



Health Smart Virginia - Sample Lesson Plan

Grade 5

Unit Food Label Reading

SOLs:

- 5.5 A- Explain RDA (**Recommended Dietary Allowance**).
- 5.5 C- Explain the effect of **portion size** on RDA.
- 5.5 D - Explain the purpose of **vitamins and minerals (micronutrients)**.
- 5.5 E - Evaluate components of **food labels** for a variety of foods, to include **macronutrients, RDA, and portion size**.

Title: Vitamin Collector

Objectives/ Goals:

[Students are learning about the purpose of vitamins and minerals, RDA, and how to analyze food labels]

- The student will understand that there are many essential vitamins and minerals that our bodies need
- Students must eat a balanced diet with a variety of healthy foods within each food group to get all the required nutrients
- Students will learn about RDA and portion size
- It requires intentional effort to meet RDA values for all of the essential vitamins and minerals. Many people take additional supplements to meet recommendations.

Materials:

[Equipment and Set Up]

- 12 -27 hula hoops (1 for each micronutrient represented)
- 4-6 of each object type (ex. Yellow gator ball). All objects represent a different vitamin or mineral and must be safe to throw in a crowded space.
- 1 Pinnie for each group
- Students with a group of 3 at a hula hoop. Hoops spread around the perimeter of the learning space. Each hoop contains 1 unique object type.

Procedure:

Intro- Discussion should cover:

- there are many essential vitamins and minerals that our bodies need (provide some examples)
- students must eat a balanced diet with a variety of healthy foods within each food group to get all the required nutrients
- show students where to find vitamins and minerals on food labels
- Percentage next to listed vitamin/mineral is the percentage of the RDA amount for that item found in 1 serving size. If your portion is bigger or smaller than the listed serving size, the amount of the vitamin or mineral you are getting changes accordingly.

Description-

Round 1- Students will work in small groups (3s) to collect as many different types of vitamins and minerals as possible in the time provided. One person leaves their hoop to retrieve an object from another hoop. Once they get the object, they throw it back to a group member who sets it in their team's hoop. Students may not move while in possession of the object (variation- if your space or equipment does not allow students to throw objects safely, have them run back carrying the object instead). After each throw, partners must switch jobs. Students may not prevent another team from taking a vitamin/mineral out of their hoop. The object is for each group to collect as many different types of micronutrients as possible.

Round 2- Each team chooses 1 student to be the interceptor. The interceptor wears the pinnie and is trying to pick off any throw by any another team. The interceptor may run a ball back to their hoop after catching a ball, but nobody else can move with a ball in their hands. The other 2 team members are trying to collect micronutrients the same way they were in round 1.

Closure- Start with the following question:

- Was it easy or difficult to collect all the micronutrients? (difficult)
- It requires intentional effort to meet RDA values for all of the essential vitamins and minerals. Many people take additional supplements to meet recommendations.

Assessments, References & Sources:

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Resources:

- <https://familydoctor.org/vitamins-and-minerals-how-to-get-what-you-need/>
- <https://huel.com/pages/information-on-vitamin-and-minerals-in-huel-deficiencies-and-toxicity>
- https://www.health.harvard.edu/staying-healthy/listing_of_vitamins

Assessments:

Use the end of unit Label Reading Assessment for this activity