

# 10 Learn about Food Groups and Labels

## TRANSITION OBJECTIVE

Students will learn about the four food groups and compare food labeling information on common food containers.

## RELEVANCE TO SUCCESSFUL TRANSITION

Calories are the amount of energy in food and directly correlate with weight gain and loss. Being able to identify the number of calories in food will help students know how to maintain a healthy weight.

## INSTRUCTIONAL SEQUENCE

### ❑ STEP 1: Update Journal

I have healthy eating habits when . . .

### ❑ STEP 2: Convene Roundtable

"Food is important to me because \_\_\_\_."

### ❑ STEP 3: Advance Organizer

"Today you will learn about the calories and nutrients in the foods you eat."

take turns reading items from the fact sheet **Calories Count** discussing each idea. Have students find three of their favorite fast foods from the list on the fact sheet. Have them note the calorie count and compare with a partner.

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LIFE MANAGEMENT: Unit 1 LESSON 10

### Calories Count

In general, women need fewer calories than men each day. If a woman eats as many calories as a man, she probably will gain weight. For example, if a family of four (mom, dad, teenage sister and brother) all eat a double cheeseburger, large fries and a large drink, the men will keep the same weight, the women probably have eaten too many calories for that meal and could gain weight.

The number of calories you need each day depends upon your body and activity level. For example, if your friend is five inches taller than you, you probably need to eat less than your friend to keep your ideal body weight. Your friend can eat a quarter pounder and fries and you eat salad.

The more active you are, the more calories you can eat and keep your ideal body weight. If you are in a sport, you can probably eat more than usual without gaining weight.

Most fast foods have a high calorie count. Look at the following calorie chart for your favorite fast foods:

<b>Arby's</b>		<b>Long John Silver's</b>	
Roast Beef Sandwich	350	2 Fish & Fries	651
Ham & Cheese	484	Fish Sandwich	555
Potato Cakes	95	Clams	526
<b>Baskin Robbins</b> (1 scoop)		<b>McDonald's</b>	
Chocolate Fudge	178	Egg McMuffin	327
Rocky Road	182	Big Mac	543
Vanilla	147	Quarter Pounder	424
<b>Burger King</b>		Chicken McNuggets	314
Whopper	630	French Fries	220
Onion Rings	279	Hot Fudge Sundae	310
Coca Cola (medium)	121	Strawberry Shake	383
<b>Dairy Queen</b>		Cherry Pie	260
Mr. Misty	250	<b>Wendy's</b>	
Regular Vanilla Cone	240	Chicken Sandwich	320
Peanut Butter Blizzard	740	Roxan Cheeseburger	460
<b>Kentucky Fried Chicken</b>		Chili & Cheese Potato	510
Extra Crispy Drumstick	155	Frosty	400
Potatoes & Gravy	87		
Cole Slaw	121		

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### ❑ STEP 4: Activity - 20 Minutes

Write the vocabulary word *calorie* on the board. Briefly discuss the definition with the class, emphasizing that a calorie is the amount of energy in food and directly correlates with body weight. Have students

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LIFE MANAGEMENT: Unit 1 LESSON 10

### Read Your Labels

**Name of food:** \_\_\_\_\_

Number of servings: \_\_\_\_\_ Serving size: \_\_\_\_\_ Calories: \_\_\_\_\_

Protein: \_\_\_\_\_ Carbohydrate: \_\_\_\_\_ Fiber: \_\_\_\_\_

Saturated Fat: \_\_\_\_\_ Sodium: \_\_\_\_\_ Sugar: \_\_\_\_\_

**Name of food:** \_\_\_\_\_

Number of servings: \_\_\_\_\_ Serving size: \_\_\_\_\_ Calories: \_\_\_\_\_

Protein: \_\_\_\_\_ Carbohydrate: \_\_\_\_\_ Fiber: \_\_\_\_\_

Saturated Fat: \_\_\_\_\_ Sodium: \_\_\_\_\_ Sugar: \_\_\_\_\_

**Name of food:** \_\_\_\_\_

Number of servings: \_\_\_\_\_ Serving size: \_\_\_\_\_ Calories: \_\_\_\_\_

Protein: \_\_\_\_\_ Carbohydrate: \_\_\_\_\_ Fiber: \_\_\_\_\_

Saturated Fat: \_\_\_\_\_ Sodium: \_\_\_\_\_ Sugar: \_\_\_\_\_

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### ❑ STEP 5: Activity - 25 Minutes

Show the video clip, *Food Labels & Portion Size*. Next, divide students into groups of three and distribute three food packages to each group. Select food packages with a variety of calorie and fat content to give students an opportunity to make comparisons. Using the handout **Read Your Labels** have each group complete the handout by using

the nutritional information on their food packages. Have students share their results by answering the following questions: 1) Which food has the highest calorie count? 2) Which has the lowest calorie count? 3) Were you surprised with the results? 4) Is there a food that you like that is high in calories?

❑ **STEP 6: Evaluate Outcomes**

Knowing the calories of the foods I eat is important because “\_\_\_\_\_.”

❑ **STEP 7: Connecting Activity**

Students count the calories for one meal and report it to the class. Record information using a computer or text on the phone.

## KEY WORDS

**calories**

**fats**

**protein**

**carbohydrates**

### MATERIALS AND PREPARATION

- Student Handouts: **Calories Count**, page 31; **Read Your Labels**, page 32.
- Have dictionaries available.
- Bring in (empty) packages and cans of popular foods, such as frozen pizza, ramen soup, hamburger, hot dogs, chips, cheese and frozen french fries.
- Search YouTube for videos on understanding food labels and portion size.

### SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Writing, Listening
- Thinking Skills: Seeing Things in the Mind's Eye
- Personal Qualities: Self-Management