

Middle-level CTE Learning Experience Title: Nutrition and Health Claims (Snacks)
Educator: Tracy Henry, Shaker JHS
Length of Lesson: 16 days (40 minute periods)
Grade Level: 8

CTE Area: Family and Consumer Sciences
CTE Theme: Health, Safety, and Wellness
CTE Content: Nutrition and Wellness
Date Created: April 15, 2019

- 14.2.4 Analyze sources of food and nutrition information, including food labels, related to health and wellness
- 14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span
 - 14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs
 - 14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods
- 14.5 Evaluate the influence of science and technology on food composition, safety, and other issues
 - 14.5.1

NLEA (Day 4)

<https://www.fda.gov/inspections-compliance-enforcement-and-criminal-investigations/inspection-guides/nutritional-labeling-and-education-act-nlea-requirements-894-295#Serving%20Size>

FDA-Nutrition Label Changes (Day 4)

<https://www.fda.gov/media/99331/download>

CDC- Nutrition Facts Label (Day 4)

<https://www.cdc.gov/nutrition/strategies-guidelines/nutrition-facts-label.html>

The New Nutrition Facts Label (Day 4)

<https://www.g-wlearning.com/foodsandnutrition/2258/resources/nutritionfactspanellesson.pdf>

Dietary Guidelines- Healthy Eating Patterns

<https://health.gov/dietaryguidelines/2015/guidelines/chapter-1/a-closer-look-inside-healthy-eating-patterns/>

My Fitness Pal

<https://www.myfitnesspal.com>

My Plate

<https://www.choosemyplate.gov>

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	<p>Teacher provides each student with a list of the snack names and a numbered recording sheet.</p> <p>Teacher reveals the snack name for each of the labels.</p> <p>Teacher provides a brief direct instruction lesson on qualities of healthful snacks.</p>	<p>Students read the nutrition labels on display and try to match up the label with the snack they believe it belongs to. Students record their guesses.</p>	<p>15 min</p> <p>10 min</p> <p>10 min</p>
<p>Procedure for Instruction/ Learning Activities</p>	<p>Day 3- Teacher asks students how they could find out what snacks are the most popular in the school building (survey). Teacher leads a brief discussion on ways data is collected, including through surveys.</p> <p>Teacher arranges the class into small groups, Each group will develop a survey (or other form of data collection) to discover which snacks are most popular in the school building.</p> <p>As needed, the teacher will facilitate group work and assist the students in creating a survey. Teacher shares links for producing surveys, such as: Survey Monkey https://www.surveymonkey.com/</p> <p>Teacher leads the student groups in sharing their survey ideas.</p>	<p>Day 3- The students determine how they will discover which snacks are the most popular in the school building (survey).</p> <p>Students</p>	

nutrition facts labels displayed on tables. The labels on each table will represent a single category, and each table will be different (ex: Table 1-cereals; Table 2- beverages; Table 3-chips; Table 4-energy bars; and so on).

Teacher arranges students into small groups and assigns each group to a table.

Teacher introduces the Nutrition Labeling and Education Act (NLEA) and explains how the NLEA requirements have evolved over time.

Teacher walks students through the NLEA website, highlighting areas where information is still relevant to current nutrition labels.

NLEA:

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Teacher provides students with a response sheet that will guide groups' analyses of the labels on their tables.

Teacher announces that the goal of the activity is to put the labels in order from

previous classes, in addition to the NLEA webpage.

Teacher checks the order the students came up with. Teacher asks students how they came to their conclusion. If the order the students generated has errors, the teacher can guide students to think more about their decisions, recheck resources, and make changes as needed.

Teacher provides students with a Part 2 worksheet, which they will receive once their food labels are correctly arranged.

Part 2 will guide student groups to:

- x develop a paragraph which explains, in detail, the reasons why they ordered the foods in the way that they did
- x turn the paragraph into a presentation, in which all members of the group participate.
- x practice the presentation until all group members feel confident and are able to say their sentences in a loud, clear voice and maintain eye contact.

The teacher will encourage students to practice the presentation multiple times and have their sentences memorized, like a script. If certain groups finish early, the teacher will encourage them to create visuals for the

Once their analysis is complete, students should ask the teacher to check their decisions. Guided by the teacher, students think more about their decisions, recheck resources, and make changes as needed.

Once the group's food labels are accurately arranged, groups receive a Part 2 worksheet guiding them to:

x

presentation.

Teacher reviews the purpose of the presentations.

The teacher reminds all students to be respectful audience members, which includes applause for groups once they are finished presenting.

Teacher provides students with evaluation forms and explains how to complete them.

At the end of each presentation, the teacher will guide students through a Q&A (question and answer) session.

Day 8-

Teacher reminds students about the surveys they created (on Day 3)to discover their school's favorite snack foods.

Teacher delivers a brief dire (he)0..7 (r)-0.7917ifact e217iveTu 1 4.001 Tw 6 (on 2.2824 0 TdeLr)-1.7 (es)-8.9 (es)-3.4 (t)i-0.002 Tw 1-1.21A

work and assist as needed.

Teacher collects a new product plan from each group.

Day 9-

Teacher returns product plans, including teacher comments and suggestions, to the student groups.

Teacher explains the new project:

x Student groups will create their

product in t, (in)-5 (t)0 Tc8w 9.448 0 il(,)-2.4 ((in15/ArTd{98 ()TJb-2.4 .8 (w)-0.DC T(pr)TjEMC /LBod7 -1.224 TD[Tea)-2.9 (c)1.2-c)2

The teacher will monitor groups, answer questions and assist when needed.

Students review the suggestions from the teacher

Teacher will obtain supplies.

Days 10-15-

Teacher shares the project rubric with the students detailing showing how they will be assessed.

The teacher will provide resources for students to complete each step of the project.

The teacher will invite school leaders, teachers, and community experts to be on the panel of judges for the final products.

Day 16-

Teacher facilitates the student evaluations of their project work;

- x judges' comment forms
- x individual self evaluations
- x group project rubric

