



January: 6-8

Smart Food Choices

COLLARDS



South Carolina

Farm to School Lessons

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Overview

Welcome to the South Carolina Farm to School January Nutrition Education Lesson. This lesson contains information & hands on activities for teaching grades 6-8 about the benefits of Smart Food Choices. Our goal for this lesson is to reinforce with children the benefits of eating fresh fruits & vegetables and also to educate on the importance of making smart food choices when eating processed foods.

In order to achieve this goal, students will review the benefits of whole foods and explore "Small Size-It" when eating processed foods. Students will learn about making smart food choices when choosing their snacks or meal items. This lesson will reinforce MyPlate, as well as choosing whole foods versus processed foods. We will celebrate South Carolina's State Vegetable, Collards, as our January Palmetto Pick of the Month. Students are encouraged to share what they have learned with their families & suggest their families buy & eat more whole foods while making smarter food choices.

This lesson is designed to be delivered over a four week period, noting that introduction & activities will be supplemental to existing curriculum.

Estimated Total time: 75 mins

Teacher Background

In this lesson, students learn about why it is important to limit overly processed foods that contain little or no nutrients and often have high amounts of added fat and sugar. The recommendation for empty calories is no more than 150 calories per day for this age group and students will learn to translate that to teaspoons of sugar and fat.

In today's world, telling kids what not to eat is a very necessary reality. The food industry aggressively markets unhealthful foods to kids yet rarely prompts children to eat whole, healthful meals. These marketing efforts are pervasive, and include: television advertising, advergames web sites, cartoon characters on packages, and even toys included with nutritionally poor fast-food meals. They help kids cultivate a taste for white bread, French fries, fatty meat, fatty cheese, and sweetened drinks. Most of the foods marketed to kids are mediocre fast foods, sugary breakfast cereals, and candies. Many of them are based on white flour, sugar, fat, and salt, plus a sprinkling of artificial colorings and flavorings.

Additionally, ordinary sugar and high-fructose corn syrup make up one-sixth of the average American's calorie intake. Half of all added sugars come to us in the form of "liquid candy": soft drinks, fruit drinks, sports drinks, and iced teas. And it is those sugary drinks that pose the biggest risk of weight gain, because they don't seem to curb appetite as much as solid foods do.

See this lesson as a way to give your students the antidote to food industry marketing. They learn that our bodies cannot handle excessive sugar and fat on a regular basis and see first-hand how much fat and sugar are in common foods. We believe that the way to have students become people who want to make healthful choices for themselves, despite the obstacles, is for them to believe that it has personal benefits.¹

Nutrition Vocabulary:

Whole/Unprocessed Foods Completely unprocessed foods are eaten in their raw, natural state. An example of a completely unprocessed food would be a raw carrot. Minimal processing makes some foods more convenient to eat. Examples of minimally processed foods would be cleaned fish and butchered meat, carrots sliced for easy

consumption, or food that has been cooked. As the amount of processing increases, the food moves farther from its raw, natural state, often changing its taste, texture and nutritional value; however, not all raw foods are completely unprocessed.

Fresh Vegetables

Vegetables in their raw, natural state are unprocessed. Fresh whole vegetables are also healthy unprocessed foods you should include in your diet. Like fruits, eating more vegetables lowers your risk of heart disease, diabetes and some cancers, and also helps with weight management. Fresh vegetables contain high amounts of potassium, folate, vitamin C, vitamin E and fiber. Eating more natural sources of potassium helps to lower blood pressure, according to the American Heart Association. Aim for 2 and 1/2 cups of whole vegetables everyday. Healthy choices include spinach, broccoli, tomatoes, sweet potatoes, cauliflower, kale, sweet potatoes, carrots, corn, beets, artichokes and asparagus.

Eating more *Whole/unprocessed foods* can provide your body with the nutrients it needs to stay healthy. Unprocessed foods have not undergone any chemical changes and are in their most natural form.

Fresh Fruits

Whole fruits are a healthy unprocessed food. As a nutrient-dense food, fruits are low in calories and high in vitamins A and C, potassium and fiber. Eating more fruits decreases your risk of heart disease, diabetes and some cancers, according to the U.S. Department of Agriculture. Including more whole fruits in your diet can also help you manage your weight because fruits' fiber content helps you feel full longer. Healthy whole fruits to add to your diet include strawberries, blueberries, cantaloupe, watermelon, apples, oranges, bananas, grapes, plums, peaches and cherries.

Processed Foods

Processed foods have been altered from their natural state for safety reasons and for convenience. The methods used for processing foods include canning, freezing, refrigeration, dehydration and aseptic processing.

We tend to think of processed foods as bad, but it turns out that some processed foods are not bad for your health at all. For example, milk would be considered a processed food because it's pasteurized to kill bacteria and homogenized to keep fats from separating. Some people prefer raw milk, but it can lead to food-borne illness, so we're happy to consume the healthy "processed" milk we find in our grocery stores.

Another example of good food processing is frozen vegetables. Freezing vegetables preserves vitamins and minerals and makes them convenient to cook and eat all year around. Fruit and vegetable juice is also an example of a healthy processed food. In fact, some orange juice is fortified with calcium to make it even more nutritious. Oatmeal, frozen fish, frozen berries and 100% whole-grain bread are also processed.

Processed foods that may be bad for your diet:

- canned foods with large amounts of sodium or fat
- breads and pastas made with refined white flour instead of whole grains
- packaged high-calorie snack foods such as chips and candies
- frozen fish sticks and frozen dinners that are high in sodium
- packaged cakes and cookies
- boxed meal mixes that are high in fat and sodium
- sugary breakfast cereals
- processed meats

¹ Adapted from Food Day Curriculum

Lesson Checklist



F2S Aim: Explore that healthful eating includes smart, tasty and delicious food choices.

F2S Objectives

Students will be able to:

- * Assess if they have successfully consumed more whole, plant-based food at their meals.
- * Explain why is important to not eat excessive fat, sugar and salt.
- * Explore how much fat and sugar are in commonly consumed snacks and drinks.
- * Apply what they have learned to their own food choices.
- * Taste the Palmetto Pick of the Month.



Materials:

- * Investigating Fats and Sugar in Foods experiment sheet (Appendix A)
- * Fat and Sugar Cards (Appendix B)
- * Food Label Cards (Appendix C)
- * Certified South Carolina Grown logo (Appendix D)
- * Small-Size-It Action Plan (Appendix E)
- * Experiment Supplies: scissors, 1 pound of sugar, 6 pounds of vegetable shortening, 10 teaspoons, 5 plates, 5 cups, 6 bowls
- * Farm to School Flats video (1:39). (sent electronically)
- * PPM Activity: Crock Pot, Collard Greens, carrot, garlic salt, balsamic vinegar, low-sodium, fat-free chicken broth, pepper
- * Gardening Activity: Seedling Trays or Flats, Seeds, Potting Soil, Water



National Health Education Standards

| | | | | |
|-------|-------|-------|-------|-------|
| 1.8.1 | 1.8.3 | 1.8.5 | 1.8.9 | 2.8.4 |
| 3.8.2 | 3.8.5 | 4.8.3 | 5.8.4 | 5.8.6 |
| 6.8.1 | 6.8.2 | 7.8.2 | 8.8.1 | 8.8.2 |
| 8.8.3 | 8.8.4 | | | |

SC State Standards

| | |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Science7-1.1 | Use appropriate tools and instruments (including a microscope) safely and accurately when conducting a controlled scientific investigation. |
| Science7-1.2 | Generate questions that can be answered through scientific investigation. |
| Science7-1.3 | Explain the reasons for testing one independent variable at a time in a controlled scientific investigation. |
| Science7-1.5 | Explain the relationships between independent and dependent variables in a controlled scientific investigation through the use of appropriate graphs, tables and charts. |
| Science7-1.5 | Critique a conclusion drawn from a scientific investigation. |
| ELA 7-2.4 | Create responses to informational texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts). |
| ELA 7-4.1 | Organize written works using prewriting techniques, graphic organizers, and models. |
| ELA 7-6.4 | Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose. |
| ELA7-2.6 | Analyze information from graphic features (for example, charts and graphs) in informational texts . |

Lesson Essential Components

| Lessons profile | Page(s) | Yes | No | Notes |
|---------------------------------------------------------|---------|-----|----|------------------------|
| Palmetto Pick of the Month | 9 | ★ | | |
| Health Education Standards | 5 | ★ | | |
| SC-Cross Curricular Standards | 6 | ★ | | |
| SC-F2S Behavioral Goals | 8-10 | ★ | | |
| Cooking Activities | 9 | ★ | | |
| Tasting Activities | 9 | ★ | | |
| Physical Activity | 8-10 | ★ | | |
| Food Safety | 9 | ★ | | |
| School Food Garden | 10 | ★ | | |
| Student to Farmer Connections (i.e. field trips, talks) | | | ★ | |
| Student to Chef Connections | | | ★ | |
| Farm to Cafeteria | | | ★ | |
| Provision of scientific knowledge/rationale | 8-10 | ★ | | |
| Risks and benefits of healthy behaviors | 8 | ★ | | |
| Obstacles, Barriers & Solutions | 8-10 | ★ | | |
| Family involvement and other supports | | ★ | | Family Activity Letter |
| Set goals and monitor progress | 8-9 | ★ | | |
| Other hands on activities: | 8-10 | ★ | | |

Let's Learn

Review Making Half Your Plate Fruits and Vegetables¹

Estimated Time: 5 mins

1. Ask students to share positive feedback as well as challenges when trying to fill half their plate with fruits and vegetables.
2. Encourage students to share how it went when they asked their family to get SC Grown fruits and vegetables from their nearest supermarket, farm, garden or farmer's market.
3. Remind the students that one goal of the Farm to School Program is to share what they learn in school with their families and communities.

Let's Learn

Discuss Why to Small-Size-It²

Estimated Time: 5 mins

1. Discuss as a class that in previous lessons, the main focus has been about WHAT TO EAT: whole foods from plants and animals with a focus on having fresh South Carolina fruits and vegetables.
2. This lesson focuses on the foods we want to eat less of. That is, overly processed foods that have been significantly changed from how they exist in nature such as soda and other sweetened drinks, chips, candy, and highly processed packaged snacks. When these foods are changed from their whole state, the nutrients that came in them are often removed **and sugar, fat, and salt are added**. Although we all like the taste of these additives, when we have too much of them, our bodies cannot be their best and we are at risk of getting diseases as we get older. We can try to choose healthier options of processed foods that may have less fat, sugar, and salt in them, but the most sure way is to have these foods once-in-a-while and when we do, to remember the power of "small-sizing-it."

Activity

Let's Move with Low or High Game! ⁵

Estimated Time: 10 mins

1. Tell the students that they will play a game called Low or High.
2. Explain to the students you will call out the name of different food items (or show index cards with food item(s) name).
3. Ask the students to decide if the food item is high in additives (fat and/or sugar) or low in additives (fat and/or sugar). If they think that the food item is high in sugar or fat, then they should stand on toes and reach up high. If they think it is low in sugar or fat they should squat and touch the ground/floor.
4. *Food items:* apple pie, soda, water, french fries, SC apples, donut, whole wheat bread, fruit loops, baked sweet potato, whole milk, 1% low-fat milk, SC collards, ice cream, SC peaches, SC strawberries, pop tart, pepperoni pizza, veggie pizza.

Activity

Scientific Inquiry: Searching for Sugar and Fat!⁴

Estimated Time: 20 mins

1. Read the following questions aloud:
 - How do you know which foods are healthier? (*because they have less sugar or fat or salt, they are less processed*).
 - Can you tell if a food has any fat or sugar by just looking at it? Can you tell how much fat or sugar it has?
 - What is a food label? (*A food label provides information on the amount of selected nutrients, a list of ingredients, and a number of servings per item*).
 - Where can you find a food label? (*Most processed foods have a label on the package*).
 - How can a food label help you? (*It can help you do smarter food choices. It can help you choose healthier food choices*).
2. Use the **Investigating Fats and Sugar in Foods** experiment sheet (Appendix A) to guide this next part of the experiment. Divide the class into five groups/stations. Give each group one card (from Appendix B or Appendix C) and distribute the

appropriate materials. Demonstrate how to measure the sugar and “fat”. Have all student groups work simultaneously to measure out the fat and sugar according to the instructions on their cards.

3. After students have completed their measurements, have each group present its findings, as described on the **Investigating Fats and Sugar in Foods** experiment sheet (Appendix A).

4. Discuss how the various foods compare. *What do you notice about the amounts of fat and sugar in these foods? Were you surprised by what you found?* Use the questions on the **Investigating Fats and Sugar in Foods** experiment sheet (Appendix A) to guide the discussion.

5. **Connect this activity with the Farm to School mission:** Tell the students that food products besides having a food label they also have a country/state-of-origin label on it. This allows consumers to know where their food comes from. Some countries are proud of their products. Swiss chocolate, Columbian coffee, and olive oil from Italy. American farmers are proud of the food they grow and they want grocery shoppers to have the choice of buying an American food product. Some food items, bananas for example, are not easily grown in the United States and have to be imported. It is good for consumers to know what countries grew the bananas that are in our grocery stores (i.e. Costa Rica, Ecuador). To support South Carolina farmers, remind students to look at the store or farmer’s market for SC fruits and vegetables. Use the “Certified South Carolina Grown” logo (Appendix D) to reinforce this message.

Homework Activity

Create a Small-Size it Action Plan⁵

Estimated Time: 5 mins

1. Hand out the **Small-Size-It Action Plan** (Appendix E). Follow the directions on the sheet. The students are to make a plan to have a smaller portion of an overly processed food (high in fat, sugar and/or salt). Remind students they can also have a **SC** whole-fresh food instead of a highly processed food. Make sure to review the action plans

to give students guidance on making their plan clear, specific, and measurable.

★ Palmetto Pick Activity

Fresh Collard Greens

Estimated Time: 15 mins

1. Have students wash their hands (with soap & warm water for 20 seconds) & reinforce that it is important. Show the students that you have washed the collard greens before beginning.
2. Divide students in groups of three to four. Give each group a couple of collard leaves and ask them to tear it into smaller pieces. Either have them tear the leaves on a paper towel or in a small bowl.
3. Have one person from each group pour the collard greens into the crock pot. Add remaining ingredients. Cook on high for approximately two hours or on low for approximately four hours or until collard greens are tender.
4. Serve a 1oz portion for each student to taste.

Ingredients:

Fresh bunch of collard greens (about 1-2 pounds)
1 carrot, chopped
1/4 tsp garlic powder
2-3 tbsp balsamic vinegar
1.5 cups low-sodium, fat-free chicken broth
1/4 tsp pepper

Note: Remember, that you can use the Farm to School grant funds to purchase the F&V required for this lesson. Remind your students to look for the Palmetto Pick of the Month in their school lunches to learn other ways of preparing & serving collard greens.

★ Gardening Activity

How to Start Growing

Estimated Time: 15 mins

Materials Needed:

Seedling Tray or Flat

Seeds

Potting Soil

Water

Note: Decide as a class, school, grade level, etc what you want to plant in your seedling trays for your Spring Garden. Keep in mind how Farm to School is implemented at your school so that each class/grade level does not plant the same type of seeds. If you need suggestions for items to plant in your garden, please contact your Regional Coordinators.

1. In preparation for planting your Spring Garden, this month's gardening activity will teach students how to prepare seedling trays or flats.
2. View the **Farm to School Flats** video (1:39). (sent electronically)
3. After viewing the video, have the class plant seedling trays.
4. Have them record the experience in their garden journals. They should note the types of seeds planted. They can also:
 - Make predictions on how long the seeds will take to sprout.
 - Record a timeline for the seed (seedling tray to ground, ground to harvest, etc.) and write notes/progress about the plant status throughout the timeline.

✍ Evaluation

Formal Assessment:

1. Review the Small-Size-It Action Plan
2. Review Gardening Journal.

Informal Assessment: Observe participation in lesson activities. Complete survey at end of month (survey will be sent electronically).

¹ Adapted from Lesson 3: Not too Much, Food Day Curriculum.

² Lesson 3: Not too Much, Food Day Curriculum.

³ Adapted from Clemson EFNEP Camp Fit Curriculum.

⁴ Adapted from Lesson 4: Investigating What's in Food, Choice, Control & Change Curriculum; and from Lesson 1: Any Way you Slice it, Growing Good Taste 2011 Curriculum.

⁵ Lesson 3: Not too Much, Food Day Curriculum.

Resources



Websites:

- USDA MyPlate: <http://www.choosemyplate.gov/>
- Host a Viewing of Super Size Me <http://super-size-me.morganspurlock.com/>

Super Size Me is a film documenting what happens to Morgan Spurlock when he decides to eat nothing but food from McDonalds for 30 days. The film is available in a classroom version made especially for students.

- Read or Watch Fast Food Nation <http://www.foxsearchlight.com/fastfoodnation/>

This film and book provides an eye-opening journey into the dark heart of the All-American meal.

- Watch Simulations That Show the Consequences of “Too Much” <http://www.tc.edu/cfe>

These simulations show what happens in our blood when we have too much fat and sugar. To access these videos, go to the Teachers College Columbia University Center for Food & Environment website and click on the right side Spotlight on Choice, Control & Change. The consequences videos are in the Unit 4 section and you will find other resources on this site as well.

- Check Out Chew On This <http://www.chewonthis.org.uk/>

This UK website geared towards kids aged 11-14 includes information on the repercussions of eating too much fat, sugar, and salt; and many activity sheets on different foods high in fat, sugar, and salt.

Appendix A (pages 11-12)

Investigating Fat and Sugar In Foods

This study helps students read food labels and visualize the amount of fat and sugar in various foods.

Set up

1. Copy the **Fat and Sugar/Food Label Cards** on Appendix B and Appendix C. Cut them out.
2. Divide the class into five groups. Give each group one card.
3. Pour sugar into three small bowls for groups 1, 2, and 4.
4. Pour vegetable shortening into three small bowls for groups 1, 3, and 5.
5. Distribute the appropriate materials to each group.
 - Group 1: **Station 1 Card** (Fat and Sugar Recommendations Per Day), 1 plate, 1 cup, 1 small bowl with sugar, 1 small bowl with vegetable shortening, 2 teaspoons.
 - Group 2: **Station 2 Card** (Amount of Sugar in Two Different-Sized Sodas), 2 cups, 1 small bowl with sugar, 2 teaspoons.
 - Group 3: **Station 3 Card** (Fat in French Fries), 2 plates, 2 teaspoons, 1 small bowl with vegetable shortening.
 - Group 4: **Station 4 Cards** (Sugar in Fruits) 2 cups, 1 small bowl with sugar, 2 teaspoons.
 - Group 5: **Station 5 Cards** (Fat in Salad Dressings), 2 plates, 2 teaspoons, 1 small bowl with vegetable shortening.
6. Explain to the students that food labels have measurements in grams. Write on the board that 1 teaspoon of sugar equals 4 grams and 1 teaspoon of fat equals 5 grams.
7. Tell the students that the vegetable shortening represents fat. Demonstrate how to measure the sugar and “fat”.
8. Have all student groups work simultaneously to measure out the fat and sugar according to the instructions on their cards.
9. After students have completed their measurements, have each group present its findings, as described on the **Investigating Fats and Sugar in Foods** experiment sheet (Appendix C).
10. As Group 1 presents, explain that the class will compare the daily recommendation amount of fat and sugar found in various foods. Tell students that not exceeding the daily recommended amount on a regular basis can reduce risks for conditions such as high blood fat and high blood sugar that can lead to cardiovascular disease and Type 2 diabetes.
11. After Group 2 through 5 have presented, discuss how various foods compare. Make sure students understand that the larger the soda bottle or glass the more sugar there is. Engage students in the discussion of what they have learned about the amount of fat and sugar in

different foods. Challenge them to think about the food choices/ strategies (reading food labels) they can make if they want to reduce the amount of fat and sugar they consume.

Questions/Analysis-Predictions:

1. This is the daily recommended amount of fat and sugar from all your food throughout the day. What do you think when you see this?
2. What do you think is the reason for the difference in the amount of sugar between two different sizes of sodas? Does this make you feel differently about drinking soda?
3. What do you think is the reason for the difference in the amount of fat between two different sizes of fries? What are some ways you might be able to eat fewer fries?
4. What do you think is the reason for the difference in the amount of sugar between the apple and the apple juice? Which one do you think is healthier?
5. What do you think is the reason for the difference in the amount of fat between two different salad dressings? How will you use the nutrition facts information when you buy snacks or meals by yourself?

Source: Adapted from Lesson 4: Investigating What's in Food, Choice, Control & Change Curriculum

EXPERIMENT SHEET

Fat and Sugar Cards

What to Do

1. Make 13 teaspoon-sized balls of fat and place them on a plate.
2. Measure out $12\frac{1}{2}$ teaspoons of sugar in a cup.
3. Display the recommendations by the plate of fat and cup of sugar.

Fat and Sugar Recommendations Per Day

(for a person who eats 2,000 calories per day)

FAT: 13 teaspoons per day

SUGAR: $12\frac{1}{2}$ teaspoons per day

What to Do

Measure as accurately as you can.

1. Measure out 17 teaspoons of sugar in a cup. This represents the amount of sugar in 20 ounces of soda.
2. Measure out 28 teaspoons of sugar into the second cup. This represents the amount of sugar in 32 ounces of soda.
3. Display the side of the card with the amount of sugar by the two cups.

Amount of Sugar in Two Different-Sized Sodas

20 OUNCES OF SODA: 17 teaspoons of sugar



32 OUNCES OF SODA: 28 teaspoons of sugar



What to Do

1. Place 2 teaspoon-sized balls of fat on a plate to represent the amount of fat in a small order of fries.
2. Place 6 teaspoon-sized balls of fat on the second plate to represent the amount of fat in a large order of fries.
3. Display the side of the card with the amount of fat by the plates.

Fat in French Fries

SMALL FRIES: 2 teaspoons of fat



LARGE FRIES: 6 teaspoons of fat



Food Labels Cards

What to do?

1. Read the nutrition facts labels and compare the amount of **Sugars** (grams per serving) of each food item.
2. Measure out 4 ½ teaspoons (~18 grams) of sugar in a cup. This represents the amount of sugar in an apple.
3. Measure out 6 ½ teaspoons (~27 grams) of sugar into the second cup. This represents the amount of sugar in 8 ounces of apple juice.
4. Display the food label cards with the amount of sugar by the two cups.

Sugar in Fruits

2. Apple

| Nutrition Facts | | |
|-----------------------------------------------------------|-----|---------------|
| Serving Size 1 apple (138g) | | |
| Servings Per Container 10 | | |
| Amount Per Serving | | |
| Calories | 80 | |
| %Daily Value* | | |
| Total Fat | 0g | 0 % |
| Saturated Fat | 0g | 0 % |
| Trans Fat | 0g | |
| Cholesterol | 0mg | 0 % |
| Sodium | 0mg | 0 % |
| Total Carbohydrate | 21g | 7 % |
| Dietary Fiber | 4g | 15 % |
| Sugars | 18g | |
| Protein | 0g | |
| Vitamin A | 0% | Vitamin C 15% |
| Calcium | 0% | Iron 0% |
| * Percent Daily Values are based on a 2,000 calorie diet. | | |

65. Fruit juice, apple

| Nutrition Facts | | |
|-----------------------------------------------------------|-----|--------------|
| Serving Size 8 FL OZ (248g) | | |
| Servings Per Container 8 | | |
| Amount Per Serving | | |
| Calories | 120 | |
| %Daily Value* | | |
| Total Fat | 0g | 0 % |
| Saturated Fat | 0g | 0 % |
| Trans Fat | 0g | |
| Cholesterol | 0mg | 0 % |
| Sodium | 5mg | 0 % |
| Total Carbohydrate | 29g | 10 % |
| Dietary Fiber | 0g | 0 % |
| Sugars | 27g | |
| Protein | 0g | |
| Vitamin A | 0% | Vitamin C 4% |
| Calcium | 0% | Iron 6% |
| * Percent Daily Values are based on a 2,000 calorie diet. | | |

↓
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LOW=5% or less HIGH=20% or more
↑
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Food Labels Cards

What to do?

1. Read the nutrition facts labels and compare the amount of **Sugars** (grams per serving) of each food item.
2. Measure out 4 ½ teaspoons (~18 grams) of sugar in a cup. This represents the amount of sugar in an apple.
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4. Display the food label cards with the amount of sugar by the two cups.

Sugar in Fruits

2. Apple

| Nutrition Facts | | | |
|-----------------------------------------------------------|-----|---------------|------|
| Serving Size 1 apple (138g) | | | |
| Servings Per Container 10 | | | |
| Amount Per Serving | | | |
| Calories 80 | | | |
| | | %Daily Value* | |
| Total Fat | 0g | | 0 % |
| Saturated Fat | 0g | | 0 % |
| Trans Fat | 0g | | |
| Cholesterol | 0mg | | 0 % |
| Sodium | 0mg | | 0 % |
| Total Carbohydrate | 21g | | 7 % |
| Dietary Fiber | 4g | | 15 % |
| Sugars | 18g | | |
| Protein | 0g | | |
| Vitamin A 0% • Vitamin C 15% | | | |
| Calcium 0% • Iron 0% | | | |
| * Percent Daily Values are based on a 2,000 calorie diet. | | | |

65. Fruit juice, apple

| Nutrition Facts | | | |
|-----------------------------------------------------------|-----|---------------|------|
| Serving Size 8 FL OZ (248g) | | | |
| Servings Per Container 8 | | | |
| Amount Per Serving | | | |
| Calories 120 | | | |
| | | %Daily Value* | |
| Total Fat | 0g | | 0 % |
| Saturated Fat | 0g | | 0 % |
| Trans Fat | 0g | | |
| Cholesterol | 0mg | | 0 % |
| Sodium | 5mg | | 0 % |
| Total Carbohydrate | 29g | | 10 % |
| Dietary Fiber | 0g | | 0 % |
| Sugars | 27g | | |
| Protein | 0g | | |
| Vitamin A 0% • Vitamin C 4% | | | |
| Calcium 0% • Iron 6% | | | |
| * Percent Daily Values are based on a 2,000 calorie diet. | | | |

LOW=5% or less HIGH=20% or more

Lesson 3: Not Too Much

— Activity Sheet —

Small-Size-It Action Plan

| | |
|------|------|
| Name | Date |
|------|------|

You have just learned all about why it is important to not eat too much overly processed foods and not eat more than the recommended amount of empty calories.

On this sheet you will make an action plan to small-size-it when you do have overly processed foods. Remember you can also have whole foods instead of overly processed foods. When we eat whole food and small-size-it with overly processed foods, we are taking care of our own health and the health of the earth.

Sample:**My Action Plan:**

The overly processed food I am going to eat smaller sizes of is packaged cupcakes.

The portion size I usually have is 3 cupcakes.

To small-size-it, I am going to reduce my portion size to 1 cupcake.

Use the table below to keep track of each time you small-size it.

| Date | Day of week | I small-sized it! | Describe what made it work |
|-------|-------------|-------------------|----------------------------------------------|
| 10/27 | Thurs | ✓ | I split a three-pack with two friends. |
| 11/1 | Tues | ✓ | I found a one-pack at the store by school. |
| 11/3 | Thurs | ✓ | I split the pack with friends again. |
| 11/4 | Fri | ✓ | I bought the one-pack. |
| 11/7 | Mon | ✓ | I like eating one cupcake, I feel less full. |
| 11/9 | Wed | ✓ | My friends only eat 1 cupcake now too. |

My Action Plan:

The overly processed food I am going to eat smaller sizes of is _____.

The portion size I usually have is _____.

To small-size-it, I am going to reduce my portion size to _____.

Use the table below to keep track of each time you small-size-it.

| Date | Day of week | I small-sized it! | Describe what made it work |
|------|-------------|-------------------|----------------------------|
| | | | |
| | | | |
| | | | |
| | | | |
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Certified South Carolina Grown Logo

The **Certified South Carolina Grown** program is a new, exciting cooperative effort among producers, processors, wholesalers, retailers & the South Carolina Department of Agriculture (SCDA) to brand & promote South Carolina products. Our goal is for consumers to be able to easily identify, find & buy South Carolina products.

