside and play video games. What might you do?

Your parents don’t want you going outside to play in your neighborhood until they get home. Unfortunately, in the winter, they don’t get home until it’s dark. You know it’s important to be active at least 60 minutes each day, but your first choice of activity would be to go outside and play at the playground down the street and your parents won’t let you do that. What can you do?
# Healthy Decision Worksheet

**Name:** ___________________________  **Date:** ___________________________

- Identify the decision to be made.

- List your options.
  - What are your options?
  - How could you get more information about the choices?
  - Identify all the possible choices and get more information

- Compare your options – What are the advantages and disadvantages of each option? Consider your values and your families' values.

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<tr>
<th>Option</th>
<th>Advantages 😊</th>
<th>Disadvantages 😞</th>
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- Select the best solution. (Select the best solution and carry out the solution.

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<th>What is your best solution? How will you carry out this solution?</th>
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- Evaluate the decision. (Are you proud of your decision? Did you decide carefully? Would you make the same decision again?)
Healthy Decision Worksheet – Teacher Version

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**What should I eat at the party?**

1. **List your options.**
   - Vegetables with yogurt dip
   - Cheetos

2. **How could you get more information about the choices?**
   - Look at the nutrition label for Cheetos.

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<tr>
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<th>Disadvantages</th>
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<tbody>
<tr>
<td>Eat only vegetables.</td>
<td>Healthy snack choice; has lots of vitamins. Won't feel too full.</td>
<td>Boring.</td>
</tr>
<tr>
<td>Eat only Cheetos.</td>
<td>Taste good.</td>
<td>High in fat. Hard to stop eating these.</td>
</tr>
<tr>
<td>Eat vegetables and a few Cheetos.</td>
<td>Get vitamins.</td>
<td>Get some fat. Need to limit the Cheetos.</td>
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**Select the best solution.** (Select the best solution and carry out the solution.)

What is your best solution? How will you carry out this solution?

Answers will vary.

**Evaluate the decision.** (Are you proud of your decision? Did you decide carefully? Would you make the same decision again?)

Answers will vary.