

**Home Living / Daily Living
Lesson Plan—Developing
Labels on Food Products**

Instructional Area: Leisure Community Home Living / Daily Living
Ability Level: Emerging Developing Mastery

Topic / Skill Outcome:

- Nutrition
- Students will become aware of the different kinds, and the importance, of information found on the labels of food products

Learning Area(s):

- Literacy
- Communication
- Math & Science
- Personal Resource Management

Purpose of Lesson / Objective:

- Students become aware of different kinds of information found on labels of food products, and the importance of this information

Materials / Equipment / Environment:

- Packaged food products, empty containers from food products, or labels from food products glued onto index cards
- Worksheets (optional)

Group Size: 6-10

Time Required: Will Vary

Lesson Procedure:

1. Present several food products with labels or the labels from food products available to students
2. Select one food item and brainstorm about the different kinds of information found on the label
3. Discuss why and when is it important to know about the information that is given
 - a. Name of Product - first clue as to what is contained in the package (macaroni vs. macaroni & cheese – macaroni does not have cheese come with it)
 - b. Nutrition Facts
 - How many servings are in a container?
 - How many fat calories are there?
 - Does the product contain a high level of sodium?
 - Will this product add calcium to my diet?
 - c. Ingredients
 - Can a person who is allergic to wheat products eat this food?
 - Does the product contain food dye?
4. Directions for preparation - Do I need to have on hand, and add other ingredients to prepare this product? Can I cook this product in the microwave?
5. Address, website, email, or phone number - Is there I place where I can get more information about this product if I need to?

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6. Ask students specific questions about the food product that can only be answered by reading the information given on the product container This can be done orally or with a worksheet

Carry Over / Related Activities:

- Have students compare the amounts of cholesterol, sodium, saturated fat, calories, percentages of vitamins and minerals, etc., contained in a particular food product, to recommended daily amounts
- Brainstorm on various questions such as in what food group(s) on the food pyramid the product would fit; if a person has to limit their sugar intake, would this be a good product to consume; would this product be enough to feed four people; if a person is on a 2500 calorie per day diet, how many more calories could they consume throughout the day after eating a serving of a particular food product

Supporting Activities / Possible Adaptations:

- Focus can be placed on one kind of information at a time depending on what the emphasis of study is at any particular time. (If talking about vitamins, minerals, calorie intake, etc., concentrate on the nutrition facts. If working on following a sequence of directions and food preparation, focus on directions on how to prepare the product.)
- Questions can be presented in either written or oral form

Strategies for Participation:

- Show students two packaged food products and ask them which they think would be the healthier choice. Compare labels.
- Present two different brands of the same food product and ask which one the students would prefer to purchase. Why?

Student Reaction / Evaluation:

- Evaluate answers to questions on worksheets or those answered orally after the lesson(s) have been presented