



LABEL READING: Our Skills Building

Purpose: Use label reading skills to promote low-fat food choices, and the development of self efficacy related to making food choices.

Lesson Objectives - Students should be able to:

- use the Nutrition Facts label and correctly locate Serving Size and Total Fat per Serving information.
- calculate the Total Fat in 3 servings of potato chips.
- demonstrate the Bumpityville Bus exercise break.

Lesson Outline

Part A Activities	Time (approx.)	Student Materials	Teacher Materials
1. Theme Story and Discussion	10		Cassette Player Theme Music Cassette
2. Label Reading	20	Team Directions Sheet Food Cards	Overhead Projector Visual Aid H Can of Shortening Measuring Teaspoon Clear Plastic Glasses (5)
3. All Aboard the Bumpityville Bus	10		

Activity 1 Theme Story and Discussion

A. Prepare students for this lesson.

1. Turn on the Pathways Theme Music cassette.
2. Tell students they are going to learn more about fatty foods and how to spot them quicker and in a new way.
3. Turn off the Pathways Theme Music cassette.

B. Read aloud the following story, “Kabubu Bread.”¹

Amanda helped Grandma finish the dishes and put them away. She wanted to ask Grandma to teach her how to cook some of the delicious traditional foods that she made so easily.

“Grandma, can you teach me how to cook like you?” asked Amanda.

“Sure,” said Grandma. “I have been thinking that you are the right age to be cooking. Let’s start with making some Kabubu bread². This is also called a

skillet bread because it is baked in a cast iron skillet.”

Amanda followed Grandma’s directions for the ingredients and put them together. These were flour, dry milk, baking power, salt and water.

Amanda thought, “This looks easy.”

Grandma said, “Your dough should not be too hard. It should be kinda sticky. Mix everything together and roll it into a ball.”



¹ *Flesh-Kincaid Grade Level 4.98*

² *Kabubu (Ga-boo-boo) the Lakota name for this special bread that is baked in a cast iron skillet on top of the stove or over an open fire.*

While Amanda did this, Grandma lightly brushed the skillet with a little bit of lard.

She said, “Amanda, put the dough into this skillet and press it down so it covers the whole skillet. It will look like a big biscuit when it is done.”

Grandma said, “Be sure that you don’t put too much lard in the skillet. Lard is

fat and too much is not good for you. Now, let this bread bake slowly on top of the stove.”

At last, the Kabubu Bread was done and Grandma praised Amanda for having baked a perfect bread.

That evening, Amanda and Daryl were writing letters to their Pen Pals. In the letter, Amanda shared the news that she had baked Kabubu Bread.

C. Inform students that Kabubu bread got its name from the sound of the dough when being prepared which is like hitting a drum.

D. Discuss this story with students using the following questions:

- Ask students to identify how lard was used in the making of Kabubu Bread.

Answer: It was not used in the main ingredients. Only a little was used to grease the skillet.

- Explain why Grandma doesn’t like to use too much lard in cooking.

Answer: She said that lard is fat and too much is not good for anyone.



Activity 2 Label Reading



Teacher Note: Prior to this activity, check that you have the materials needed to measure the fat.

- A. Hold up a food card that students have used for previous activities in Pathways.
1. Remind students that the **g** on the card is the letter for the word **grams**, and explain that grams is a metric measurement used on food packages to show how much fat is in a food item.
 2. Use **Visual Aid H: Potato Chip Label** and explain that this is a **Nutrition Facts** label from a bag of potato chips.
 3. Ask students to raise their hand if they know how many chips there are in one serving size of these potato chips.
 4. Reinforce the correct answer by pointing to **Serving Size 10 to 12** chips on **Visual Aid H**, and explain that this is approximately how many chips a person would eat in **one serving**.
 5. Ask students to raise their hands if they know how much **Total Fat** is in one serving of these potato chips.
 6. Reinforce the correct answer by pointing to the words **Total Fat 12 g**, and explain that this means there are **12 grams of fat in one serving of about 10 to 12 of these potato chips**.

B. Inform students of how much fat there is in **1 gram by telling students that 4 grams of fat equals about 1 teaspoon.**

1. State that in order to find out how many teaspoons of fat there are in 12 grams, divide 12 grams of fat by 4. (*Answer: 3 teaspoons*)
2. Reinforce the correct answer by doing the math and dividing 12 by 4 on the chalkboard to show that the answer is 3.
3. Demonstrate how much fat this is by measuring **3 teaspoons of fat** into a clear plastic glass.
4. Inform students that this is how much fat there is in about 10 to 12 potato chips.

C. Ask students **how much more** fat a person would be eating if they ate another serving of potato chips.

Answer: 1 serving of potato chips equals 12 grams or 3 teaspoons of fat; therefore, they would be eating another 3 teaspoons of fat.

1. Demonstrate how much fat this is by **measuring another 3 teaspoons of fat** into the glass.
2. Inform students that this is how much fat there is in 20 to 24 potato chips, which is two servings.
3. State that if they eat the whole bag, then 14 servings times 3 equals 42 teaspoons of fat.
4. **Stress that the more servings they choose to eat of potato chips, the more fat they will be eating.**

Week 10 — Part A

- D. Explain that the **Nutrition Facts** label on a food package provides them with information on how much food there is in **one serving**, and how much fat there is in that one serving of food.
- E. Divide the class into *Pathways Teams* and tell students that they will now work together to see if they can figure out how much fat there is in different food items.
1. Distribute the **Team Directions Sheet: Read the Labels** to each team, and read aloud (or ask a student to read aloud) the directions on the sheet.
 2. Identify a team member to fill in the directions sheet or have the team select that person.
 3. Monitor teams to be sure that they understand the directions to this activity.
- F. After teams have finished this activity, call on each team to report their team's answer to one of the food labels.
1. Demonstrate the difference in the amount of fat in some of the foods by measuring out the teaspoons of fat, **as time permits**.
 2. Discuss the difference in the amount of fat in the servings of these foods, and point out that the lower-fat foods are always their best choice to eat.
- G. Emphasize to students that the amount of fat they eat in foods each day can add up quickly, so they should try to **choose Everyday Foods and Everyday Snacks as often as they can, because they are lower in fat than Sometimes Foods**.



Activity 3

All Aboard the Bumpityville Bus



- A. Explain to students that they are going to take an exciting journey on a bus and will never have to leave their desks.
 - 1. Have students clear their desks and get ready for this bus ride.
 - 2. Tell students to locate the steering wheel and the horn on it.
 - 3. Ask students if the name of the bus gives any clue about the ride ahead.
- B. Tell students that they will make some choices before they begin this exercise break.
 - 1. Ask students to determine who will be the driver for the bus and have that individual sit at the front of the class.
 - 2. Have students decide if they wish to make a turn to the left or to the right.
 - 3. Have students select an animal that they wish to put into this exercise break and insert that animal's name into the directions.
- C. Demonstrate this exercise break for students while encouraging them to use their imagination as they sit in their chair.

Week 10 — Part A

Begin by Saying: “Who wants to go on a bus ride?” Have students raise hands.

“OK, let’s go to the bus stop and wait for a bus.” Do stationary walking in place.

Tap your heels and cross your arms, look at your watch, and say, **“This bus is really late! I wonder what bus is coming next?”** Class can make gestures like they have no idea, shrugging the shoulders, etc.

Look up and with big eyes and an excited expression say, **“Here comes the bus, it’s the Bumpityville Bus. Get ready for the ride of a lifetime, Class!”**

Teacher or designated student says, **“Look, there is no bus driver. I guess we’ll have to drive the bus ourselves! Let’s put on our official bus driver hat and let everyone board the bus. Take your seat.”** Everyone sits down. Grab the steering wheel. **Start your engines.** Yell out, **“All aboard who is going aboard the Bumpityville Express!”** Close the door of the bus with a wide sweeping gesture and begin to drive.

As you do the following verbal cues, the class is to respond by moving about in their seat as they would if the bus ride were real (i.e., if this is a bumpy road, they bounce up and down in their chairs).

“OK, we are heading out of town. Is everyone comfortable? OK! Look a dead end! Do we turn right to the nice smooth road (make an exaggerated movement to the right, leaning over the side of your chair) **or do we turn left** (make an exaggerated movement to the left, leaning over the side of your chair) **onto the really bumpy, mysterious, awesome road???”** Let the students answer.

Turn right. Look ahead. “Oh! No! The road is closed. Have to do a u-turn so hold on. We have to go to the left.”

“To the Left. Let’s go!!” Have the class turn the big steering wheel several times to get the bus to go in the right direction. **“Look! The sign up ahead says this road goes to Bumpityville. What kind of name is that?”**

“This road is getting bumpier and bumpier.” Keep jumping up and down in your chair, as you drive the bus. Students should be right with you. **“Look out! A big pot hole! Oh no!”** Spring into the air, come back down to your seat, and spring back into the air. Repeat a few more times. **“Wow! What a pot hole! Is everyone still with us? OK. Let’s keep on going.”** Keep jiggling in your seat as you pretend to drive.

“Look class! Up ahead, it’s a big, huge (name of animal) in the middle of the road! Let’s sound our horn and warn the (name of animal) to move! Honk! Honk!” Motion with your arms, as if sounding the horn.

“Uh-Oh! The (name of animal) is not moving. Quick! Turn the bus to the left.” Turn, turn, turn. Lean your body to the left while pretending to turn the steering wheel. **“Turn to the right!”** Turn, turn, turn. Lean now to the right. **“Turn to the left again!”** Turn, turn, turn. Again, lean to the left. **“Stop the bus!”** Put your feet out in front of you to pretend to stop the bus. **“Is everyone OK? Looks like we made it to Bumpityville, and Beatrice, the official (name of animal), is here to welcome us! Good Job!!!”**

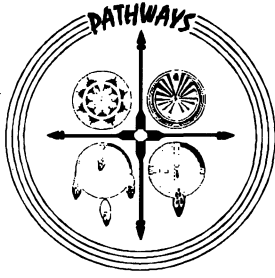
D. Congratulate students on the completion of this bumpy bus ride.

1. Repeat the bus ride, as time permits.
2. Choose another student to be the bus driver for the next bus ride.
3. Tell students that they will be able to do All Aboard the Bumpityville Bus at home with their family as directions are being put in this week’s Family Pack.

Week 10 — Part A

Reminders:

- ✓ Take notes regarding these activities on the Interview Form at the end of this lesson
- ✓ Check with Food Service about the food/supplies for the class snacks and Family Packs in the next lesson.
- ✓ Encourage students to do Exercise Breaks **outside of school time**.
- ✓ Encourage students to do their Walk/Run practice daily for the Great Race Event.



LABEL READING: Our Skills Building

Purpose: Provide opportunity for students to prepare and taste snacks made from **Everyday Foods**.

Lesson Objectives - Students should be able to:

- demonstrate how to make a healthful snack using saltine crackers and other **Everyday Foods**.
- share a snack pack with their family.

Lesson Outline

Part B Activities	Time (approx.)	Student Materials	Teacher Materials
1. Snack Preparation	25	Pathways Page 15 Snack Foods/Supplies*	Cassette Player Theme Music Cassette Overhead Projector Visual Aid H
2. Family Pack	20	Week Nine Sticker Individual Story Stick Family Pack: Week Ten Snack Bag Snack Pack Foods	Return Box
3. Summary of the Week	5	Stop! Think and Discover	

* See **Food Service** section of this manual for requisition forms.

Activity 1

Snack Preparation - Cracker Creations

Teacher Note: Prior to this activity, meet with Food Service to determine what **Everyday Foods** will be available for this snack using saltine crackers. Plan time for students to wash their hands well with soap and water.

A. Remind students that during the last Pathways class they discovered how to read the Nutrition Facts food label on a food package.

1. Use **Visual Aid H: Saltine Cracker Label** and tell students that this is a food label from a box of saltine crackers.

2. Ask students to identify how many crackers are in a serving size of these crackers.

Answer: 5 crackers

3. Ask students to identify how much fat there is in one serving of these crackers.

Answer: 1.5 grams or just a little more than 1/4 teaspoon of fat

4. Stress that saltine crackers are a great low-fat **Everyday Food**.

B. Distribute **Pathways Page 15: Cracker Creations** to each student.

1. Explain that today they will be preparing their own snack and will be taste testing **Everyday Foods** on a saltine cracker.
2. Instruct students that they will make five different snacks by using the ingredients found at the three snack stations in the classroom.
3. **Optional:** Students can give names to their snack creations.

C. Explain the procedure for this snack preparation activity.

1. Point out the overall location of the three snack stations.
2. Instruct students to take turns getting their food items and supplies, or have them go up in their teams.

D. Instruct students to fill in their sheet with each of the snacks they created and ate.

1. Discuss student reactions to some of the cracker snacks they tasted today.
2. Encourage students to remember some of these great Everyday Snacks when they are choosing a snack to eat.
3. Tell students that some of the ingredients will be in their Family Pack so they can share the snack with their family.

E. Explain the clean-up procedure appropriate for your classroom.

Activity 2 Family Pack

- A. Remind students to continue to bring back their return card and place it in the Return Box.
1. Give a sticker to those students who brought back a signed **Return Card Week 9** to put on their Story Stick.
 2. Have students place this sticker on their Story Stick.
 3. Remind students that each time they bring back a return card, a sticker will be pasted on their Story Stick to show that their family has completed the activity for that week.
- B. Review with students how their family responded to last week's Family Pack.
1. Ask students if the Training Tip Sheet for the Family Team was helpful in getting organized to do more physical activity at home.
 2. Ask if their Family Team did the survey on exercising.
- C. **Optional:** Inform students about the Great Race Event in Week 12 and request that parents and family members attend this important activity.

D. Distribute the **PATHWAYS FAMILY PACK: Week Ten** and one bag to each student, and tell them to write their name on the front of the envelope.

1. Emphasize that the items in the envelope to be taken home include:

- Information Sheet on Label Reading
- Guess the Fat Game, a Label Reading Activity for Family Team
- All Aboard the Bumpityville Bus Activity
- Cracker Creation Recipe Card
- Return Card for signature by a family member and the student

2. Instruct students to put their Family Pack envelope in the bag, and then add the special snack to share with their family team.

1 package saltine crackers

4 packets of jam or jelly

1 banana

E. Remind students that they will receive a **Special Reward** if they complete and bring back three or more **Return Cards**.



Activity 3

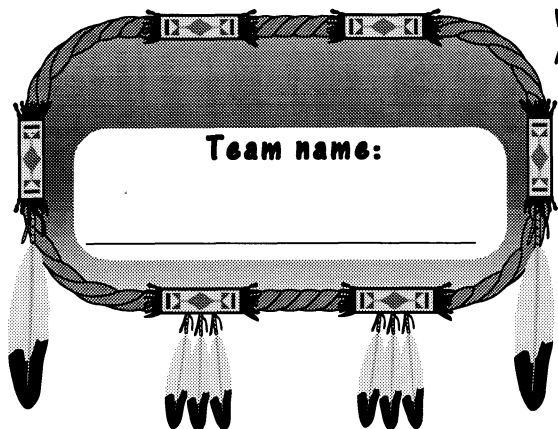
Summary of the Week



- A. Review this week's Pathways lessons with students.
1. Congratulate students on learning how to read **Nutrition Facts** labels.
 2. Encourage students to choose Everyday Snacks and **Everyday Foods** when they want to make a snack to eat.
 3. Tell students that they can practice to ride the Bumpityville Bus at home.
 4. Remind students to fill in the Pathways Great Race Chart for this week to show that they are still practicing for the Pathways Great Race Event.
- B. Tell students to **Stop! Think and Discover** what they did during Pathways this week.
1. Have students take out their **Stop! Think and Discover** and think about what they did in Pathways this week.
 2. Ask students to write a word or phrase or to draw a picture that represents what they discovered within **Week 10**.
 3. Allow students time to complete this part of the activity.

Reminders:

- ✓ Take notes regarding these activities on the Interview Form at the end of this lesson.
- ✓ Write letters to the Food Service staff and any “room parents” thanking them for providing assistance in completing the snack preparation and Family Pack activities.
- ✓ Remind students to continue their Walk/Run practice for the Great Race Event and to record this on the Great Race Class Chart.
- ✓ Encourage students to do Exercise Breaks **outside of school time**.
- ✓ Encourage students to do their Walk/Run practice daily for the Great Race Event.



Week 10-A
Activity 2

Team members:

Directions

Read the Labels

Look at each pair of labels and figure out:

Circle the serving size of each of the foods.

Circle the number of grams (g) of **total fat** in one serving of each of the foods.

Check which of the two foods is the Everyday Food.

Use your **Everyday Foods** and **Everyday Snacks** lists to help you.

Whole Milk

Nutrition Facts	
Serving Size: 1 cup (236 ml)	
Servings Per Container: 8	
Amount Per Serving	
Calories 150	Calories from Fat 70
% Daily Value*	
Total Fat 8g	13%

1% Milk

Nutrition Facts	
Serving Size: 1 cup (236 ml)	
Servings Per Container: 8	
Amount Per Serving	
Calories 100	Calories from Fat 25
% Daily Value*	
Total Fat 2.5g	4%

✓ Which is the Everyday Food?

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Baked Low-Fat Tortilla Chips

Nutrition Facts

Serving Size: About 9 chips (28g)
Servings Per Container: About 14

Amount Per Serving

Calories 110 **Calories from Fat** 5

% Daily Value*

Total Fat 1g 1%

Tortilla Chips

Nutrition Facts

Serving Size: About 10 chips (28g)
Servings Per Container: About 14

Amount Per Serving

Calories 140 **Calories from Fat** 50

% Daily Value*

Total Fat 6g 9%

✓ Which is the Everyday Food?



Doughnuts

Nutrition Facts

Serving Size: 1
Servings Per Container: 6

Amount Per Serving

Calories 180 **Calories from Fat** 100

% Daily Value*

Total Fat 12g 17%

Bagels

Nutrition Facts

Serving Size: 1 (61g)
Servings Per Container: 6

Amount Per Serving

Calories 150 **Calories from Fat** 10

% Daily Value*

Total Fat 1g 2%

✓ Which is the Everyday Food?



Ranch Dressing

Nutrition Facts

Serving Size: 2 Tablespoons
Servings Per Container: 16

Amount Per Serving

Calories 150 Calories from Fat 140

% Daily Value*

Total Fat 14g 22%

Non-Fat Ranch Dressing

Nutrition Facts

Serving Size: 2 Tablespoons
Servings Per Container: 16

Amount Per Serving

Calories 20 Calories from Fat 0

% Daily Value*

Total Fat 0g 0%

✓ Which is the Everyday Food?

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☐

Low-Fat Microwave Popcorn

Nutrition Facts

Serving Size: about 1 cup popped
Servings Per Bag: about 3

Amount Per Serving

Calories 15 Calories from Fat 0

% Daily Value*

Total Fat 2g 0%

Nutrition Facts

Serving Size: about 1 cup popped
Servings Per Bag: about 3

Amount Per Serving

Calories 40 Calories from Fat 25

% Daily Value*

Total Fat 13g 4%

✓ Which is the Everyday Food?

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Low-Fat Ice Cream

Nutrition Facts	
Serving Size: about 1/2 cup	
Servings Per Container: 16	
Amount Per Serving	
Calories 110	Calories from Fat 30
% Daily Value*	
Total Fat 2g	5%

Ice Cream

Nutrition Facts	
Serving Size: about 1/2 cup	
Servings Per Container: 16	
Amount Per Serving	
Calories 140	Calories from Fat 70
% Daily Value*	
Total Fat 8g	12%

✓ Which is the Everyday Food?



Pretzels

Nutrition Facts	
Serving Size: 10 pretzels (28g)	
Servings Per Container: 15	
Amount Per Serving	
Calories 110	Calories from Fat 10
% Daily Value*	
Total Fat 1g	2%

Bugles Corn Snacks

Nutrition Facts	
Serving Size: 1-1/3 cups (30g)	
Servings Per Container: 6	
Amount Per Serving	
Calories 160	Calories from Fat 80
% Daily Value*	
Total Fat 9g	14%

✓ Which is the Everyday Food?



Taste-Testing Everyday Snacks

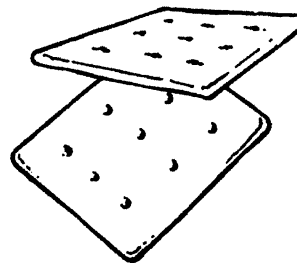


Cracker Creations

Ingredients:

- Snack 1 -

- 2 saltine crackers
- 2 teaspoons applesauce
- 2 teaspoons crunchy cereal

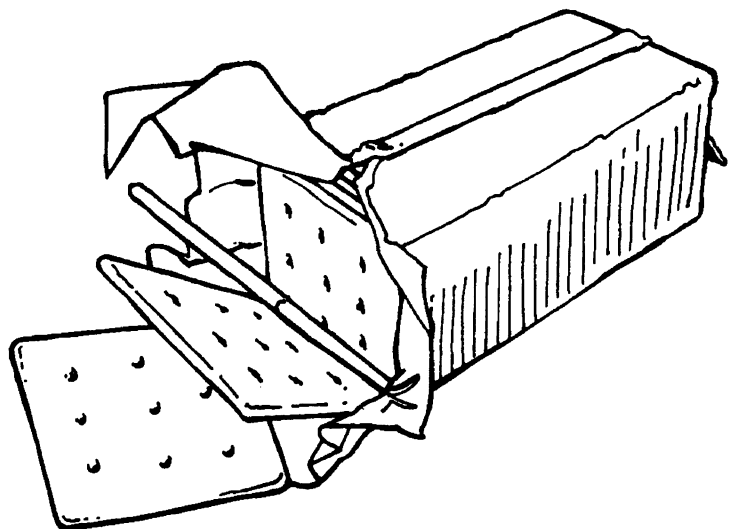


- Snack 2 -

- 2 saltine crackers
- 2 teaspoons low-fat cottage cheese
- 2 pickle slices

- Snack 3 -

- 1 saltine cracker
- 1 teaspoon jelly or jam
- 1 banana slice



Directions:

- 1) Get ingredients for Snack 1.
 - Place 1 teaspoon of applesauce on each of 2 crackers.
 - Add 1 teaspoon of cereal on top of applesauce.
- 2) Get ingredients for Snack 2.
 - Place 1 teaspoon of cottage cheese on each of 2 crackers.
 - Add 1 pickle slice on top of cottage cheese.
- 3) Get ingredients for Snack 3.
 - Place 1 teaspoon of jelly or jam on 1 cracker.
 - Add 1 slice of banana on top of jelly or jam.

Why are all of these saltine cracker snacks Everyday Snacks ?

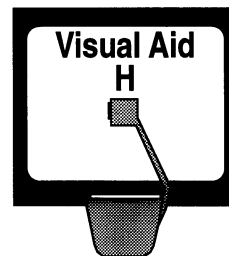
Which of the cracker creations did you like the best?

What names did you think of for each of the cracker creations?

Snack 1: “ _____ ”

Snack 2: “ _____ ”

Snack 3: “ _____ ”



Potato Chips

Nutrition Facts

Serving Size: 1 oz. about 10-12 chips
Servings Per Container: about 14

Amount Per Serving

Calories 160 Calories from Fat 90

% Daily Value*

Total Fat	12g	16%
Saturated Fat	3g	15%
Cholesterol	0mg	
Sodium	180mg	
Total Carbohydrate	14g	
Dietary Fiber	1g	
Sugars	0g	
Protein	2g	

Saltine Crackers

Nutrition Facts

Serving Size: 5 Crackers (14g)
Servings Per Container: about 16

Amount Per Serving

Calories 60 Calories from Fat 15

% Daily Value*

Total Fat	1.5g	16%
Saturated Fat	0g	15%
Polyunsaturated Fat	0g	
Monounsaturated Fat	0.5g	
Cholesterol	0mg	
Sodium	180mg	
Total Carbohydrate	10g	
Dietary Fiber	Less than 1g	
Sugars	0g	
Protein	1g	