



Discovering Healthy Choices

Module 6:
Food Labels

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Adapted from *Nutrition to Grow On*

This curriculum is an adaptation of *Nutrition to Grow On*, a garden-enhanced nutrition curriculum for upper elementary school children. Authors: Jennifer Morris and Sheri Zidenberg-Cherr, Department of Nutrition, University of California, Davis in collaboration with the California Department of Education and Mary Shaw, Solano County Master Gardener, University of California Cooperative Extension.

Results from Research

This curriculum was tested as part of the Shaping Healthy Choices Program research project during the 2012–2013 school year. Fourth grade youth participating in the Shaping Healthy Choices Program increased knowledge about nutrition and consumption of vegetables, and the rates of obesity were reduced from 56% to 38% (Scherr et al. 2014). In a subsequent study the Discovering Healthy Choices curriculum was implemented by fourth-grade teachers as part of the Shaping Healthy Choices Program in the 2013–2014 school year. Participating youth improved their knowledge about nutrition, critical thinking skills, and ability to identify vegetables (Linnell et al. 2016). Additionally, there was a significant reduction in average body mass percentile-for-age. The Shaping Healthy Choices Program was then piloted through the University of California CalFresh SNAP-Ed program and University of California Cooperative Extension and positive outcomes were observed, though they varied among implementation sites (Bergman et al. 2018). The research team attributed the variation to differences in fidelity to the curriculum, with the highest fidelity corresponding to the greatest improvements in outcomes.

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Facilitator Tips: How to Get the Most from This Curriculum

Teaching and Learning Strategies

All activities in the *Discovering Healthy Choices* curriculum were designed using experiential learning and inquiry. Experiential learning is grounded in the idea that experience is essential to learning and understanding. Specifically, experiential learning involves a recurring sequence of three distinct steps: 1) an experience (“Procedure/ Experiencing”) that involves learner exploration; 2) a period of discussion and reflection (“Sharing, Processing, and Generalizing”), where learners share their reactions and observations, process their experience, and make generalizations to real-life examples; and 3) an opportunity to apply (“Apply”) new knowledge and skills in an authentic manner, which helps learners deepen and broaden their understanding (it helps learning last!).

Inquiry is a teaching and learning strategy whereby learners are engaged in activities that require the observation and manipulation of objects and ideas in order to construct knowledge and develop skills. Inquiry is grounded in experience, focuses on the use and development of critical thinking skills, and targets the learning and application of specific content knowledge. Furthermore, inquiry starts with a question, and effective questioning strategies are critical when facilitating inquiry-based learning. Open-ended questions or prompts (e.g., “Explain what you know about...”; or “Discuss your understanding of...”) promote learner inquiry and are considered more effective than closed-ended questions or prompts (e.g., “Name the parts of...”; or “What is the name of...?”).

The inquiry-based activities in the *Discovering Healthy Choices* curriculum were designed using the 5-step Experiential Learning Cycle by Pfeiffer and Jones (1983): Experience, Sharing, Processing, Generalizing, and Application. It is recommended that adequate time be allotted for youth learners to proceed through each step in order for learning to be maximized.

Behavior Change Strategies

As part of *Discovering Healthy Choices*, learners will discover nutrition concepts through hands-on and garden-based nutrition activities. Garden-based activities allow youth to enhance nutrition knowledge, preferences for vegetables, and consumption of fruits and vegetables, and also gives them an opportunity to explore agriculture and the environment while improving life skills, self-esteem, social skills, and behavior (Heim et al. 2009; Jaenke et al. 2012; Lineberger and Zajicek 2002; Linnell et al. 2016; McAleese and Rankin 2007; Morgan et al. 2010; Morris and Zidenberg-Cherr 2002; Parmer et al. 2009; Robinson-O’Brien et al. 2009; Scherr et al. 2014).

The *Discovering Healthy Choices* curriculum activities were designed using the Social Cognitive Theory as a framework (Glanz and Viswanath 2008). The structure and content of the activities address Social Cognitive Theory domains of behavioral capability, self-efficacy, and reciprocal determinism. A detailed description of how the behavior change strategies were applied is available elsewhere (Linnell et al. 2016).

Target Audience

Discovering Healthy Choices was developed for youth in upper elementary school (grades 4–6) and to be used in formal and non-formal educational settings. Curriculum activities support educational standards for grades K–12 and may be adapted for use in other grade levels.

Facilitator Tips: How to Get the Most from This Curriculum (cont.)

Organization of the Learning Environment: Creating Environments Where Learning Happens

The activities in the *Discovering Healthy Choices* curriculum were designed to be facilitated in a small group-learning environment. Learners construct understanding through inquiry using observations, the manipulation of objects and ideas, and personal reflection. However, learning is a social endeavor where dialogue and reflection with others are critical elements. Therefore, creating physical and social environments where learners can carry out inquiry will help learners organize their thoughts and develop an understanding of the content and processes being emphasized in specific curriculum activities.

Organization of the Curriculum

The modules are sequenced so that foundational concepts are discovered first and then built upon with more advanced concepts as they continue through the modules.

Each module consists of one hands-on activity, one application activity in the instructional garden, and multiple take-home application activities. When learners apply their new knowledge and skills in authentic situations, this is when they are able to develop deeper understanding of the subject matter. At this point, youth have already completed the hands-on activities that have introduced new concepts and skills. The application activities provide the youth with the opportunity to take what they have learned and apply it to independent, real-world situations in the instructional garden, at home, or in the classroom. This application of knowledge is a critical step of the learning process.

Curriculum Activity Layout

- **Activity Title**
The activity title introduces the facilitator to the topic that will be addressed during the activity.
- **Background Information**
This introductory section provides facilitators with a brief overview of the subject matter and provides examples that help to explain the importance of the topic.

Facilitator Tip: The background information is not meant to be shared with the youth prior to the activity. Rather, it is intended to support facilitators by providing factual information that may help ground and inform group discussions.
- **Life Skills**
Life skills are abilities that help youth become productive, contributing members of society. The activities are designed to provide youth with the opportunity to practice particular life skills that are utilized in everyday life. The life skills targeted are listed for each activity (Norman and Jordan n.d.).
- **Subject Links**
This describes other subject areas that are connected to the module.**Education Standards Supported**

This curriculum supports Common Core State Standards, Next Generation Science Standards, and California Nutrition Education Competencies. Specific details for standards addressed for each grade level is described in the “Education Standards Supported” section on page 9.
- **Time Required**
Each module includes an estimate of the time needed to complete the activities. The actual time required for the activities will vary based on level of learner interest, size of the group, age of the group members, and the setting in which the activities take place.

Facilitator Tips: How to Get the Most from This Curriculum (cont.)

- **Learning Objectives: Concepts and Vocabulary**
Facilitators are provided with a list of defined concepts and vocabulary that is meant to be discovered by the youth during their exploration and completion of the activities. The list should not be provided to the youth at the beginning of the activity. At the end of each activity, the facilitators should ensure that the appropriate terms and concepts have been discovered by or introduced to the youth.
- **Suggested Groupings**
Suggestions are provided for the group size designed for each activity. The suggested groupings are meant to help facilitate quality learning among the youth. Some activities are designed for youth to work in either small groups, large groups, or individually.
- **Materials Needed**
A list of the materials needed to complete the activities is provided for the facilitator. The list describes the materials to be used. Most materials are provided (these are marked with an *); however, other materials will need to be obtained prior to activity implementation.
- **Getting Ready**
This list describes what needs to be done by the facilitator to prepare for the activity, how many of each of the materials to prepare, and what tasks need to be completed prior to the beginning of the activity.
- **Opening Questions/Prompts**
Questions or prompts presented at the beginning of each activity are meant to draw the youth into the topic being addressed in the activity. Responses to the questions will provide the facilitator with an understanding of what the youth already know about the topic. Facilitators should encourage the youth to record their answers to these introductory questions on the provided flip chart paper, as this is an important part of the learning process. This is the point when the activity begins with the youth. Opening Questions/Prompts should be asked as they are written. Open-ended questioning is a key element of inquiry-based learning.
- **Procedure (Experiencing)**
This is the part of the curriculum when the youth experience and complete the activity itself. It is highly recommended that facilitators read the procedure in its entirety before implementing with the youth so that the activity flows smoothly. It is important for youth to record their observations, ideas, and other thoughts during the procedure on the flip chart paper provided, as this is an important part of the learning process.
- **Facilitator Tips**
These are suggestions and additional information for the facilitator.
- **Sharing, Processing, and Generalizing**
Following the procedure, there is a period of reflection, during which time the youth come back together as one group and share their observations with each other. This phase provides youth an opportunity to communicate their findings, listen to what others discovered, consider the various thought processes, and learn from each other. It helps to solidify what the youth have learned throughout the course of the activity. This phase also contains prompts that allow the youth to engage in thinking about how they went about solving a problem. This is called meta-cognition, which is considered a key element in developing a deeper understanding.
- **Concept and Term Discovery/Introduction**
At this point of the activity, most of the concepts will have most likely already been discovered by the youth. Many concepts will have already been defined by now as well. However, some concepts may have been missed or poorly understood and need to be clarified; additionally, technical terms may need to be introduced to the youth. Ensure that all terms/concepts have been discovered or introduced to the youth. Additionally, make certain that any misconceptions have been addressed.

Facilitator Tips: How to Get the Most from This Curriculum (cont.)

Starting an Instructional Garden

- **Books and Downloadable Resources**

Gardens for Learning: A Guide for Creating and Sustaining Your School Garden. Available at the California School Garden Network website, <http://www.csgn.org>.

Getting Started: A Guide for Creating School Gardens as Outdoor Classrooms. Available at the Center for Eco Literacy website, <http://www.ecoliteracy.org/downloads/getting-started>.

Sunset Western Garden Book (9th ed). 2012. New York, NY: Time Home Entertainment.

- **School Garden Grant Opportunities**

California Fertilizer Foundation awards grants of \$1,200 to California K–12 school garden programs. Awards include educational materials. Applications reviewed in January and June. The grant application is available at the California Fertilizer Foundation website, <http://www.calfertilizer.org>.

KidsGardening offers a variety of grant programs with awards of up to \$500. Information about grants is available at the KidsGardening website, <https://kidsgardening.org>.

Western Growers Foundation offers grants and start-up supplies for school gardens in California and Arizona. Information and grant applications are available at the Western Growers Foundation website, <http://www.wga.com>.

Extension Opportunities Beyond the Learning Setting

Discovering Healthy Choices was developed as part of the Shaping Healthy Choices Program. The Shaping Healthy Choices Program is a multicomponent approach to improving children's food choices. Other components of this program include a curriculum for cooking demonstrations, *Cooking Up Healthy Choices*, and family newsletters called *Team Up for Families*.

Cooking Up Healthy Choices is directly linked to *Discovering Healthy Choices*. It was developed to offer more opportunities for youth to apply the concepts they have learned through the participation in five cooking demonstrations.

The *Team Up for Families* newsletters include messages about what the youth are learning in the *Discovering Healthy Choices* curriculum, in addition to positive nutrition-related parenting practices. Each of the eight newsletters is designed to link to each of the eight modules in *Discovering Healthy Choices*.

Food Safety and Other Considerations

The *Discovering Healthy Choices* curriculum includes activities where food is prepared for consumption and for handling. When preparing foods, it is important to follow food safety guidelines published by the Food and Drug Administration at their website, <http://www.fda.gov/Food/FoodborneIllnessContaminants/BuyStoreServeSafeFood/ucm255180.htm>. It is also important to be aware of youths' food allergies and alter recipes accordingly.

Facilitator Tips: How to Get the Most from This Curriculum (cont.)

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Educational Standards Supported

Next Generation Science Standards Supported

	Modules	K	1	2	3	4	5	6	7	8	9	10	11	12
Life Science Progression														
LS1.A Structure and function	2, 3													
LS1.C Organization for matter and energy flow in organisms	2, 3, 5													
LS2.A Interdependent relationships in ecosystems	2, 3, 7													
LS2.B Cycles of matter and energy transfer in ecosystems	2, 3, 7													
LS4.D Biodiversity and humans	2, 3, 7													
Science and Engineering Practices														
1. Asking questions and defining problems	1, 2, 3, 4, 5, 6, 7, 8													
3. Planning and carrying out investigations	2, 3, 4, 5, 7													
4. Analyzing and interpreting data	2, 3, 4, 5, 7, 8													
5. Using mathematics and computational thinking	2, 4, 6													
6. Constructing explanations and designing solutions	2, 3, 4, 8													
7. Engaging in argument from evidence	1, 2, 3, 4, 7													
8. Obtaining, evaluating, and communicating information	1, 2, 3, 4, 5, 6, 7, 8													
Crosscutting Concepts														
1. Patterns	2, 3, 4, 5, 7, 8													
3. Scale, Proportion, and Quantity	2, 3, 4, 6, 8													

- Standard is not applicable for grade level

• Supports standard for grade level

• Can be adapted to support standard for grade level

Educational Standards Supported (continued)

Common Core State Standards in English Language Arts Supported

	Modules	K	1	2	3	4	5	6	7	8	9	10	11	12
Reading Standards for Literature														
Key Ideas and Details	1	•	•	•	•	•	•	•	•	•	•	•	•	•
Craft and Structure	1, 2, 3, 4, 5, 6, 7, 8	•	•	•	•	•	•	•	•	•	•	•	•	•
Range of Reading and Level of Text Complexity	1, 2, 3, 4, 5, 6, 7, 8	•	•	•	•	•	•	•	•	•	•	•	•	•
Reading Standards for Informational Text														
Key Ideas and Details	1, 2, 3, 5	•	•	•	•	•	•	•	•	•	•	•	•	•
Craft and Structure	1, 2, 3, 5, 6	•	•	•	•	•	•	•	•	•	•	•	•	•
Integration of Knowledge and Ideas	1, 3, 7	•	•	•	•	•	•	•	•	•	•	•	•	•
Range of Reading and Level of Text Complexity	1, 2, 3, 4, 5, 6, 7, 8	•	•	•	•	•	•	•	•	•	•	•	•	•
Reading Standards: Foundational Skills														
Print Concepts	1, 2, 3, 4, 5, 6, 7, 8	•	•	-	-	-	-	-	-	-	-	-	-	-
Phonological Awareness	1, 2, 3, 4, 5, 6, 7, 8	•	•	-	-	-	-	-	-	-	-	-	-	-
Phonics and Work Recognition	1, 2, 3, 4, 5, 6, 7, 8	•	•	•	•	•	•	•	•	•	•	•	•	•
Fluency	1, 2, 3, 4, 5, 6, 7, 8	•	•	•	•	•	•	•	•	•	•	•	•	•
Writing Standards														
Text Types and Purposes	1, 2, 3, 4, 5, 6, 7, 8				•	•	•	•	•	•	•	•	•	•
Production and Distribution of Writing	1				•	•	•	•	•	•	•	•	•	•
Research to Build and Present Knowledge	1, 2, 3, 4, 5, 6, 7, 8	•	•	•	•	•	•	•	•	•	•	•	•	•
Range of Writing	1, 2, 3, 4, 5, 6, 7, 8	-	-	-	•	•	•	•	•	•	•	•	•	•
Speaking and Listening Standards														
Comprehension and Collaboration	1, 2, 3, 4, 5, 6, 7, 8	•	•	•	•	•	•	•	•	•	•	•	•	•
Presentation of Knowledge and Ideas	1, 2, 3, 4, 5, 6, 7, 8	•	•	•	•	•	•	•	•	•	•	•	•	•
Language Standards														
Conventions of Standard English	1, 2, 3, 4, 5, 6, 7, 8	•	•	•	•	•	•	•	•	•	•	•	•	•
Knowledge of Language	1, 2, 3, 4, 5, 6, 7, 8	-	-	•	•	•	•	•	•	•	•	•	•	•
Vocabulary Acquisition and Use	1, 2, 3, 4, 5, 6, 7, 8	•	•	•	•	•	•	•	•	•	•	•	•	•

- Standard is not applicable for grade level

• Supports standard for grade level

• Can be adapted to support standard for grade level

Educational Standards Supported (continued)

Common Core State Standards Supported in Literacy in History/Social Studies, Science, and Technical Subjects 6-12

	Modules	6	7	8	9	10	11	12
Reading Standards for Literacy in History/Social Studies								
Integration of Knowledge and Ideas	1, 2, 4	•	•	•	•	•		
Reading Standards for Literacy in Science and Technical Subjects								
Key Ideas and Details	2, 3, 4	•	•	•	•	•	•	•
Integration of Knowledge and Ideas	2, 3, 4	•	•	•	•	•	•	•
Range of Reading and Level of Text Complexity	2, 3, 4, 5, 6, 7, 8	•	•	•	•	•	•	•
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects								
Text Types and Purposes	1, 2, 3, 4, 5, 6, 7, 8	•	•	•	•	•	•	•
Production and Distribution of Writing	1, 2, 3, 4, 5, 6, 7, 8	•	•	•	•	•	•	•
Research to Build and Present Knowledge	1, 2, 3, 4, 5, 6, 7, 8	•	•	•	•	•	•	•
Range of Writing	1, 2, 3, 4, 5, 6, 7, 8	•	•	•	•	•	•	•

- Standard is not applicable for grade level

- Supports standard for grade level
- Can be adapted to support standard for grade level

Educational Standards Supported (continued)

Common Core State Standards in Mathematics

	Modules	K	1	2	3	4	5	6	7	8	9	10	11	12
Counting and Cardinality	2, 4, 5, 6	•	-	-	-	-	-	-	-	-	-	-	-	-
Operations and Algebraic Thinking	2, 3, 4, 5, 6	•	•	•	•	•	-	-	-	-	-	-	-	-
Number and Operations in Base Ten	2, 4, 5, 6	-	-	-	•	-	•	-	-	-	-	-	-	-
Number and Operations - Fractions	4, 5, 6, 7	-	-	-	•	•	•	-	-	-	-	-	-	-
Measurement and Data	2, 3, 4, 5, 6	•	•	•	•	•	•	-	-	-	-	-	-	-
Geometry	2, 3, 4, 5	•	•	-	-	-	•	-	-	-	-	-	-	-
Ratios and Proportional Relationships	2	-	-	-	-	-	-	•	-	-	-	-	-	-
The Number System	4, 5, 6	-	-	-	-	-	-	•	-	-	-	-	-	-
Statistics and Probability	2	-	-	-	-	-	-	•	-	-	-	-	-	-
Number and Quantity														
Quantities	2	-	-	-	-	-	-	-	-	-	•	•	•	•

- Standard is not applicable for grade level

• Supports standard for grade level

• Can be adapted to support standard for grade level

Education Standards Supported (continued)

Nutrition Education Competencies Supported

	Modules	K	1	2	3	4	5	6	7	8	9	10	11	12
1. Overarching Nutrition Competency: Essential Nutrition Concepts - All youth will know the relationships among nutrition, physiology, and health.														
1a. Know the six nutrient groups and the functions.	3, 5	•	•	•	•	•	•	•	•	•	•	•	•	•
1b. Know nutrition and health guidelines.	4, 5, 6, 8	•	•	•	•	•	•	•	•	•	•	•	•	•
1c. Know factors affecting energy balance.	2, 5, 6	•	•	•	•	•	•	•	•	•	•	•	•	•
1d. Describe how nutritional needs vary throughout the life cycle.	5	•	•	•	•	•	•	•	•	•	•	•	•	•
1e. Identify the physiological processes in digestion, absorption, and metabolism of nutrients.	3, 5	•	•	•	•	•	•	•	•	•	•	•	•	•
1f. Explain the influence of nutrition and physical activity on health.	2, 3, 5, 8	•	•	•	•	•	•	•	•	•	•	•	•	•
1g. Know principles of handling (growing, harvesting, transporting, processing, storing, and preparing) foods for optimal food quality and safety.	8	•	•	•	•	•	•	•	•	•	•	•	•	•
1h. Consider the interactions among nutrition science, ecosystems, agriculture, and social systems that affect health, including local, national, and global perspectives.	1, 2, 3	•	•	•	•	•	•	•	•	•	•	•	•	•
2. Overarching Nutrition Competency: Analyzing Nutrition Influences														
All youth will demonstrate the ability to analyze internal and external factors influencing food choices and health outcomes.	7	•	•	•	•	•	•	•	•	•	•	•	•	•

- Standard is not applicable for grade level

• Supports standard for grade level

• Can be adapted to support standard for grade level

Educational Standards Supported (continued)

Nutrition Education Competencies Supported (continued)

	Modules	K	1	2	3	4	5	6	7	8	9	10	11	12
3. Overarching Nutrition Competency: Accessing Valid Nutrition Information														
All youth will demonstrate the ability to access and analyze nutrition information, products, and services to analyze the accuracy and validity of nutrition claims.	2, 5, 6, 7	•	•	•	•	•	•	•	•	•	•	•	•	•
4. Overarching Nutrition Competency: Interpersonal Communication about Nutrition														
All youth will demonstrate the ability to use interpersonal communication skills to optimize food choices and health outcomes.	7						•							
5. Overarching Nutrition Competency: Decision Making for Nutrition Choices														
All youth will demonstrate the ability to use decision-making skills to optimize food choices and health outcomes.	2, 3, 5, 6, 8	•	•	•	•	•	•	•	•	•	•	•	•	•
6. Overarching Nutrition Competency: Goal Setting for Nutrition														
All youth will demonstrate the ability to use goal-setting skills to enhance nutrition and health.	2, 3, 5, 6, 8		•	•	•	•	•	•	•	•	•	•	•	•
7. Overarching Nutrition Competency: Practicing Nutrition-Enhancing Behaviors														
All youth will demonstrate the ability to practice nutrition-related behaviors that reduce risk and promote health.	2, 3, 5, 6, 8	•	•	•	•	•	•	•	•	•	•	•	•	•
8. Overarching Nutrition Competency: Nutrition Promotion														
All youth will demonstrate the ability to promote and support a sustainable, nutritious food supply and healthy lifestyles for families and communities.	1, 2, 3, 5, 8	•	•	•	•	•	•	•	•	•	•	•	•	•

-Standard is not applicable for grade level

- Supports standard for grade level
- Can be adapted to support standard for grade level

Module 6: Food Labels

Background Information

The United States Food and Drug Administration requires most packaged foods and beverages to have a **Nutrition Facts** label to help consumers make informed choices about the foods they eat.

Serving size is the first thing listed at the top of the Nutrition Facts label. This is a standard reference amount that helps consumers determine the nutrients in the amount they choose to eat. Each type of food has a standard serving size, and the nutrients listed on the label are based on that serving. Next, the label displays the amount of **calories** in the serving and how many of those calories come from fat.

The amounts of nutrients are listed individually and are represented by weight in grams (g) and micrograms (mcg), and **percent (%) Daily Value**. The percent daily value represents the percentage of the recommended daily amount of a nutrient that is provided in one serving of a food. The percent daily value is based on a 2,000 calorie per day diet. Percent daily value can help us decide if a food is high or low in a nutrient; 5% or less is low and 20% or more is high. If your daily caloric needs are greater or less than 2,000, your percent daily value may be different than what is listed on the Nutrition Facts label.

The first nutrient listed is **total fat**, followed by two subgroups of **fats**: **saturated fat** and **trans fat**. It is recommended that we choose foods that are low in saturated fat and avoid foods with trans fat (Dietary Guidelines for Americans, 2015–2020). **Cholesterol** is listed next. The Dietary Guidelines for Americans recommends limiting cholesterol as part of a healthy

Nutrition Facts	
8 servings per box	
Serving Size	6 crackers (28g)
Amount per serving	
Calories	120
% Daily Value*	
Total Fat 4g	5%
Saturated Fat 1g	3%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 197mg	9%
Total Carbohydrate 19g	7%
Dietary Fiber 3g	10%
Total Sugars 0g	
Includes 0g Added Sugars	0%
Protein 3g	
Vitamin D 0mcg	0%
Calcium 10mg	1%
Iron 1mg	6%
Potassium 27mg	1%

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

eating pattern because foods with higher amounts of cholesterol also have high amounts of saturated fat. Following cholesterol is **sodium**, which should be limited to 2,300 mg per day.

Total carbohydrate represents starches, sugars, and fiber. The two subgroups of carbohydrates listed on food labels are **dietary fiber, sugars, and added sugars**. It is recommended that we choose foods that are high in fiber. Sugars represent all types of sugar in the food, including those that are naturally in foods (e.g., sugars found in fruit and milk) and those that are added. **Added sugars** are sugars and syrups that are added during preparation of a food (i.e., brown sugar, corn sweetener, corn syrup, dextrose, fructose, glucose, high-fructose corn syrup, honey, invert sugar, lactose, malt syrup, maltose, molasses, raw sugar, sucrose, trehalose, and turbinado sugar). It is recommended that we reduce our

intake of foods that are high in added sugars and limit the amount of added sugars to less than 10% of calories per day. Listed below sugars is **protein**, which is listed in grams but not in percent daily value.

Vitamins and **minerals** are listed together. The four vitamins and minerals shown on food labels are vitamin D, calcium, iron, and potassium. A healthy eating pattern includes foods that are high in these vitamins and minerals.

Ingredients are usually displayed near the Nutrition Facts Label. These ingredients are listed in order from greatest amount to the lowest amount. The ingredients list can be used to avoid foods that are high in added sugars.

Concepts and Vocabulary

- **Added sugars:** sugars and syrups that are added to foods or beverages when they are processed or prepared. This does not include natural sugars found in milk and fruits.
- **Calories:** a measurement of the amount of energy that a food provides.
- **Cholesterol:** a substance that is used by the body for structural and biological functions. Our bodies make cholesterol so we do not need to obtain it from our food.
- **Dietary fiber:** a nutrient that helps our digestive system function properly.
- **Ingredients:** a list located near the Nutrition Facts Label that lists the food ingredients in order from largest to smallest amounts.
- **Minerals:** elements that are needed for growth, development, and maintenance of the body's tissues, like iron and calcium.
- **Percent (%) daily value:** the percent of the recommended daily amount of a nutrient that the food provides based on a 2,000 calorie per day diet.
- **Protein:** a nutrient that helps to build and repair tissues and organs like muscles and the heart; proteins are also metabolized for energy.
- **Serving size:** standard reference amounts that are set by the United States Food and Drug Administration (FDA).
- **Sodium:** a nutrient that is important for many biological functions but is only needed in small amounts.
- **Total carbohydrate:** the amount of carbohydrates in one serving, including starches, sugars, and dietary fiber.
- **Total fat:** the amount of fat in one serving, including unsaturated (found in oils), saturated, and *trans* fats (found in solid fats).
- **Trans fat:** this is a solid fat that is formed through a manufacturing process that converts oil into solid fat. The manufactured *trans* fat has been linked to heart disease and is recommended to be limited in the diet.
- **Sugars:** this category represents all types of sugar in one serving, including those that are naturally in food and those that are added sugars.
- **Saturated fat:** this is a solid fat that is made by our bodies, so we do not need to consume it. It is recommended that the amount of saturated fat eaten is limited to less than 10% of total caloric intake per day.
- **Vitamins:** organic molecules needed for growth, development, and maintenance of the body's tissues.

Life Skills

Accepting Differences, Critical Thinking, Decision Making, Goal Setting, Healthy Lifestyle Choices, Teamwork, Wise Use of Resources

Subject Links

Nutrition, Health

Educational Standards Supported

Discovering Healthy Choices curriculum supports Next Generation Science Standards, Common Core State Standards, and California Nutrition Education Competencies. For specific details on standards and grade levels, please see page 9.

Activity 6.1: Classroom Activity

Getting Ready

1. Make copies of the *Food Labels* (Appendix 6A), one set for each group.
2. Make copies of the *Food Label Key* (Appendix 6B), one for each group.
3. Organize the class into small groups of 3 to 4 youth.

Facilitator Tip: these can be the same groups that were formed in Lesson 1, Activity 1. By doing so, the youth may continue developing teamwork skills with the same group members.

4. Provide each group a sheet of flip chart paper and markers to answer opening questions.

Time Required

60 to 75 minutes

Suggested Groupings

Small groups of 3 to 4 youth

Materials Needed

(*Materials provided in curriculum)

- Flip chart paper
- Markers or writing utensils
- **Food Labels* (Appendix 6A)
- **Food Label Key* (Appendix 6B)

Opening Questions/Prompts

Ask the youth to respond to each question/prompt below by recording them on the flip chart paper provided and sharing their ideas verbally.

1. Explain what you know about the nutrients we need from the foods we eat.
2. Explain what you know about Nutrition Facts labels provided on the packaging of foods we purchase.

Procedure (Experiencing)

1. Provide youth groups with one set of the *Food Labels* handouts representing each food group.
2. Ask each group of youth to review each set of food labels carefully. Ask the youth to choose which food (based on the Nutrition Facts label) within each food group set they think would be the healthiest choice.
3. Allow enough time for the youth to complete their choices. After the youth have completed their choices, ask them to explain their reasoning.
4. Provide each youth group with a copy of the *Food Label Key*. Explain to the youth that the key reveals the specific food items that are represented by each label. Now that they know the specific foods to which each label belongs, they may elect to make a different choice. However, if they choose to select a different food, they must explain why they changed their minds. Allow enough time for the youth to look at the *Food Label Key* and discuss their choices.

Sharing, Processing, and Generalizing

1. Have the youth share the choices they made based on the food label and how they went about making their choices.
2. Follow the lines of thinking developed through general thoughts, observations, and questions raised by the youth as they share and compare their thoughts and ideas regarding which foods they chose. If needed, use more targeted questions/prompts:
 - Explain how you went about making the choice about the healthiest foods in each category based on the food labels.
 - Explain what items on the food labels you think are the healthiest and which ones you believe should be limited in one's diet.
 - Explain how reading food labels might be helpful for making healthy choices.

Concept and Term Discovery/Introduction

Make sure that youth understand the importance of using the reliable nutrition information provided in food labels to help us make healthy choices. Also ensure they understand they can use food labels to choose foods that are high in fiber and calcium, and foods that are low in saturated fat, trans fat, and sodium. Additionally, make sure that key vocabulary terms are discovered by the youth or introduced to them: **calories, dietary fiber, minerals, percent (%) daily value, protein, serving size, sodium, total carbohydrate, total fat, sugars, added sugars, and vitamins.**

Activity 6.2: Home Concept Application

Getting Ready

1. Make copies of the *Food Labels at the Market* handout (Appendix 6C), enough for each youth.

Time Required

10 to 15 minutes

Materials Needed

(* Materials provided in curriculum)

- **Food Labels at the Market* (Appendix 6C)

Procedure (Experiencing)

1. Provide a copy of the *Food Labels at the Market* handout to each youth.
2. Ask the youth to take the assignment home and complete it with their family. Tell them to go to a grocery store or market with their family and to compare food labels of similar items and determine which they would choose as the healthier option. One excellent example would be to look at food labels of different types of breakfast cereals.
3. Ask them to record their thoughts, observations, and choice on the handout.

Sharing, Processing, and Generalizing

1. When the youth have returned with the completed worksheet, ask them to share their findings and experience at the grocery store.
2. Follow the lines of thinking developed through general thoughts, observations, and questions raised by the youth as they share and compare their thoughts and ideas regarding the food labels they investigated. If necessary, use more targeted questions:
 - Explain how you went about comparing the different food labels and making a choice for which was the healthiest.
 - Explain how looking at food labels in the grocery store might impact choices of foods your family purchases.

Activity 6.3: Garden Concept Application

Getting Ready

- Make copies of the *Nutrient Information* handout (Appendix 6D), enough for each group.
 - Set up a central station for supplies, including the seed packets and plant markers from Lesson 2, tongue depressors, cardstock paper, glue, and rulers.
 - Make one copy of the *Example Food Label* (Appendix 6E) to be displayed on an overhead projector, or make one copy for each group.
 - Gather the seed packets and plant markers from the vegetables planted in Activity 2.3.
 - Organize the class into small groups of 3 to 4 youth.
- Facilitator Tip:** These can be the same groups that were formed in Lesson 1, Activity 1. By doing so, the youth may continue developing teamwork skills with the same group members.
- Provide each group with a sheet of flip chart paper and markers to answer opening questions.

Time Required

60 to 75 minutes

Suggested Groupings

Small groups of 3 to 4 youth

Materials Needed

(*Materials provided in curriculum)

- Flip chart paper
- Markers or writing utensils
- **Nutrition Information* (Appendix 6D)
- **Example Food Label* (Appendix 6E)
- Seed packets and plant markers from vegetables planted in Activity 2.3
- Wooden tongue depressors
- Cardstock paper
- Glue
- Rulers

Opening Questions/Prompts

Ask the youth to respond to each question below by recording them on the flip chart paper provided and sharing their ideas verbally.

1. Explain what you know about the information provided on the Nutrition Facts Label.
2. Explain what you know about the different nutrients on the Nutrition Facts Label.

Procedure (Experiencing)

1. Provide a copy of the *Nutrient Information* sheet to each group.
2. Explain that each group will create a Nutrition Facts Label and a garden label for one plant in their garden plot. Show the supplies that the youth can use to make the food labels and garden labels. Explain that each will use a tongue depressor as a stake so that they can be used in the garden as plant markers.
3. Display the example Nutrition Facts Label on an overhead projector (Appendix 6E) or provide one copy to each group. Explain to the youth that the food label they create should include all of the information that the example food label provides.
4. Explain to the youth that they will also create a garden label, to provide information about the plant in their garden plot.
5. Have the youth begin planning and making their food labels and garden labels.
6. To calculate the Percent Daily Value (%DV) for each nutrient, the youth will need to divide the amount of the nutrient found in the serving of food by the amount in the row titled Amount Needed Daily (Daily Value).

Facilitator Tip: let the youth try to develop a strategy to calculate the %DV on their own using the information provided. If they have difficulty, then help them through the calculation.

Sharing, Processing, and Generalizing

1. Have the youth share their food labels and garden labels.
2. Follow the lines of thinking developed through general thoughts, observations and questions raised by the youth as they share and compare their thoughts and ideas regarding the way they constructed the food labels. If necessary, use more targeted questions:
 - Explain how you went about solving the problem of calculating the percent daily value.
 - Explain how you went about deciding what to include on your garden label.

Facilitator Tip: Have the youth finish the activity by placing their labels in the garden as plant markers in the soil next to the plant they chose.

Facilitator Tip: To protect the completed garden labels from water, they may be laminated or covered with a plastic bag.

Activity 6.4: Goal Setting Application

Getting Ready

1. Make copies of the *Goal Setting* handout (Appendix 6F), one for each youth.

Procedure (Experiencing)

1. Provide a copy of the *Goal Setting* handout to each youth.
2. Ask the youth to complete the *Goal Setting* handout for themselves and with their families. They will answer the following questions:
 - What are some things you can do to make healthy choices about foods?
 - What are some things your family can do to make healthy choices about foods?
3. When the youth return with the completed sheet, ask the youth to share the goals they set for themselves and for their families to meet the recommendations.

Time Required

5 to 10 minutes

Materials Needed

- (*Materials provided in curriculum)
- **Goal Setting* (Appendix 6F)

Dairy A

Nutrition Facts

1 servings per package
Serving Size 1 piece (28g)

Amount per serving
Calories 102

	% Daily Value*
Total Fat 9g	11%
Saturated Fat 5g	25%
<i>Trans Fat</i> 0g	
Cholesterol 28mg	9%
Sodium 468mg	20%
Total Carbohydrate 1g	0%
Dietary Fiber 0g	0%
Total Sugars 1g	
Includes 0g Added Sugars	0%

Protein 5g

Vitamin D 2mcg	11%
Calcium 293mg	23%
Iron 0mg	0%
Potassium 37mg	1%

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Dairy B

Nutrition Facts

10 servings per package
Serving Size 1/2 cup (66g)

Amount per serving
Calories 137

	% Daily Value*
Total Fat 7g	9%
Saturated Fat 4g	22%
<i>Trans Fat</i> 0g	
Cholesterol 29mg	10%
Sodium 53mg	2%
Total Carbohydrate 16g	6%
Dietary Fiber 1g	2%
Total Sugars 14g	
Includes 8g Added Sugars	16%

Protein 2g

Vitamin D 0mcg	0%
Calcium 84mg	6%
Iron 0mg	0%
Potassium 131mg	3%

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Dairy C

Nutrition Facts

1 serving per container
Serving Size 1 cup (250g)

Amount per serving
Calories 155

	% Daily Value*
Total Fat 3g	3%
Saturated Fat 1g	7%
<i>Trans Fat</i> 0g	
Cholesterol 12mg	4%
Sodium 162mg	7%
Total Carbohydrate 25g	9%
Dietary Fiber 0g	0%
Total Sugars 25g	
Includes 14g Added Sugars	12%

Protein 9g

Vitamin D 3mcg	15%
Calcium 322mg	25%
Iron 1mg	3%
Potassium 430mg	9%

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Fruit A

Nutrition Facts

Serving Size 1 small (109g)

Amount per serving
Calories 77

% Daily Value*

Total Fat 0g **0%**Saturated Fat 0g **0%***Trans* Fat 0g**Cholesterol** 0mg **0%****Sodium** 1mg **0%****Total Carbohydrate** 21g **7%**Dietary Fiber 4g **13%**

Total Sugars 15g

Includes 0g Added Sugars **0%****Protein** 0gVitamin D 0mcg **0%**Calcium 9mg **1%**Iron 0mg **0%****Potassium** 159mg **3%**

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Fruit B

Nutrition Facts

Serving Size 1 cup (109g)

Amount per serving
Calories 194

% Daily Value*

Total Fat 0g **0%**Saturated Fat 0g **0%***Trans* Fat 0g**Cholesterol** 0mg **0%****Sodium** 16mg **1%****Total Carbohydrate** 52g **19%**Dietary Fiber 3g **11%**

Total Sugars 49g

Includes 32g Added Sugars **64%****Protein** 1gVitamin D 0mcg **0%**Calcium 8mg **1%**Iron 1mg **6%****Potassium** 241mg **5%**

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Fruit C

Nutrition Facts

Serving Size 1 small box (43g)

Amount per serving
Calories 129

% Daily Value*

Total Fat 0g **0%**Saturated Fat 0g **0%***Trans* Fat 0g**Cholesterol** 0mg **0%****Sodium** 5mg **0%****Total Carbohydrate** 34g **12%**Dietary Fiber 2g **7%**

Total Sugars 25g

Includes 5g Added Sugars **10%****Protein** 1gVitamin D 0mcg **0%**Calcium 22mg **2%**Iron 1mg **6%****Potassium** 322mg **7%**

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Grain A

Nutrition Facts	
6 servings per package	
Serving Size	2 pieces (64g)
Amount per serving	
Calories	160
	% Daily Value*
Total Fat 2g	3%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 291mg	13%
Total Carbohydrate 27g	10%
Dietary Fiber 4g	14%
Total Sugars 3g	
Includes 1g Added Sugars	2%
Protein 8g	
Vitamin D 0mcg	0%
Calcium 103mg	8%
Iron 2mg	9%
Potassium 163mg	3%

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Grain B

Nutrition Facts	
10 servings per package	
Serving Size	1 cup (158g)
Amount per serving	
Calories	205
	% Daily Value*
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 2mg	0%
Total Carbohydrate 45g	16%
Dietary Fiber 1g	2%
Total Sugars 0g	
Includes 0g Added Sugars	0%
Protein 4g	
Vitamin D 0mcg	0%
Calcium 16mg	1%
Iron 2mg	11%
Potassium 55mg	1%

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Grain C

Nutrition Facts	
6 servings per package	
Serving Size	1 item (39g)
Amount per serving	
Calories	106
	% Daily Value*
Total Fat 4g	5%
Saturated Fat 1g	4%
Trans Fat 0g	
Cholesterol 6mg	2%
Sodium 242mg	11%
Total Carbohydrate 16g	6%
Dietary Fiber 1g	3%
Total Sugars 2g	
Includes 1g Added Sugars	2%
Protein 3g	
Vitamin D 4mcg	21%
Calcium 109mg	8%
Iron 2mg	13%
Potassium 49mg	1%

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Protein A

Nutrition Facts	
2 servings per container	
Serving Size	2 ounces (85g)
Amount per serving	229
Calories	
	% Daily Value*
Total Fat 13g	16%
Saturated Fat 7g	17%
<i>Trans</i> Fat 0g	
Cholesterol 76mg	25%
Sodium 71mg	3%
Total Carbohydrate 3g	1%
Dietary Fiber 0g	0%
Total Sugars 0g	
Includes 0g Added Sugars	0%
Protein 24g	
Vitamin D 0mcg	0%
Calcium 14mg	1%
Iron 1mg	7%
Potassium 199mg	4%

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Protein B

Nutrition Facts	
2 servings per container	
Serving Size	3 ounces (85g)
Amount per serving	73
Calories	
	% Daily Value*
Total Fat 1g	1%
Saturated Fat 0g	0%
<i>Trans</i> Fat 0g	
Cholesterol 31mg	10%
Sodium 210mg	9%
Total Carbohydrate 0g	0%
Dietary Fiber 0g	0%
Total Sugars 0g	
Includes 0g Added Sugars	0%
Protein 17g	
Vitamin D 1mcg	5%
Calcium 14mg	1%
Iron 1mg	8%
Potassium 152mg	3%

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Protein C

Nutrition Facts	
2 servings per container	
Serving Size	1 cup (238g)
Amount per serving	214
Calories	
	% Daily Value*
Total Fat 5g	6%
Saturated Fat 2g	10%
<i>Trans</i> Fat 0g	
Cholesterol 0mg	0%
Sodium 881mg	38%
Total Carbohydrate 32g	12%
Dietary Fiber 9g	32%
Total Sugars 1g	
Includes 0g Added Sugars	0%
Protein 12g	
Vitamin D 0mcg	0%
Calcium 69mg	5%
Iron 3mg	16%
Potassium 759mg	16%

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Vegetable A

Nutrition Facts

Serving Size 1 cup (128g)

Amount per serving
Calories 52

% Daily Value*

Total Fat 0g **0%**

Saturated Fat 0g **0%**

Trans Fat 0g

Cholesterol 0mg **0%**

Sodium 88mg **4%**

Total Carbohydrate 12g **4%**

Dietary Fiber 4g **13%**

Total Sugars 6g

Includes 0g Added Sugars **0%**

Protein 1g

Vitamin D 0mcg **0%**

Calcium 42mg **3%**

Iron 0mg **0%**

Potassium 410mg **9%**

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Vegetable B

Nutrition Facts

Serving Size 2 cups (128g)

Amount per serving
Calories 11

% Daily Value*

Total Fat 0g **0%**

Saturated Fat 0g **0%**

Trans Fat 0g

Cholesterol 0mg **0%**

Sodium 20mg **1%**

Total Carbohydrate 2g **1%**

Dietary Fiber 1g **3%**

Total Sugars 1g

Includes 0g Added Sugars **0%**

Protein 1g

Vitamin D 0mcg **0%**

Calcium 26mg **2%**

Iron 1mg **3%**

Potassium 140mg **3%**

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Vegetable C

Nutrition Facts

Serving Size Small (71g)

Amount per serving
Calories 229

% Daily Value*

Total Fat 11g **15%**

Saturated Fat 2g **10%**

Trans Fat 0g

Cholesterol 0mg **0%**

Sodium 134mg **6%**

Total Carbohydrate 30g **1%**

Dietary Fiber 3g **11%**

Total Sugars 0g

Includes 0g Added Sugars **0%**

Protein 3g

Vitamin D 0mcg **0%**

Calcium 13mg **1%**

Iron 1mg **6%**

Potassium 423mg **9%**

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

APPENDIX 6B: Food Label Key

Dairy A: 1 slice of American cheese

Dairy B: ½ cup of vanilla ice cream

Dairy C: 1 cup of chocolate milk, lowfat(1%)

Fruit A: 1 small apple

Fruit B: 1 cup of canned peaches in heavy syrup

Fruit C: 1 small box of raisins

Grains A: 2 slices of whole-wheat bread

Grains B: 1 cup of cooked white rice

Grains C: 1 buttermilk waffle (frozen, ready-to-heat)

Protein A: 3 ounces of fried chicken

Protein B: 3 ounces of canned tuna

Protein C: 1 cup of refried beans

Vegetable A: 1 cup of carrots

Vegetable B: 1 cup of green leaf lettuce

Vegetable C: 1 small serving of French fries

APPENDIX 6C: Food Labels at the Market

Visit a grocery store or market with your family. Compare food labels of similar food items, and when comparing them, choose which food you think is a healthier option. Then answer the questions below.

What foods did you compare?

What did you look for to compare the two foods?

Which one do you think is the healthier food and why?

APPENDIX 6D: Nutrient Information

Fruit or vegetable	Serving size	Calories	Total fat (g)	Saturated fat (g)	Trans fat (g)	Cholesterol (mg)	Sodium (mg)	Total carbohydrate (g)	Dietary fiber (g)	Total sugars (g)	Added sugars (g)	Protein (g)	Vitamin D (mcg)	Calcium (mg)	Iron (mg)	Potassium (mg)
Amount Needed Daily (Daily Value)	n/a	2,000	65	20	n/a	300	2,300	300	28	n/a	n/a	50	20	1,300	18	4,700
beets	1 cup	60	0	0	0	0	128	16	4	10	0	2	0	26	1.2	442
black beans	1 cup	228	0	0	0	0	2	40	14	2	0	16	0	46	3.6	611
black-eyed peas	1 cup	198	0	0	0	0	6	36	12	6	0	14	0	42	4.2	690
broccoli	1 cup	30	0	0	0	0	30	6	2	2	0	2	0	42	0.6	288
cabbage	2 cups	36	0	0	0	0	26	8	4	2	0	2	0	56	0.6	151
carrots	1 cup	53	0	0	0	0	0	12	3	4	0	1	0	27	0	410
corn	1 cup	124	2	0	0	0	0	28	2	10	0	4	0	2	0.8	392
cucumbers	1 cup	16	0	0	0	0	2	4	0	2	0	0	0	16	0	153
eggplant	1 cup	20	0	0	0	0	2	4	2	2	0	0	0	8	0.2	122
garlic	1 clove	4	0	0	0	0	0	1	0	0	0	0	0	5	0.1	12
green beans	1 cup	32	0	0	0	0	2	8	2	4	0	2	0	36	1	182
green peas	1 cup	118	0	0	0	0	8	20	8	8	0	8	0	36	2.2	384
kale	2 cups	73	1	0	0	0	40	15	3	3	0	5	0	187	2.34	79
kohlrabi	1 cup	36	0	0	0	0	28	8	4	4	0	2	0	32	0.6	561
leeks	1 cup	54	0	0	0	0	18	12	2	4	0	2	0	52	1.8	140
lettuce	2 cups	20	0	0	0	0	14	4	2	2	0	2	0	26	0.6	90
okra	1 cup	32	0	0	0	0	8	8	4	4	0	2	0	80	0.8	216
onion	1 cup	64	0	0	0	0	6	14	2	6	0	2	0	36	0.4	349
pepper (chiles)	1 cup	32	0	0	0	0	16	8	4	8	0	4	0	16	0.4	483
potatoes	1 each	164	0	0	0	0	13	37	5	2	0	4	0	26	1.7	952
radishes	1 each	1	0	0	0	0	2	0	0	0	0	0	0	1	0	270
soybeans	1 cup	310	16	2	0	0	4	18	10	6	0	30	0	184	9.2	970
spinach	2 cups	14	0	0	0	0	48	2	2	0	0	2	0	60	1.6	334
strawberries	1 cup	46	0	0	0	0	2	12	2	8	0	0	0	0	0.6	233
summer squash	1 cup	18	0	0	0	0	8	4	2	2	0	2	0	58	1.4	282
sweet potatoes	1 cup	174	0	0	0	0	74	26	4	12	0	2	0	40	0.8	754
Swiss chard	2 cups	14	0	0	0	0	0	2.8	1.2	0.8	0	2	0	36	1.4	961
taro root	1 cup	60	0	0	0	0	74	10	0	0	0	6	0	204	2.14	639
tomato	1 cup	32	0	0	0	0	8	8	2	4	0	2	0	18	0.4	427
winter squash	1 cup	40	0	0	0	0	4	5	2	0	0	2	0	32	0.6	896

APPENDIX 6E: Example Food Label

Nutrition Facts	
Serving Size	0 (0g)
Amount per serving	
Calories	0
	% Daily Value*
Total Fat 0g	0%
Saturated Fat 0g	0%
<i>Trans</i> Fat 0g	
Cholesterol 0mg	0%
Sodium 0mg	0%
Total Carbohydrate 0g	0%
Dietary Fiber 0g	0%
Total Sugars 0g	
Includes 0g Added Sugars	0%
Protein 0g	
Vitamin D 0mcg	0%
Calcium 0mg	0%
Iron 0mg	0%
Potassium 0mg	0%
* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	

APPENDIX 6F: Goal Setting

Setting Goals for Making Healthy Choices

What are some things you can do to make healthy choices about foods?

What are some things your family can do to make healthy choices about foods?

Photo, Graphic, and Illustration Credits

Cover

- Plant—<https://www.flickr.com/photos/aresauburnphotos/2508019220>

Module 6: Food Labels

- Nutrition Facts Labels—Kelly Ho

References

Module 6: Food Labels

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