



October 2006

**LifeKnowledge[®]
At Work**

To advance the integration of LifeKnowledge through local teachers.

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LifeKnowledge AT WORK Newsletter Designed for Local Teachers

This is the fifth issue of LifeKnowledge AT WORK, a newsletter created by the National FFA Organization to advance the integration of LifeKnowledge in local agricultural education classrooms across America. Designed with local teachers in mind, LifeKnowledge AT WORK is a free electronic newsletter featuring tips from teachers, education experts, leadership gurus and a host of other resources.

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LifeKnowledge Featured Articles

LifeKnowledge and National FFA Convention – A Natural Fit!

Christine White, LifeKnowledge education specialist, provides ideas on how to apply LK principles before, during and after the national FFA convention. [Click here to read article](#)

Making LifeKnowledge Work as Part of a State Curriculum

Scott Stump, program director of agricultural education and FFA for Colorado, talks about integrating LifeKnowledge into a state curriculum and involving teachers in the process. [Click here to read article](#)

LifeKnowledge – Leadership Training at its Finest!

Bridget McCarville, sales promotion manager for Chevrolet, talks about why Chevrolet is proud to support LifeKnowledge. [Click here to read article](#)

Featured Lesson

Featured Lesson Plan – Understanding Nutrition Content Terms

Agriculture teacher and FFA advisor Kendra Linnebur of Fredonia, Kan., shares a seamlessly integrated LifeKnowledge technical lesson plan. Kendra developed this lesson to tie the LifeKnowledge precepts of Character, Professional Growth and Physical Growth to the lesson she teaches on Understanding Nutrition Content Terms. [Click here to read article](#)

Sponsor Recognition

LK in Action

Tardy Students?

Do you have an issue with students being tardy or late to class? Let's use LifeKnowledge and make being tardy to class a learning moment for students.

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Hot Tips

Timesaving Tools to Conquer Paperwork!

The mound of paperwork that overshadows a teacher's life always takes away from valuable time that should be dedicated to our students. Check out some helpful and timesaving resources to conquer the paperwork without sacrificing instructional planning time.

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LifeKnowledge News

What's New with LK

– LifeKnowledge Version 3.0 to Debut at 79th National FFA Convention
– Core Catalog Products to be Featured at Convention
– Recharge and Take Charge at National FFA Convention
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Cargill's Priorities Go Hand-in-Hand with LifeKnowledge

Cargill values employees and recognizes leadership education as a means to a goal of becoming the global leader in nourishing people. Support of the LifeKnowledge Center for Agricultural Education is a component of Cargill's efforts. [Click here to read article](#)

LifeKnowledge and National FFA Convention – A Natural Fit!

By Christine White, Education Specialist, LifeKnowledge Center for Agricultural Education

The 79th National FFA Convention is only three weeks away and I am sure this fact has only made your life a little more complicated! You are faced with last-minute details such as rooming lists, transportation, schedules, parent meetings, substitute lesson plans and all the other things that pop up before convention. Sometimes we get so caught up with the day-to-day activities that we miss the opportunity to expose our students to leadership opportunities along the way. What if you were able to teach students – those attending convention as well as those who are not – valuable leadership lessons focused around convention? Here are a few ways to infuse purposeful leadership before, during and after convention.

Share the planning responsibility with your students.

As an advisor, you have a large responsibility making sure all the kinks are worked out and a plan of action is in place prior to arriving in Indianapolis. This can be a very stressful time. Why not turn over some of the responsibilities to the students? You might say to yourself, "My students are not ready for that type of responsibility" or "I have always done the planning and I am not sure I am ready to relinquish it." You're probably right if you just hand them a stack of materials and say, "Plan the week." But with a little guidance, I think you'll be amazed at how they can help you. Here are some suggested activities to get your students involved in convention planning.

"Integrating LK into your program does not necessarily need to revolve around an organized course lesson. Sometimes teaching leadership during activities such as convention is one of the best ways to help students discover skills they have learned or are acquiring."

- Let students (both those attending and those not) develop the daily schedule. Develop a template for the types of activities you want scheduled each day – then let the students select the activities they wish to attend within the time allotted. This would allow the students to take ownership of their convention experience while learning valuable life lessons in event planning.
- As a secondary exercise, have students work on the meal budgets for the week and map out places to eat. They can use the Internet and convention planner to locate restaurants.

Note: By involving students in the planning process, they can apply several LK precepts including communication, decision making and flexibility and adaptability. Integrating LK into your program does not necessarily need to revolve around an organized course lesson. Sometimes teaching leadership during activities such as convention is one of the best ways to help students discover skills they have learned or are acquiring.

Have students play an active role at convention.

All of the pre-convention planning has finally paid off and now you're in Indianapolis. Your students will be exposed to various levels of leadership because convention is packed with sessions, workshops, the career show and educational tours. With all of these opportunities available, sometimes it's expected that students are gaining valuable leadership skills. However, just because a student has attended a session or a leadership workshop doesn't mean they'll walk away with new skills. The old adage "you can lead a horse to water, but you can't make him drink" is the same philosophy. Why not guarantee that the students are actively developing leadership skills while at convention? Here are a few examples:

- Have your students keep an index card in their FFA jacket and during each session, have them capture one or two leadership ideas, interesting points or facts. During your evening meeting or check-in time, have students share the items they captured during that day. Have them prepare an index card each day.
- Have your students keep a journal of their experience at convention.
- Teach etiquette while dining at restaurants. Unfortunately, many students have never been shown the importance of manners at a restaurant.
- Develop a scavenger hunt for the career show. Have students speak to a certain number of vendors to obtain information about their companies. What a great opportunity for students to gain professional communication skills.

Note: National convention should be a place where students have fun while learning valuable leadership skills. Too many times, we take our students to conventions and conferences and just assume that they are walking away with the skills being taught. Let's make the national FFA convention the place where we are purposefully and strategically teaching leadership to our students.

Continue to build upon the experience at home.

When you're back home, have students sharpen and share skills they developed at convention. The students who attend convention are exposed to awesome experiences for developing premier leadership, personal growth and career success. Here are a few examples of how you can continue leadership development at home:

- Have students share their experiences with targeted audiences such as fellow classmates, administrators, school board members or community groups. Help them develop a meaningful presentation that articulates the skills they gained from convention.
- Have students write news articles and send them to local and regional newspapers.
- Create a display highlighting convention achievements and experiences. Use the display during open houses, community group meetings, fairs and other functions in which your chapter already participates.

Note: Leadership is an ongoing process. The ability to articulate the skills that students gained at convention will only help to cement the concepts learned while attending. This also presents a great opportunity to promote your chapter as one that is providing students with the skills to be great leaders.

We need to remember that LifeKnowledge is more than just teaching one of the 257 lesson plans. Rather, it is the integration of leadership skills into technical lessons and leadership development into everyday activities. LifeKnowledge is about allowing every student to develop leadership skills they will carry with them for a lifetime. Why not start or continue the process with the national FFA convention? It's the perfect venue to capitalize on valuable and purposeful leadership development opportunities.

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Making LifeKnowledge Work as Part of a State Curriculum

By Scott Stump, Program Director, Colorado Agricultural Education and FFA



In 2004, I had the opportunity to work on the development of some of the original LK lessons. Around that same time, we were due for development of new teaching resources in Colorado. The timing of my exposure to the engaging teaching strategies of LK couldn't have been better. I quickly realized the full integration of LK with our technical curriculum was exactly what our agriculture programs in Colorado needed.

To make this work, I knew I needed the support and help of our teachers. I pulled together 15 teachers and trained them in the LK process. From there, we developed a year-long series in animal science and plant science. Most recently, we released agribusiness lessons targeted at freshmen and sophomores using the same model. We now have more than 200 technical lessons developed by Colorado teachers to use in addition to the original LK lessons provided by the

National FFA Organization.

To help with the integration, for the past two summers, we have trained teachers throughout the state on how to use and implement LK. Overall, this process has been very successful and has brought a measurable level of rigor, relevance and engagement to our classrooms. Approximately 50 percent of our teachers actively use the original LK lessons and at least 75 percent have used some of the lessons. As for the technical LK lessons developed in Colorado, I would say that 75 percent of our teachers are actively using them. Even more importantly, the LK-style animal and plant science lessons are lessons our teachers want to teach and they are lessons that fit with our teachers' routines. We have already been asked, "What's next?" And teachers are always saying, "We want more!"

"As an added bonus, the quality and style of the lessons have impressed administrators, science teachers and key education leaders in the state of Colorado. We are now viewed as the leaders in academic integration in our state."

As an added bonus, the quality and style of the lessons have impressed administrators, science teachers and key education leaders in the state of Colorado. We are now viewed as the leaders in academic integration in our state. We have also been asked to help other education disciplines with LK training. I have trained family and consumer science instructors on the LK-style lesson format, and they are currently working on a statewide curriculum that will be released next spring to more than 400 of their instructors. You can't buy this kind of publicity for agricultural education.

There is no doubt that integrating LK into our technical curriculum has given our programs and our teachers a big boost. For an example of one of our lessons, you can visit www.cccs.edu/animal_science_curriculum/start_here.pdf. As we in agricultural education move forward, my advice to teachers is simple:

1. **Don't force it.** Make LK add value to your program by using it in a format that fits your schedule. Utilize resources from your state and National FFA to simplify the integration.
2. **Attend an LK in-service or training.** Make time to attend an LK training session so you are more apt to use LK on an ongoing basis.
3. **Make it applicable.** If possible, make LK applicable to your state. Developing lessons on the state level that are relevant to technical content and state competencies in agriculture has been significant for us.
4. **Remember the relevancy LK brings to ag education.** Agricultural education has always been about the combination of technical content in concert with life skills. LK is the ideal tool to make this happen.

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LifeKnowledge – Leadership Training at its Finest!

By Bridget McCarville, Sales Promotion Manager, Chevrolet

For more than 60 years, Chevrolet has been a proud sponsor of the National FFA Organization. Our relationship with FFA has always been a priority for us, so when LifeKnowledge came along, it was only natural for us to come on board as a founding partner. We're glad we did and here's why.

FFA is dedicated to providing premier leadership, personal growth and career success for its students. This is evident in everything the organization does, especially LifeKnowledge. Employers are looking for workers who are capable in many areas, not just a specialized area of expertise. LK develops well-rounded students who can think for themselves, make decisions, work in a team environment and process information to develop coherent solutions. Better yet, LK is targeting all students in agricultural education, not just a select few. The more young people exposed to this robust type of leadership training, the better. As a matter of fact, when I was asked to share what skills taught by LK are most important to Chevrolet, I couldn't identify just one. Chevrolet sees value in the **entire** program.

"Employers are looking for workers that are capable in many areas, not just a specialized area of expertise. LK develops well-rounded students who can think for themselves, make decisions, work in a team environment and process information to develop coherent solutions."

LK is also a good fit for us because **Chevrolet is all about leadership!** There is a deep-rooted pride in our organization to be the best, to be the leader. As proof of this, we sold more vehicles than any other automotive manufacturer in 2005. Our advertising tagline is "An American Revolution." To us, LK is a revolutionary program that is taking premier leadership to new heights because it is a disciplined, practical approach to leadership. Having leadership skills will always provide a competitive advantage to both the young person and the employer. Best of all, LK promotes leadership all the time, not just during FFA activities or competitive events. With LK, leadership becomes a mind-set that transfers to activities at home, work and play on a daily basis. It also supports different styles of leadership for different students. Young people who may not envision themselves as leaders have the opportunity through LK to discover their personal leadership style – an inspiring concept!

In conclusion, LK provides a strong foundation for agricultural education and we're proud to be part of it. Eventually, I can envision all of education adopting a similar model for infusing leadership in the classroom. LK also presents a unique opportunity for teachers to become the best in their profession. Not long ago, I attended a speaking engagement with one of the many wonderful teachers who use this program. His energy and excitement about this initiative was proof positive that LK is doing good things in the classroom, not only for students but also for teachers.

Many thanks to the dedicated agriculture teachers who are making LK possible by reaching so many young people on a daily basis. Chevrolet is with you 100 percent!

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Featured Lesson Plan – Understanding Nutrition Content Terms

By Kendra Linnebur, Agriculture Teacher, Fredonia, Kan.

A new aspect of the LifeKnowledge AT WORK newsletter is to spotlight a technical lesson plan developed by a classroom teacher that integrates the LifeKnowledge precepts as a purposeful way of teaching leadership to every student, in every class, every day. This month's lesson was developed by Kendra Linnebur, an agriculture teacher from Fredonia, Kan. This lesson, "Understanding Nutrition Content Terms," incorporates the LifeKnowledge precepts of Character, Professional Growth and Physical Growth. It explores how companies need to be honest when advertising, just as we all need to be honest or face the consequences of being dishonest. [To view a complete version of Kendra's lesson click here.](#)

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Cargill's Priorities Go Hand-in-Hand with LifeKnowledge

As a leading crop, livestock and food production company, Cargill's vision is to be the global leader in nourishing people. At the heart of the company's effort to achieve this vision is Cargill's commitment to valuing each employee and working to show how just one person can make a difference.

These beliefs go hand-in-hand with LifeKnowledge and its curriculum for agricultural education students. The program values every student and puts the student in charge of his or her own learning. Seeing the impact this program can have on the future of agriculture, Cargill chose to make a significant investment in the LifeKnowledge Center for Agricultural Education.

"Cargill believes that LifeKnowledge serves as a unique vehicle to deliver training and tools needed to equip our youth with leadership skills for the future," says Jerry Rose, corporate vice president of Cargill and former FFA member from North Dakota. "LifeKnowledge and Cargill make a great partnership because both are committed to the future success of the agriculture industry."

Cargill's roots in the agriculture industry started more than 139 years ago when it was founded in 1865 as a one-grain warehouse in Conover, Iowa. As grain and the railroads moved west, Cargill followed with new country elevators. Today, Cargill has a presence in more than 63 different countries, with 149,000 employees. The company is a leading provider of

food, agricultural and risk-management products and services. Cargill is committed to using its knowledge and experience to collaborate with customers to help them succeed.

"In order to be successful in the agriculture industry, Cargill employees know they must continually be looking not only at the present, but looking ahead into the future," says Rose. "That's why we are proud to be a part of the LifeKnowledge program that is providing every student with opportunities for continuous self-improvement and teamwork, and enabling students to actively contribute to the overall success of agricultural education, FFA and eventually the agriculture industry."

For more information about Cargill, visit www.cargill.com.

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LifeKnowledge in Action – Tardy Students?

By Christine White, Education Specialist, LifeKnowledge Center for Agricultural Education

Students being late to class can be a problem that most teachers will have to deal with from time to time throughout the school year. Sometimes this is an isolated problem, but on occasion this could be a problem that we will need to address with our students. We usually handle this situation by lecturing our students on why this behavior is wrong and restate the consequences for being late. While we are lecturing, our students usually tune us out until we stop the lecture. Why not try to resolve this issue by letting the students discover ways to become more responsible and accountable for their actions by arriving at class on time. To teach these skills, use the LifeKnowledge HS.14 Being Responsible and Accountable lesson or adapt a portion of the lesson to teach or reinforce the desired skills. A sample Interest Approach is included to help combat the issue of students being late to class.

Interest Approach Idea

Scenario:


 The bell has just rung and Sally has five minutes to get to her next class. The class Sally just left is on the first floor in the front right-hand corner of the building and she needs to travel to her next class on the third floor in the back left-hand corner of the building. On her way to class, she sees a group of friends in the hallway chatting. She decides to stop and chat with her friends. Sally arrives three minutes late to Mr. Jones' class. Mr. Jones asks Sally to explain why she was late to class for the third time this week. She will need to tell Mr. Jones why she is late and justify her reasons. When I say "GO," we will have 30 seconds to find a partner. "GO." Now that we have our partners, decide who will play Sally and who will play the role of Mr. Jones. When I say "GO," we will take one minute to conduct a conversation to explain to Mr. Jones why Sally has been late to class three times this week. We will need to justify our responses about why Sally has been late to class.

 What questions are there? Is everyone ready? GO.

After the role-play, have the class analyze what each person did to accomplish his or her objectives.

 Did anyone convince Mr. Jones that Sally was justified to be late to class?

Answers will probably be a resounding NO. Use this opportunity to expand the students' thinking as it relates to being responsible and accountable.

 In this scenario, Sally failed both at being responsible in getting to her class on time and at being accountable for being late. We helped Sally make excuses for being late and we did not make her take ownership for the fact that she was being irresponsible to stop and talk in the hall instead of getting to class on time. Let's take a look at our own levels of responsibility and accountability when it comes to being on time to this class. In a moment, when I say "Journal," open your journal and complete the following statements:

I am late to class because.....


When I am late to class, I.....

I can arrive on time to class when I...

What questions are there? Ready, Set, Journal!

Use the ME-YOU-US E-Moment to have students share the endings of the statements. Use this discussion time to review your policy for tardy students as well as the school's expectations. Capture the responses on the board and brainstorm why it is important to be responsible and accountable.

This situation is a prime opportunity to help equip students with the skills to become more responsible and accountable for their actions in other aspects of their lives. Why not tie this same principle to being on time for a job and being a responsible employee.

Note: In the interest approach listed above, the  symbol indicates information that should be spoken to students. Italicized information is "teacher talk" and is just meant as clarifying or additional information.

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Timesaving Tools to Conquer Paperwork!

As educators, we know that our lives can become very complicated by all the "extra stuff" and paperwork we are required to prepare for our classes. It seems the more time we spend on these tasks, the less time we have for planning and for our passion – working with students. Check out some free online tools to help simplify the paperwork. These tools have been identified in an article titled "Make Time to Teach: Ten Tools for Reducing Paperwork," written by Brenda Dyck for the

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What's New with LK

LifeKnowledge Version 3.0 to Debut at 79th National FFA Convention

It's here! LifeKnowledge 3.0 will be featured in the interactive classrooms at the FFA National Agricultural Career Show® at the national FFA convention. More lesson plans? Not this time. Take a look at the new precept indicator, a tool that will allow students to take online assessments in the 16 precepts of leadership, growth and career success, which in turn will allow teachers and students to get strategic about leadership development.

Also debuting will be the Coaching Guide, which is a turn-key tool teachers can use when providing feedback and coaching to students on leadership and personal growth. Finally, take a look at how LifeKnowledge products and lessons will be migrated to the World Wide Web. LifeKnowledge Center for Agricultural Education Contact: Christine White, 317-802-4212, cwhite@ffa.org.

LK 3.0 Schedules for the Interactive Classrooms at National FFA Convention

***Interactive classrooms are located in the Career Show in Exhibit Hall E at the Convention Center. ***

- Wednesday, Oct. 25
 - 3:30pm – 4:30pm
 - 5:00pm – 6:00pm
- Thursday, Oct. 26
 - 8:30am – 9:30am
 - 10:00am – 11:00am
 - 11:30am – 12:30pm
- Friday, Oct. 27
 - 1:00pm – 2:00pm
 - 2:30pm – 3:30pm
 - 4:00pm – 5:00pm

Core Catalog Products to be Featured at Convention

Are you starting a new program? Have you moved to a new school system? Are you a first-year teacher? Is it time to take an assessment of your existing program? If you answered yes to any of these questions, then you'll want to check the Core catalog product demonstration in the Interactive Classrooms at the national FFA convention. Featured in the classroom will be the New Professionals Kit, which can be utilized by any teacher teaching agricultural education. This will be an opportunity to see other materials featured in the Core and your chance to take part in many hands-on demonstrations.

National FFA Contact: Tiffany Sanderson, 402-742-3561, tsanderson@ffa.org.

Core Interactive Classroom Schedule at National FFA Convention

***Interactive classrooms are located in the Career Show in Exhibit Hall E at the Convention Center. ***

- Wednesday, Oct. 25
 - 1:00pm – 2:00pm
 - 2:15pm – 3:15pm
- Thursday, Oct. 26
 - 1:00pm – 2:00pm
 - 2:30pm – 3:30pm
 - 4:00pm – 5:00pm
- Friday, Oct. 27
 - 8:30am – 9:30am
 - 10:00am – 11:00am
 - 11:30am – 12:30pm

Recharge and Take Charge at National FFA Convention

When? Thursday, October 26, 2006 – 2:30pm – 5:00pm

Where? Indianapolis Downtown Marriott Hotel, Lincoln Room

Who? 2006 Delta and Delta II Participants

Recharge your motivation by meeting with the 2006 Delta and Delta II participants. Share your success stories, your beeps, your goes and your future plans. Maybe you want to check up on some of your peers from Delta. Maybe you have had an interesting experience with a school administrator since the conference. And maybe you would just like to reconnect with a teacher you met this summer at the conference. From 2:30pm to 3:00pm, we'll have an informal Delta reunion with a chance for you to reconnect with teachers you met this summer.

Take charge of your influence by learning how to deliver two turn-key LifeKnowledge workshops to present to your colleagues. Have you been asked to conduct a presentation on LifeKnowledge since your attendance at Delta? Maybe teaching others about LK was part of your Influence Through Implementation Plan. The LK Center for Agricultural Education will introduce two workshops for Delta and Delta II participants to use as they take their advocacy of LifeKnowledge on the road. This will take place from 3:00pm to 5:00 pm.

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Understanding Nutrition Content Terms

Kendra Linnebur, Agriculture Teacher

Fredonia, Kansas

2006

Student Objectives:

Objective One:

Justify the use of nutrition content terms to describe the level of nutrient content in foods.

Background:

Unit: Food Science, Regulation and Labeling

LK Precepts: Character: Live with integrity.

Professional Growth: Demonstrate professional ethics.

Physical Growth: Practice healthy eating habits.

Key Terms: Free, Low, Lean, Extra Lean, High, Good Source, Reduced, Less, Light, More, Healthy, Fresh, Percent Fat Free, Implied

Logistical Information:

Time: 50 minute lesson

Resources: Parker, Rick, *Introduction to Food Science*, Thomson Delmar Learning, 2003, pages 492-494

Tools, Equipment, Supplies

Interest Approach:

Gather three or four cereal boxes or other food packages that contain nutrition content terms and display them in the room. Have students make some general observations about the packages, making special note of advertising phrases that appear. Record on the board the phrases students find.

On this table, you see some familiar food packages. What types of nutrition phrases do you see on these packages that inform the customer about the nutrients in the food product? *Expected responses: Low in Saturated Fat, Good Source of Iron, 0 grams of Trans Fat. Write phrases on the board.*

Why do food companies use such phrases? *Expected responses: To persuade the customer to buy the product, to persuade customers that the product is healthy.*

LK Big Idea:

If the food company is just trying to sell their product, how do we know they are being honest about the claims they make? Let's talk about honesty. *Discussion Questions...*

1. Is there ever a time or situation where it is okay to be dishonest? When? Why or Why not?

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2. What are some consequences of being dishonest?

There is never a time or situation where being dishonest is okay. Even though the consequences for being honest may be great, usually the consequences for being dishonest are greater. If dishonesty becomes a habit and becomes part of our character, we can hurt our friends, family and ourselves. We can ruin our reputation with others by being dishonest and the people we love will not trust us.

For food companies, the risks for being dishonest with customers are great. Companies can face penalties, fines and lawsuits for being dishonest about their products. Customers can lose trust in the company and refuse to purchase their products. For a company such as Kraft that produces many food products, this can be very costly. Usually the advertising statements that companies make are honest, but we as customers need to understand the language and the meaning of those advertising statements in order to make decisions about the foods we purchase and eat. Today let's be inquisitive learners as we work to understand the nutritional content terms.

Summary of Content, Instructional Sequence, Activities and Strategies:

On your notes sheet, briefly answer the following questions... *Plan about five minutes for students to answer these questions.*

1. What do you know about the nutrition content terms?
2. What do you THINK you know about nutrition content terms?
3. What don't you know or understand about nutrition content terms?

As students are finishing up writing... Keep these questions in mind throughout today's lessons. Let's get started!

Objective One:

Justify the use of nutrition labeling terms to describe the level of nutrient content in foods.

Before this lesson, assign students to bring in food packages of various products. The package should include the nutrition facts label and at least one of the following terms: Free, Low, Lean, Extra Lean, High, Good Source, Reduced, Less, Light, More, Healthy, Fresh, Percent Fat Free, Implied. You can assign students to a term and have them bring in a package that serves as an example of the term or have each student bring in a variety. Use a Go Get It Moment to have students research the meaning of a term. The student will teach the meaning of the term to the rest of the class after justifying the use of nutrition content terms on packages.

Begin this activity by having students draw a nutrition content term from a container. Before class, you will need to cut apart the terms on the instructor sheet.

We each just received a term that is used to describe a food product on packaging. When I say "FIND IT," we will have four minutes to use the textbook to locate the term and the

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regulations for how the term can be used. Be prepared to share the regulations of the term with the class. What questions are there? “FIND IT.”

Allow students to locate the terms and then have each student or groups of students share the term with the class. Students should fill in the student notes for each term. Plan approximately 20 minutes for students to find the terms and share the terms with the class. As students are working, collect the package labels from each student. Redistribute the package labels at desks around the room.

*Students will be justifying the use of the nutrition content terms on the different package labels. Students **should not** justify a label they brought to class during this part of the activity. To get the activity started, play a game similar to musical chairs: Play music and have students walk around the room while the music is playing. When the music stops, students should go to a desk that has a nutrition label. Give two or three minutes for students to justify the label. It is time to switch package labels when the music starts again. Repeat the process five times so that the students have completed five justifications.*

Great Job! As you can see, there are some very precise regulations that a food product must meet in order to carry the nutritional content terms. Today we will become part of the FDA inspection team to determine if food companies are following the regulations and using the terms appropriately. Our task as an FDA inspector is to analyze the appropriate use of the term on the label and provide the justification for the use of the term. For example, if the package contains the term “LOW,” we will need to determine what the term “low” is referring to and if the food product meets the regulations for that nutrient to be labeled as “low.” If the product does not meet the regulations for the nutrition content term, state why and determine if there are any terms that would be more appropriate for the food company to use.

When I start the music, begin walking around the room in a clockwise direction. *Illustrate clockwise with your arm motion.* When the music stops, quickly find a desk that has a package label and justify the term on the label. When the music starts again, it is time to travel around the room until the music stops and we repeat the process. You **MAY NOT** stop at a desk that contains the nutrition label you brought and you may not stop at a desk more than once. You may use the textbook and your notes as a reference. We will do the first one together. Let’s begin. *Start music and after a few moments, stop the music. At this time, students should find a desk with a package label.*

Okay, first look at the label and see if you can find the nutrition term. *Wait a few moments.* Now, look at the term. Do you know what the term means? If not, use your text or your notes to find out the meaning of the term. *Wait a few moments.* After you know the meaning of the term, next check the nutrition label to see if the food product meets the regulations for using that term. Depending on which term you have, you may need to do some calculating to see if the percentages are correct. Finally, in your student notes, record your findings by answering these questions:

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1. What is the term that is used?
2. Is the term used correctly or incorrectly?
3. What is the evidence that it is or is not used correctly?
4. Is there another term that would be more appropriate to use?

Once you have responded to the questions in your notes, you are finished and need to patiently wait for the music to begin to move to the next package. What questions are there? *Begin music and complete four more justifications.*

Have students complete one more justification of the package label they brought to class. They will orally justify the package label to the class and other students can then “check” to see if their justifications were correct. Plan approximately 20 minutes to complete this activity.

At this point, we all should have five different complete justifications. We have only one left. When the music starts, find the desk that has your package label you brought to class. When the music stops, complete your justification and be prepared to orally justify your package label to the class. *Begin music.*

After students are finished, allow students to share justifications in class. Who will justify their package label first?

Review:

Use a Descartes E-moment to tie back to the interest approach and summarize what was learned.

What an outstanding day we’ve had learning about nutrition content terms on package labels. In a time when we constantly hear about new fad diets and health-related diseases, food companies are working harder than ever to make their products seem healthier to consumers. Since we are all consumers, it is critical that we understand the words and phrases on our food products in order to make healthy food choices. To review our lesson, let’s again focus on three questions: *Refer to questions on the board...*

1. What have you learned about the nutrition content terms?
2. How do you know that you learned it?
3. What has resonated with you most?

In your student notes, under the review section, write a letter to yourself answering these questions and including the content information we covered today. Begin by writing the normal letter greeting which is....Dear (student’s name), then continue with the body of your letter. You should be able to provide one or two sentences in response to the questions that will serve as the body of your letter. End the letter with a salutation such as: “Yours truly,” “Sincerely,” or “Respectfully,” and sign your name at the bottom of the letter.

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Evaluation:

Nutrition Content Terms Quiz

Nutrition Content Terms Key

- | | |
|------|-------|
| 1. L | 6. I |
| 2. F | 7. G |
| 3. E | 8. A |
| 4. K | 9. D |
| 5. C | 10. J |

Extended Learning Activities:

Classroom: Have students develop a table display or booth for nutrition content terms used in the food industry to inform the general public. Displays could be set up at a grocery store, hospital, health department, health fair or county fair booth.

FFA: Participate in a PALS program or Food for America presentation to inform middle school students about the terms used on food labels to develop healthy eating habits.

SAE: Interview a dietician for information on understanding food labeling.

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Nutrition Content Terms

Objective One

Instructor: Cut terms and place into a container
for students to draw and select a term.

Free
Low
Lean or Extra Lean
High
Good Source
Reduced
Less
Light
More
Percent Fat Free
Healthy
Fresh
Implied

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Understanding Nutrition Content Terms

Name _____

Student Notes

1. What do you know about the nutrition content terms?
2. What do you THINK you know about nutrition content terms?
3. What don't you know or understand about nutrition content terms?

Nutrition Term	Meaning and Regulations

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Nutrition Term (continued)	Meaning and Regulations (continued)

Review:

1. What have you learned about the nutrition content terms?
2. How do you know that you learned it?
3. What has resonated with you most?

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Nutrition Content Terms Quiz

Name_____

Date_____

Matching: Match the description on the left with the term on the right. Place the appropriate letter in the space provided. You will not use all of the terms.

1. _____ Can only be used on food that is raw, has never been frozen or heated and contains no preservatives
2. _____ Nutritionally altered product contains at least 25 percent less of a nutrient or of calories than the regular reference product
3. _____ One serving of food contains 10-19 percent of the DV for a certain nutrient
4. _____ Must be low in fat and saturated fat and contain limited amounts of cholesterol and sodium
5. _____ Less than 10g fat, 4.5g or less saturated fat, less than 95g cholesterol per serving and per 100g
6. _____ A serving of food contains at least 10 percent of the DV more than the reference food, similar to “fortified” or “enriched”
7. _____ Altered or not, contains 25 percent less of a nutrient or calories than the reference food
8. _____ A product contains no amount of or only a trivial amount of fat, saturated fat, cholesterol, sodium, sugars and/or calories
9. _____ A serving contains 20 percent or more of the DV of a certain nutrient
10. _____ Must be a low-fat or fat-free product and accurately reflect the amount of fat present in 100g of food

Nutrition Content Terms

- A. Free
- B. Low
- C. Lean or Extra Lean
- D. High
- E. Good Source
- F. Reduced
- G. Less
- H. Light
- I. More
- J. Percent Fat Free
- K. Healthy
- L. Fresh
- M. Implied

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