

## Serving Size

### Learning Objectives

- I can explain serving sizes and how they affect health. (SOL 4.1a)
- 4.1 The student will explain how nutrition and other health-enhancing behaviors affect personal health and academic achievement.

#### Nutrition

- a) Determine how serving sizes, additives, preservatives, sodium, and added sugar content for a variety of foods and beverages affect health.

### Teacher Notes

New vocabulary and content

- Calorie- a unit to measure heat/energy.
- Macronutrients- provide the body with energy.
- Fats- 9 calories per gram; body burns fat calories during low intensity physical activity.
- Carbohydrates- 4 calories per gram; body's main source of energy; body burns carbohydrates during high intensity activities.
- Protein- 4 calories per gram; body uses calories from protein to build and repair muscle cells.
- Macronutrient- fats, carbohydrates, protein
- Serving Size- amount of food or drink that is served
- Nutrition labels-nutrient content of the food or drink

### Lesson Steps

*Step 1 (Engage learners/access prior knowledge)*

- Hold up a few food labels or a poster of a food label. Ask students if they know what they are, where they can find food labels and what is the purpose of them.

*Step 2 (New information – direct instruction/teacher-facilitated learning)*

- Lead an explanation about food labels- “Do you know how books have a table of contents that explains what's inside?” “Or, maybe you have a toy that came with a diagram that identified each small piece.” “Nutrition labels



are sort of like that.” “They tell you what's inside the food you're eating and list its parts.”

- Discuss with students the way we know what nutrients are in a food with the use of food labels. Watch the short video on food labels:

<https://www.youtube.com/watch?v=yIY0w04AAVk>

- Together, read food labels and explain each section. A diagram can be used as an example and a talking point. Focus on serving size and discuss the importance of consuming the serving size not the entire “package”.

### How to read a food label

When you pick up a packaged food at the supermarket there are usually a lot of messages on the packaging. What should you look for to help you make a better choice?

**STEP 1** READ THE INGREDIENTS LIST TO LEARN WHAT HAS BEEN PUT INTO THE FOOD AND HOW MUCH

Ingredients are listed in order from the **BIGGEST** to the **SMALLEST** amount.

If fat or sugar are listed as the first or second ingredient the food is likely to be **HIGH** in fat or sugar and is recommended to only be eaten sometimes.

**PLAY DETECTIVE**

SOMETIMES SUGAR AND FAT ARE LISTED USING OTHER NAMES. LOOK OUT FOR THESE CULPRITS:

<p>Other names for <b>FAT</b>: oil, vegetable/animal oil/fat, coconut oil, palm oil, shortening, lard, milk solids. .</p>	<p>Other names for <b>SUGAR</b>: sucrose, maltose, lactose, dextrose, fructose, glucose, glucose syrup, corn syrup, molasses, malt, maltodextrin, fruit juice concentrate</p>
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**STEP 2** LOOK AT THE NUTRITION INFORMATION PANEL (NIP) TO FIND OUT WHAT NUTRIENTS THE FOOD CONTAINS. KEY THINGS TO LOOK OUT FOR ARE THE AMOUNTS OF TOTAL FAT, SATURATED FAT, SUGAR AND SODIUM/SALT

HERE'S A GUIDE:

Per 100g	TOTAL FAT	BEST	OKAY	SOMETIMES
SATURATED FAT	0 - 5g	0 - 5g	5.1 - 20g	20g+
SUGAR	0 - 5g	0 - 5g	5.1 - 15g	15g+
SODIUM	0 - 120mg	0 - 120mg	121 - 600mg	600mg+

**How many people could the packet feed** → Servings per package: 3  
**How much in each serve** → Serving Size: 150g

**Total fat: less than 5g per 100g is best**

**Sugar: less than 5g per 100g is best**

**Saturated fat: less than 1.5g per 100g is best**

**Sodium: less than 120mg/100g is best**

**Use this column to compare products**

**Ingredients list**

**NUTRITION INFORMATION**

	Quantity per Serving	Quantity per 100g
Energy	808kJ	495kJ
Protein	4.3g	2.9g
Fat, total	7.5g	4.9g
- Saturated	4.5g	3.0g
Carbohydrate, total	18.6g	12.4g
- Sugars	18.5g	12.4g
Sodium	90mg	60mg

\*Percentage of recommended dietary intake

Ingredients: Whole milk, concentrated skim milk, sugar, banana (8%), strawberry (8%), grape (4%), peach (2%), pineapple (2%), gelatine, culture, thickener (1442).

All quantities above are averages

*Step 3 (Application – how student will apply/practice new learning)*

- **Nutrition Label Matching**

- Place students in groups at cones with hula hoops around the perimeter of the play area. In the center of the play area are pictures of foods or food models. At each hoop is a few nutrition labels.
- On “go” the students take turns running to the middle of the gym and picking up a picture of a food or food model that matches the nutrition labels at the hoop. Once each label has a matching food the students let the teacher know and their matches are checked. When all teams have been checked, the food pictures/models are placed back in the middle of the play area. Students rotate in a clockwise manner to the next hoop and the game is played again this time each team has new nutrition labels.
- Play as many times as possible.

**Assessments**

- The teacher can check for understanding during the game and discussion of food labels.

**Extensions/Connections**

- Rules for reading a nutrition label <https://www.youtube.com/watch?v=R-o-83k8dP0>