



The Truth behind the Label

Middle School Food and Agricultural Literacy Curriculum

Precepts

- J. Mental Growth
- J1. Think critically

National Standards

- FPP.03.01.06.a. – Explain the importance of food labeling to the consumer.
- NL-ENG.K-12.4 – Communication Skills
- NL-ENG.K-12.12 – Applying Language Skills

Student Learning Objectives

- As a result of this **unit** the student will...
- Critique food labels and claims
- As a result of this **lesson**, the student will ...
- Explain common food claims found on food product labels.

Content Outline

Objective 1. Explain common food **claims** found on food product labels

- I. **The Food & Drug Administration has developed specifications for health *claims* and descriptive terms for food packaging.**
 - A. These terms or **claims** are standards, which communicate to consumers a consistent vocabulary concerning **claims** made by food manufacturers for marketing purposes.
 - B. Each term or **claim** is linked to a standardized measurement for a given nutrient on a foods nutrition label.

Interest Approach

This interest approach will challenge students to generate a persuasive food package. Encourage students to be creative and use catch phrases they have seen on foods in the past. Be purposefully vague and avoid reminding students that packaging should be factual. Hold all materials until the directions are complete. Provide paper, markers, crayons, pencils, pens, etc. for students.

Time

Instruction time for this lesson: 45 minutes.

Resources

Health Check Systems.(2010). What's in a food label? Retrieved February 10, 2010, from Health Check Systems. com.Website: <http://www.healthchecksyste.ms.com/label.htm> — United States Department of Health & Human Services. (2009). XI. Appendix C: Health Claims. Retrieved February 10, 2010, from the U.S. Food & Drug Administration. Web site: <http://www.fda.gov/Food/GuidanceComplianceRegulatoryInformation/GuidanceDocuments/FoodLabelingNutrition/FoodLabelingGuide/ucm064919.htm>

Tools, Equipment, and Supplies

- Overhead projector/transparencies
- Markers
- Crayons
- Colored Pencils
- Paper
- MS.FS.4.3.TM.A – one per student
- MS.FS.4.3.AS.A – one per student
- MS.FS.4.3.ASSESS.A – one per student

Key Terms

The following terms are presented in this lesson and appear in ***bold italics***:

Claim

Thank you for being here today! Because you're present, you are claiming that your education is important to you. Selecting foods in order to maintain a healthier standard of living is important as well as knowing about what a food label is truly communicating. So, today we will learn tons more about food nutrition, but rather than studying what is in the package, we will study the package itself.

Here is a quick quiz of our creative skills. When I say GO, generate a persuasive food package for a food of your choice. Using the supplies we have gathered, design a package for this product that would make everyone want to buy it and eat it immediately! The package should convince everyone that the product is the healthiest of them all! Call upon past experiences with food packaging that might have used health **claims** or persuasive statements. The package design should be completed and all items put away in five minutes. What questions are there? Okay, here are the supplies, let's GO.

Monitor student work and count down time as needed.



The Truth behind the Label

Be ready to show your packaging in 3-2-1! Whoa! This is going to be difficult with so many great packages! But first, let's determine how factual your label is! That's right! Food packaging cannot make false **claims** or inflate/hide characteristics of the food. Who will share some of their packaging statements that might be a little less than factual? Allow several students to share. Wow! I think I might go out and purchase those items today with **claims** like that! That was fun, but there is definitely a serious side to food packaging **claims** for those who market food products. That's what today's lesson is all about, so let's be label investigators and look for the "truth" behind the label!

Summary of Content and Teaching Strategies

Objective 1. Explain common food **claims** found on food product labels

Use **MS.FS.4.3.TM.A** and **MS.FS.4.3.AS.A** for this activity. Students will be challenged to utilize MS.FS.4.3.TM.A as a guide in order to make food **claims** for the labels presented to them in **MS.FS.4.3.AS.A**. Project **MS.FS.4.3.TM.A** and have students read it before distributing copies of it. Finally, distribute copies of **MS.FS.4.3.TM.A** and **MS.FS.4.3.AS.A** for students to utilize.

Hmmmm... Let's get curious! Engage your curiosity as you hear these directions. In just a moment a list of nutrition **claims** and their descriptions will be projected. When you see them, read them carefully because we will utilize them in making **claims** about selected foods. When finished, gather something to write with and wait quietly for further directions. What questions are there about this task? Okay, take three minutes to read these **claims**.

Project **MS.FS.4.3.TM.A** and allow students three minutes to read. Increase or decrease reading time as needed. This portion of the activity incorporates the Me-You-Us e-Moment®, in which students reflect on information individually, share the information with another classmate or two, then share the information with the entire class.

It looks as if everyone is wrapping that up. Thanks for having a writing utensil ready. On these two sheets of paper analyze and make **claims** about the foods according to their labels.

One sheet is the same information we saw projected just a moment ago; the other is a sheet containing three food labels. Read each label on this sheet and make appropriate **claims** according to the FDA in the space provided on the sheet. We will take approximately ten minutes to complete this task. When you have finished, check your sheet with two other classmates then return to your seats. Turn to one person near you and summarize what we are about to do, then have them return the favor. Okay, here are the sheets – let's make some **claims**!

Distribute **MS.FS.4.3.TM.A** and **MS.FS.4.3.AS.A**. Monitor student progress and answer questions as they arise. Providing music during such individually directed activities is very appropriate, so take advantage of the opportunity. Finally, hold students accountable for checking their work with two additional classmates.

Super work, everyone! Now let's see if we can trip one another up with our newly acquired knowledge!

Review/Summary

This review activity will allow students to move about the room while challenging one another's knowledge of the information learned during the lesson. Students will utilize their copy of **MS.FS.4.3.TM.A** to play the role of an individual packaging **claim** or food. Students will find a partner, select a **claim** and act it out while their partner tries to guess which food **claim** they are portraying.

So, what if we were able to be a food **claim**? What would that look like?

Pause for student responses.

To me, it might sound a lot like an "infomercial" or the packaging singing the praises of the food it contains!

When I say MAKE A CLAIM, each of us will move around the room personifying the nutrition **claims** outlined on the sheet named "Food & Drug Administration's Specifications for Health **Claims** and Descriptive Terms." First, find a **claim** to make. Second, create a scenario or slogan to act out for a particular food. This is the part that might sound like a commercial! Third, find a partner to deliver your pitch to. Fourth, your partner will be challenged to repeat to you the FDA nutritional requirements for the **claim** you are making without using their sheet.



Lesson Number: MS.FS.4.3

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The Truth behind the Label

Offer hints if they have trouble with your **claim**. Fifth, repeat the process with new partners. We will play the game for approximately ten minutes, so let's make sure to partner with as many people and use as many **claims** as possible. Okay, what is the first thing we will do? The second? Third? Fourth? Fifth?

Wait for student responses for each step and make clarifications as needed.

Okay, let's go MAKE A **CLAIM**!

Manage the game while participating with your students. Hold students accountable for engaging in the game for review purposes. Once again, providing music during such activities is very appropriate, so take advantage of the opportunity.

We are approaching ten minutes, so let's wrap up our last **claim**. What was the most challenging thing about this activity?

Wait for student responses.

What was the most fun?

Wait for student responses.

Well, today we learned about how **claims** must be made on food packaging, which is of great importance if we want to understand what companies are saying about the nutrients in their foods. Next time we are going to look at food labels and compare them to the USDA's Food Pyramid, so be ready to think about the foods from the different food groups we consume.

Application

Extended classroom Activity:

Find labels at home that **claim** "all natural products" or "organic" and discuss the meaning of those **claims**.

FFA Activity:

Hold a discussion about the recruitment **claims** your chapter makes to potential members and determine if you are upholding your **claims**.

SAE Activity:

Create a brochure educating consumers about the meaning of the food **claims**.

Evaluation

MS.FS.4.3.ASSESS.A

Answers to Evaluation

1. E
2. C
3. D
4. B
5. A



Food and Drug Administration's Specifications for Health Claims and Descriptive Terms

Claim	Requirements that must be met before using the claim in food label
Fat-Free	Less than 0.5 grams of fat per serving, with no added fat or oil
Low fat	3 grams or less of fat per serving
Less fat	25% or less fat than the comparison food
Saturated Fat Free	Less than 0.5 grams of saturated fat and 0.5 grams of trans-fatty acids per serving
Cholesterol-Free	Less than 2 mg cholesterol per serving, and 2 grams or less saturated fat per serving
Low Cholesterol	20 mg or less cholesterol per serving and 2 grams or less saturated fat per serving
Reduced Calorie	At least 25% fewer calories per serving than the comparison food
Low Calorie	40 calories or less per serving
Extra Lean	Less than 5 grams of fat, 2 grams of saturated fat, and 95 mg of cholesterol per (100 gram) serving of meat, poultry or seafood
Lean	Less than 10 grams of fat, 4.5 g of saturated fat, and 95 mg of cholesterol per (100 gram) serving of meat, poultry or seafood
Light (fat)	50% or less of the fat than in the comparison food (ex: 50% less fat than our regular cheese)
Light (calories)	1/3 fewer calories than the comparison food
High-Fiber	5 grams or more fiber per serving
Sugar-Free	Less than 0.5 grams of sugar per serving
Sodium-Free or Salt-Free	Less than 5 mg of sodium per serving
Low Sodium	140 mg or less per serving
Very Low Sodium	35 mg or less per serving
Healthy	A food low in fat, saturated fat, cholesterol and sodium, and contains at least 10% of the Daily Values for vitamin A, vitamin C, iron, calcium, protein or fiber.
"High", "Rich in" or "Excellent Source"	20% or more of the Daily Value for a given nutrient per serving
"Less", "Fewer" or "Reduced"	At least 25% less of a given nutrient or calories than the comparison food
"Low", "Little", "Few", or "Low Source of"	An amount that would allow frequent consumption of the food without exceeding the Daily Value for the nutrient – but can only make the claim as it applies to all similar foods
"Good Source Of", "More", or "Added"	The food provides 10% more of the Daily Value for a given nutrient than the comparison food

Source: <http://www.healthchecksyste.ms.com/label.htm>



Staking a Claim! – Making Health Claims and Descriptive Terms for Foods

Name: _____

Directions: Using the Food and Drug Administration's (FDA) Specifications for Health Claims and Descriptive Terms, make as many claims as possible for the following foods according to their nutrition facts labels.

Food 1	Food 2	Food 3																																																																																																																																												
Nutrition Facts Serving Size 1/2 cup (about 82g) Servings Per Container 8 <table border="1"> <thead> <tr> <th colspan="2">Amount Per Serving</th> </tr> </thead> <tbody> <tr> <td>Calories 200</td> <td>Calories from Fat 130</td> </tr> <tr> <th colspan="2">% Daily Value*</th> </tr> <tr> <td>Total Fat 14g</td> <td>22%</td> </tr> <tr> <td>Saturated Fat 9g</td> <td>45%</td> </tr> <tr> <td>Trans Fat 0g</td> <td></td> </tr> <tr> <td>Cholesterol 55mg</td> <td>18%</td> </tr> <tr> <td>Sodium 40mg</td> <td>2%</td> </tr> <tr> <td>Total Carbohydrate 17g</td> <td>6%</td> </tr> <tr> <td>Dietary Fiber 1g</td> <td>4%</td> </tr> <tr> <td>Sugars 14g</td> <td></td> </tr> <tr> <th colspan="2">Protein 3g</th> </tr> <tr> <td>Vitamin A 10%</td> <td>Vitamin C 0%</td> </tr> <tr> <td>Calcium 10%</td> <td>Iron 6%</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: <table border="1"> <thead> <tr> <th></th> 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National FFA – Image Sources

Nutrition Label 1: <http://www.brookerlaboratories.com/images/NutritionFacts.gif>

Nutrition Label 2: http://gimmiesomethingtoteat.com/wp-content/uploads/2009/04/goat_milk_nutrition_facts_label.jpg

Nutrition Label 3: http://www.normanyoung.com/images/Dandelion_Nutrition_Facts_Label.gif



Name: _____

Directions: Match the correct claim to each example.

1. _____ Twinddles has only 3 grams of fat per serving
2. _____ The new Twinddles have 25% less calories than the original
3. _____ Big John's Meat Sticks have 100 mg sodium per serving
4. _____ KHos Healthy Chips has less than 40 calories per serving
5. _____ KHos Healthy Chips also have 25% less fat than his regular chips

Options:

- A) Less Fat
- B) Low Calorie
- C) Reduced Calorie
- D) Low Sodium
- E) Low Fat