

Example CMD Activity Plan:

Early Elementary: Nutrition and Advertising

See lesson [How Much Fruit is in This Drink? How Can You Tell?](#)

1) Teaching Context

Grade level: Early elementary **Subject area:** Health **Unit:** Nutrition

- **What might come before or after this activity:** Learning about different food groups (and what kinds of food fall into each group) using [Choose My Plate](#).
- **Other relevant contextual information:** This lesson should come after we have talked about the number 100 (part of the kindergarten math curriculum).

2) Content Objectives:

- Reinforce the importance of eating healthy fruits and avoiding too much sugar.
- Distinguish between 100% fruit juice and other fruit drinks that have little or no fruit in them.

Literacy/Critical Thinking Objectives: (i.e., CCSS for literacy, media literacy)

- Identify and analyze the persuasive and misleading techniques used on product packages.
- Learn how to find out what ingredients are in a product and how much sugar it contains, even if you can't read.

3) Document(s) description and link:

This activity is taken from the lesson [How Much Fruit is in This Drink? How Can You Tell?](#)

4) Key Questions:

- How much fruit do you think is in this drink (and what makes you think that)?
- What words and pictures did they use to make you think this drink has a lot of fruit in it?
- How healthy do you think this drink is (and why)?
- How can you find out what ingredients are actually in a product like this?

5) Decoding Plan:

- Bring in actual containers of the 4 beverages we'll be analyzing (Motts Apple Juice, Tropicana Orange Juice, Hi-C, Hawaiian Punch) with the nutrition panels (can use empty containers).
- Set up the activity by asking about the different food groups that are important to eat each day, asking the students to name different kinds of fruit. Ask if anyone has ever eaten dried fruit (and what kind) or fruit that has been squeezed into juice (and what kind).
- Show students the images of Motts Apple Juice and Tropicana Orange Juice.
- Ask questions about whether they think there is a lot of fruit in these drinks, and what do they see that makes them think that. Ask what kind of fruit they think is in each drink and why.
- If no one mentions 100% juice, point that out and ask what that means. Discuss what 100% means (the whole thing, all of it) and relate it back to our study of the number 100 this year.
- Show students the images of Hi-C and Hawaiian Punch. Ask the same questions about whether they think there is a lot of fruit in it and why, and what kinds of fruit might be in each drink.
- Ask if they see 100% juice, and what that might mean if you don't see that written. Speculate about what else might be in the drink if it's not all juice. Note the other percentages shown on the packages (100% vitamin C, 50% less sugar) and ask how those might be different from 100% juice.
- Show all 4 images together, asking which ones have the most (and least) fruit – and how they know that – and which ones are the healthiest (and least healthy) – and why they think that. Ask which ones are aimed at kids (and what makes them think that).
- Ask how we can find out what ingredients are actually in a beverage. Show them where the nutrition panel is on the different containers and ask what they can do if they can't read (ask a grown-up to read it to them). For each product, ask again what they think might be in it and then read the ingredients. Explain ingredients that mean sugar even if they are said in a different way (e.g., corn syrup).
- Ask about what happens when you eat too much sugar (feel funny or sick, don't have room for healthier foods, get cavities, etc.). Be careful in discussing weight, avoiding words like "fat" that students might use in name-calling.
- Ask students what they can do now that they've learned about this (e.g., talk with their families, find out what ingredients are in foods and drinks when at the grocery store, look for 100% juice).