

DESCRIPTION

Students will explore caution foods in more depth and explore strategies to evaluate food labels, empowering them to make informed food choices. Students will identify red flag ingredients such as hydrogenated oils, added salt, added sugars, and artificial colors and flavors that can have a negative impact on health. In teams, students will compare the ingredients list of two similar food or beverage items in order to determine which one is closer to the source.

TIME: 45 minutes

SUBJECTS: Health, Language Arts

LEARNING OBJECTIVES

After this lesson students will be able to:

- Use information found on a food label ingredients list to determine if food is close to the source.
- Identify the names of red flag ingredients such as hydrogenated oils, added salt, added sugars, and artificial colors and flavors.
- Discuss the negative health effects of consuming foods high in hydrogenated oils, added salt, added sugars, and artificial colors and/or flavors.

*A detailed list of the Academic Standards can be found in

ACADEMIC STANDARDS

HE.K-2.1.3, HE.K-2.1.5, HE.K-2.1.6, LA.2.1.4

the Unit Overview document.

LESSON OUTLINE

- I. Introduction (3 minutes)
- II. Caution Foods (3 minutes)
- III. Food Label Clues (7 minutes)
- IV. Identifying Red Flag Ingredients (10 minutes)
 - Hydrogenated Oils, Added Salt, Added Sugar, Artificial Colors and Flavors
- V. Looking for Clues Activity (10 minutes)
 - Looking For Clues Student Worksheet
- VI. Close to the Source Snack (5 minutes)
 - Make-Your-Own Trail Mix
- VII. Team Presentations (5 minutes)
- VIII. Closing (2 minutes)

Core Supplies:



KEY TERMS AND CONCEPTS

Added Sugars – Natural and artificial sweeteners added to a food during processing

Artificial Colors – Synthetic colors added to enhance a food's appearance

Artificial Flavors – Synthetic flavors added to enhance food's taste

Caution Foods – Foods high in sugar, fat, or salt that should be limited in our diet

High Fructose Corn Syrup (HFCS) - A food and beverage sweetener made by combining two natural sugars, glucose + fructose

Hydrogenated Oils – Liquid oils to which hydrogen has been added, making them more stable; treated as saturated fat by the body

Ingredients List – List of the ingredients in the food usually found on the food "Nutrition Facts" label

Nutrition Facts Label – Food package label listing the nutrients in the food

Processed Foods – Foods to which sugar, fat, and/or salt have been added, and/or foods whose natural, edible parts have been removed

Red Flag Ingredients – Ingredients that are added to some processed foods and have a negative health impact

Salt (Sodium) - An essential nutrient for human health; regulates blood pressure, blood volume and the body's acid/base balance

LESSON MATERIALS

- 'ĀINA In Schools apron with name tag
- Kōkua Hawai'i Foundation cloth bag
- Laminated 'ĀINA Food Guide Poster
- Copy of 'ĀINA In Schools Student Workbook
- Knife (plastic lettuce knife)*
- Cutting board
- Non-latex gloves
- Napkins
- Garbage/compost bag

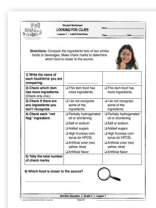
Lesson Supplies:

- Vocabulary Cards (11)
- Nutrition Facts Label Sign
- Cookie Ingredients Signs (2)
- Looking For Clues Activity Signs (8): 2 each of Applesauce, Cereal, Yogurt, Orange-Flavored Drink
- Tasting cups (3 oz.) for trail mix

Teaching Team to Provide:

- Serving tray (or use top of supply bin as tray)
- Snack ingredients* in separate containers
- Small spoons or measuring cups for self-serving

**Please do not bring knives on campus. The only knives allowed are those that are plastic and very well attended by an adult.*



Looking for Clues
 Student Worksheet



Cookie Ingredients
 Sign



Looking For Clues
 Activity Sign

ACCOMPANYING DOCUMENTS

- Student Worksheet: Looking for Clues
- Take Home Letter: Trail Mix Recipe

ADVANCE PREPARATION

- Lead docent to contact teachers to confirm date/time of the lessons.
- Lead docent of 'ĀINA Team Coordinator should check with teachers about allergies to snack ingredients, especially macadamia nuts and mango.
- Review lesson content, roles and shopping needs with docent team.
- Shop for snack ingredients and review materials needed for lesson.

*Due to allergy concerns:

- Check with the teacher about student allergies.
- Avoid nuts other than macadamia nuts.
- Avoid dried fruits treated with sulfur dioxide. Purchase only "sulfur dioxide-free" fruits.

INGREDIENT QUANTITIES NEEDED FOR SNACK

How much to buy	Up to 25 students	Up to 35 students	Up to 50 students
Dried locally grown fruits* (banana, coconut, papaya, mango, pineapple, star fruit)	1.5 pounds total	2.5 pounds total	3 pounds total
Macadamia nuts*, pumpkin seeds, sunflower seeds	1 pound total	1 pound total	2 pounds total

*In general, about 1 pound of ingredients per 10 students should be sufficient for a 1/4 cup sample.
 Look for organic and locally grown products whenever possible.*

BACKGROUND INFORMATION

Red Flag Ingredients are ingredients that are added to processed foods and have negative health impacts.

Reading the **Ingredient List** is an important way to identify high quality foods and avoid red flag ingredients. The ingredients are listed in order by weight from heaviest to lightest. The first ingredient is what you will be eating the most of. Close to the source foods have fewer ingredients and the source of the food is usually listed first. All of the ingredients should also be easy to recognize and pronounce. Beware of foods with a long list of ingredients, including these red flag ingredients:



Hydrogenated Oils

The majority of trans fats in our diet come from the addition of hydrogen to liquid oils (even healthy oils) through a process called “hydrogenation,” making them more solid. This process creates fats that are less likely to spoil and ensures longer product shelf life of foods made with them. Like saturated fat, trans fat can increase your risk of cardiovascular disease by changing the ratio of “good” to “bad” blood cholesterol levels. Trans fats are found in many foods such as baked goods, crackers, cookies, and peanut butters. While trans fat occurs naturally in some animal foods, the FDA has recommended banning all artificial trans fats and these should now be out of most processed packaged foods. Although some foods claim to be trans fat free, they can still contain up to half a gram per serving without having to list it on the nutrition label. If the ingredient list has hydrogenated oil, the product contains trans fats.



Added Salt

The main component of salt is sodium, a necessary electrolyte for proper heart, muscle, and nerve function, as well as water balance. It is recommended that children and adults consume at least 1,000 mg of sodium daily for good health. While the recommended upper limit for adults is 2,300 mg/day (the amount in 1 teaspoon), limits are 1,900 mg/day for 4-8 year olds and 2,200 for 9-13 year olds. Over 75% of sodium is derived from salt added by food manufacturers, and the typical American sodium intake for adults and children alike is between 4,000 and 5,000 mg/day. Too much sodium can contribute to dehydration, causing fatigue and loss of concentration. Too much sodium can cause high blood pressure, which increases the risk of heart disease and stroke.



Added Sugars

Many processed foods contain added sugars to enhance flavor and palatability. For example, fructose is a component of sucrose (a natural sugar) and is present in fruit. It is added to foods and beverages as high fructose corn syrup due to its low cost and increased sweetening power. However, high fructose corn syrup (also referred to as HFCS) reduces the body’s ability to inhibit food intake and feelings of satiety (satisfaction/fullness). It is also processed as a toxin by the liver. The debate continues regarding the safety of high fructose corn syrup. The increase of sugar in the diet has been linked to obesity, diabetes and cancer.



Artificial Colors and Flavors

Color is an important part of eating. People learn to expect that a strawberry is red, or that a pea is green. The color of food influences perceived flavor (for example, green coloring is added



BACKGROUND INFORMATION

CONTINUED

to lime sherbet, which would otherwise be colorless). Below is a list of common artificial colors and flavors and their food label descriptors.

- FD&C Colors: Blue #1 & # 2, Green # 3, Red #40, Yellow #5 & #6
- Monosodium glutamate (MSG), also called “natural flavoring” on many labels
- Flavor “enhancers”: Hydrolyzed soy protein, autolyzed yeast extract, disodium glutamate

Numerous studies show that some synthetic food additives, whether they are colors, flavors, or fats, can cause learning, behavioral, or other health effects for some individuals. Likewise, there are studies that do not corroborate these results. The FDA has banned some substances due to safety concerns, but the debate continues.

Since most of these added and far from the source ingredients are found in processed foods, “red flagging” them supports the idea that a healthy, close to the source diet is one that is rich in whole, unprocessed foods.

References:

“Chemical Cuisine.” cspinet.org/eating-healthy/chemical-cuisine

“Diet and Nutrition: The Artificial Food Dye Blues.” doi.org/10.1289/ehp.118-a428

Human Nutrition by Revilla, Titchenal, Calabrese, Gibby, and Meinke: pressbooks.oer.hawaii.edu/humannutrition/

“The Nutrition Source: Added Sugar in the Diet.” hsph.harvard.edu/nutritionsource/carbohydrates/added-sugar-in-the-diet/

“The Nutrition Source: Shining the Spotlight on Trans Fats.” hsph.harvard.edu/nutritionsource/what-should-you-eat/fats-and-cholesterol/types-of-fat/transfats/

“Seeing Red: Time for Action on Food Dyes.” cspinet.org/sites/default/files/attachment/Seeing%20Red.pdf

“US Dietary Guidelines, 2010-2015.” dietaryguidelines.gov

INTRODUCTION

3 MINUTES

"Hello again, we are..." (State docent names.)

"Welcome to your seventh nutrition lesson as part of the ĀINA In Schools program!"

"Do you remember our last lesson? We learned about BRAIN FOODS!"

"During our last six lessons we have talked about the importance of choosing close to its source foods. Who remembers which one was closest to its source, the apple or the Apple Jills cereal?" Wait for response.



Desired answer: Apple!

"Right! Who remembers what high quality fat, close to the source snack we had in our last lesson on Brain Foods?" Wait for response.



Desired answer: Avocados/guacamole!

"Close to the source foods are high quality, whole foods that come straight from nature. They are less processed and more nutritious than processed foods because they have not had much taken away from them or added to them. They are best for your body."



"Today we're going to talk about CAUTION FOODS. Who remembers what caution foods are?"

Desired Answer: A CAUTION FOOD is one that we can enjoy sometimes, but in

small amounts. CAUTION FOODS are high in sugar, sodium, or fat.

"Caution Foods are sneaky and try to hide in other food groups. They might disguise themselves as a Body-Building Food or Energy Food, but if they are more processed and high in sugar, salt, or fat, this makes them a Caution Food."



Some caution foods are better than others (like honey!) and you need to look for clues to figure it out. Today we will learn about food labels and specifically the ingredient list on a food label. You will become Label Detectives so you can figure out which foods are CLOSER TO THE SOURCE and better for our bodies!"

CAUTION FOODS

3 MINUTES

“We just talked about CAUTION FOODS being foods that we can enjoy sometimes and in small amounts. This is because these are foods that are high in sugar, fat or salt.”

Direct students to look at their ‘ĀINA Food Guide in their workbooks.

“Does anyone see CAUTION FOODS in their Food Guide?”



“CAUTION FOODS can be found on the side plate. What are some of the foods you see?” Accept a couple of answers.

“CAUTION FOODS are ok to eat sometimes, just not all the time. Who can think of a few more CAUTION FOODS that we don’t see here?”

Desired answers: Soda, “juice” drinks, ice cream, salad dressings, bacon, sour cream, lard, whipped cream, things of an unnatural color (i.e., blue popsicles).

“Great answers! What do you think would happen to a person who ate CAUTION FOODS too much of the time?”

Possible student answers: May become overweight, body may become unhealthy from lack of enough high quality foods, teeth may get cavities, may get sick more often, may develop diseases.

“Yes, if we eat food with too much sugar, fat or salt in them it is not good for our bodies. Our bodies need CLOSE TO THE SOURCE foods most of the time to be healthy.”

“Let’s talk now about ways you can make sure you’re choosing CLOSE TO THE SOURCE foods.”



FOOD LABEL CLUES

5 MINUTES

“Most truly close to the source foods don’t even come with a label, like an apple or banana, but a lot of foods do which is why we need to know how to read food labels and look for clues.”

“There is a place on food packages that will help you figure out whether it is a CLOSE TO THE SOURCE food.”

Hold up the Nutrition Facts Label Sign and point to the Ingredients List at the bottom.



Nutrition Facts Label Sign

“The ingredients list will tell us exactly what is in the food.”

“Since packaged foods are often farther from the source, every time you pick up a packaged food you can ask yourself, ‘Is this really good for me?’ ‘How close to the source is this food?’ One thing you can do to answer that question is to read this ingredients list.”

“Sometimes it is easy to tell if a food is not close to the source, such as caution foods like candy, cookies, sugary drinks, or high-fat meats, for example.”

“Sometimes it is difficult to tell if a food is close to the source, because the words on the package sound healthy or the pictures make you feel like the food is healthy.”

“When you are looking for a close to the source food, there are 2 clues to look for in the INGREDIENTS LIST:”

1. 1. The fewer the ingredients, the better (or: the shorter the list, the better); and
2. 2. The ingredients should be recognizable.

“Has anyone seen an ingredients list with words that you don’t recognize or can’t pronounce, and you wonder what they are?” Wait for response.

“Right now we’re going to investigate the ingredients in two different kinds of cookies. Cookies are a Caution Food, right? But not all Caution Foods are

the same. We need to figure out which one is closer to the source”

DOCENT NOTES

Use the Cookie Ingredients Visual Aid for this discussion.

“First I’m going to read the INGREDIENTS LIST from Cookie #1, that I bought at the store.”

Begin reading ingredients:

Milk Chocolate (Sugar, Cocoa Butter, Chocolate, Milk, Lecithin, Milk Fat, Stereolite, and the Lecithin and PGPR), Peanuts, Enriched Wheat Flour (Flour, Niacin, Reduced Iron, Thiamin Mononitrate, Riboflavin, and Folic Acid), Sugar, Vegetable Oil (Canola Oil, Palm Oil, and Palm Kernel Oil), Dextrose, Cocoa Processed with Alkali, Cocoa Butter, Partially Hydrogenated Vegetable Oil, Nonfat Milk, High Fructose Corn Syrup, Sodium Bicarbonate, Soy Lecithin, Vanillin, Artificial Flavor, TBHQ.

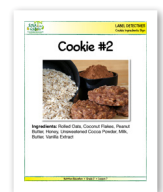


Cookie Ingredients Sign

“Next I’m going to read the ingredients for Cookie #2 that I made myself at home.”

Read the ingredients:

Rolled Oats, Coconut Flakes, Peanut Butter, Honey, Unsweetened Cocoa Powder, Milk, Butter, Vanilla Extract.



Cookie Ingredients Sign

Ham this part up a little... be amazed at how few ingredients are in Cookie #2:

*“Which cookie do you think is a better choice?”
 Desired Answer: Cookie #2!*

“That’s right. Cookie #2 is closer to the source than Cookie #1 because:”

1. It has only 8 natural ingredients compared to 30!
2. We recognize all the ingredients as whole foods.

IDENTIFYING RED FLAG INGREDIENTS

10 MINUTES

"Now we're going to learn how to identify some of the ingredients in foods that are far from the source and therefore lower in quality. We will call these **RED FLAG INGREDIENTS** and they give us more clues about our foods."



"A 'red flag' is something to be cautious about. Some **CAUTION FOODS** have **RED FLAG INGREDIENTS** that tell us that a food is **FAR FROM THE SOURCE**. Often, **RED FLAG INGREDIENTS** are easy to spot on the ingredients list because they don't sound familiar or are hard to pronounce. Today, we will look at four common red flag ingredients that are added into a lot of packaged foods we see every day."

- Hydrogenated oils
- Added salt
- Added sugars
- Artificial colors and flavors



"The first red flag to look out for is **HYDROGENATED OILS**. These are oils that food manufacturers may add to foods to make them last longer on the shelf at the store or in your house."

"Hydrogenated or partially hydrogenated oils are found in many foods such as bread, peanut butter, crackers, candy, chips, and even sports drinks!"

"There are two reasons to avoid foods containing hydrogenated oils:

1. The body doesn't recognize it as a food, so it is hard to digest.
2. It can cause your blood vessels to clog, causing diseases as you get older."



"Do you remember the ingredients for Cookie #1? It contained partially-hydrogenated oil."

"Another red flag is **ADDED SALT**. Some salt occurs naturally in our food but most of the salt we eat is from packaged foods. We all need a little salt to keep us healthy but too much salt can make you dehydrated which causes you to feel tired and distracted throughout the day. We can be careful of this red flag ingredient by looking out for the word sodium on ingredients lists."



"The next red flag we want to look for is **ADDED SUGAR**. There are many different names for sugar that you'll find on the ingredient list. Some you might recognize such as white sugar, brown sugar, honey and molasses, and some you might not recognize, like the ones that end in "-ose": fructose, sucrose or maltose."

"These are all sugars. Some sugars come naturally in close to the source foods such as fruit, dried fruit, fruit juices and honey. Some sugars are added into foods, so we call them **ADDED SUGARS**, even if the sugar being added is natural."



"What's wrong with eating too much sugar? Too much sugar can cause disease and cavities in our teeth. **CLOSE TO THE SOURCE** sugars are a better way to eat something sweet"



Now one added sugar is a red flag ingredient in a league of it's own. This is **HIGH FRUCTOSE CORN SYRUP**. This man-made sweetener is added to many foods such as fruit juice, soda, cereal, bread, yogurt, ketchup, and mayonnaise. It's a dangerous **RED FLAG INGREDIENT** because of the way our bodies process it. When we eat or drink something containing high fructose corn syrup, our bodies are tricked into thinking we're still hungry or thirsty, so we eat or drink more. **HIGH FRUCTOSE CORN SYRUP** is thought to contribute to diseases, even among children.

IDENTIFYING RED FLAG INGREDIENTS

CONTINUED

“So far we have talked about three “red flags”: hydrogenated oils, added salt and added sugar. Our last “red flag” is ARTIFICIAL COLORS or FLAVORS!”



“Food manufacturers sometimes put ARTIFICIAL COLORS or FLAVORS into foods to make them look more attractive or make the flavors stronger.”

“Often they have a number assigned to them after the name of the color such as “Yellow #6 or Red #40. This is a good clue that the food may be FAR FROM THE SOURCE.”

“Artificial colors and flavors are chemicals that your body doesn’t recognize, and they are usually found in lower quality foods that are FAR FROM THE SOURCE. Eating too many of these foods can make it difficult to stay healthy.”

“Are we suggesting that you never eat or drink foods with hydrogenated oils, added salt and sugar or artificial ingredients again? No! But we want you to be aware of what you’re putting into your body by reading ingredients lists and thinking about what you have learned today.”

“Now we’re going to do an activity where you will be label detectives and need to look for clues on the ingredients list to figure out which food item is closer to the source!”

LOOKING FOR CLUES ACTIVITY

10 MINUTES

Divide students into teams of 3-5 student detectives. Have the class turn to the Looking For Clues Student Worksheet in their workbooks.

Tell students that they will be filling out their Looking For Clues Student Worksheets by comparing the ingredients lists of the two similar food or beverage items to determine which item is closer to the source. You can walk them through the activity together using the peanut butters discussed previously or one of the items featured in this activity

Distribute to each team one Looking For Clues Activity Sign. Each sign compares the food labels of two similar food or beverage items:

- Apple Sauce
- Cereal
- Yogurt
- Orange-Flavored Drink

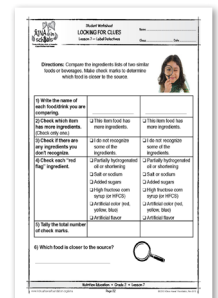


Looking For Clues Activity Sign

Assist by walking around and helping students find the ingredient clues. Help students with pronunciation where necessary, and if they can’t decide which item is closer to the source, ask questions to help them such as:

- Which item has fewer ingredients?
- Do you recognize the ingredients?
- Can you pronounce the ingredient names?
- Is it one of the RED FLAG INGREDIENTS we talked about today, such as hydrogenated oil, added salt, added sugar or artificial color or flavors?”

After 10 minutes (or sooner if teams are finished), dismiss the teams one at a time to serve themselves a close to the source snack and return to their seats to begin planning for the team presentation of their findings. Each team will have one minute to present their findings after the entire class receives their snack.



Looking For Clues Student Worksheet

CLOSE TO THE SOURCE SNACK

5 MINUTES

Close to the Source Trail Mix Snack

Distribute tasting cups to each student, teacher, and classroom aid and allow them to make their own trail mix by choosing a selection of dried fruits and nuts purchased for this snack.

"All of these ingredients are HIGH QUALITY and CLOSE TO THE SOURCE! They contain only natural sugars, oils, and the colors they came with and no RED FLAG INGREDIENTS."

"While you enjoy your CLOSE TO THE SOURCE snack with no red flag ingredients we will hear a report from each label detective team on which of their items was closer to the source and what ingredients clues they used to figure it out."



DOCENT NOTES

- Point out that anyone with a known allergy to any of the food items should not touch or sample it. By this age, kids should know this about themselves, but please bring it to the attention of the teacher who can make sure that any students with known allergies or intolerances do not receive a snack.
- You may use the Lesson Supply Bin lid as a serving tray.
- Give a snack to the teacher and any other classroom aides.
- Please refrain from verbalizing your own food preferences and be aware of your body language and facial expressions. These subtle cues have a big impact on a child's willingness to try foods!

ĀINA VIDEOS

Check out the ĀINA Videos for discussions on key concepts and directions to make the ĀINA Close to the Source Snacks: kokuahawaiifoundation.org/ainavideos

TEAM PRESENTATIONS

5 MINUTES

Label Detective Team Presentations

Give each team up to 1 minute to present their findings to the class. Have teams with the same card comparison present together: Applesauce, Cereal, Yogurt, Orange-Flavored Drink. Reinforce the key ideas as students say them.

"Lower quality, FAR FROM THE SOURCE foods usually have a long list of ingredients, with lots of words we may not recognize. The CLOSE TO THE SOURCE foods have much shorter ingredient lists and we recognize the ingredients listed."



CLOSING

5 MINUTES

Provide a quick review:

- Look for clues on the ingredients list of food labels
 - The fewer the ingredients, the better; and
 - The ingredients should be recognizable.
- “Red Flag Ingredients” to watch out for are:
 - Hydrogenated oils
 - Added salt
 - Added sugars – especially High Fructose Corn Syrup
 - Artificial colors and flavors

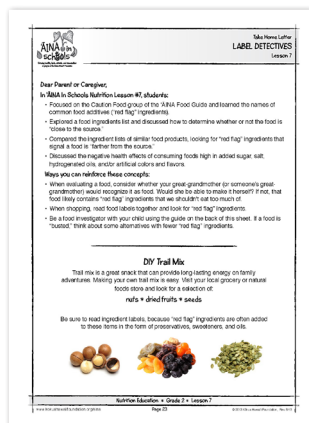


Review the Take Home Letter and follow-up activities:

- “Share the Take Home Letter with your family and try making a trail mix especially for your ‘ohana. Remember to look for fruits that don’t have sugar or other ingredients added to them.”
- Encourage students to create their own recipes using their label detective skills to avoid any red flag ingredients in their creation. Students may use the ‘ĀINA Recipe Challenge form at the end of their ‘ĀINA Nutrition Student Workbooks to share their creations. Kōkua Hawai‘i Foundation will select recipes to feature in future blog posts, newsletters, and cookbooks.

Thank the students for doing such a great job!

THANK YOU!



DOCENT NOTES

- **Pack your trash!** Please leave the classroom cleaner than you found it by removing all lesson-based trash. We don’t want to add any burden or extra trash for the teachers or custodians so please do not throw away any trash in the classroom garbage. Instead:
 - Collect napkins and any leftovers.
 - Leftovers may be composted if composting is available at the school.
 - Use the garbage bag in the Lesson Supply Bin to remove all lesson-related food items from the classroom.
- Please do not leave any food in the supply bin. Perishable props have been known to get moldy and smelly when left in the bin after the last lesson.
- Please complete your online docent survey for this lesson. This is valuable feedback that helps to improve our program.
- Please collect student recipe submissions regularly and turn in to KHF staff or ‘ĀINA Team Coordinator if applicable.

ADDITIONAL RESOURCES

Books

- ***Kid Food: The Challenge of Feeding Children in a Highly Processed World*** by Bettina Elias Siegel
Written for parents, this book explores the challenge trying to raise healthy eaters in a society that encourages highly processed foods.
- ***The Pantry Principle: how to read the label and understand what's really in your food*** by Mira Dessy
This book for adults discusses several food ingredients, outlining why we should limit red flag ingredients and offers healthy alternatives.

Lesson Plans & Activities

- **“Lesson 3: Preservatives” in What’s on Your Plate? Curriculum Guide:** whatsonyourplateproject.org
This includes a discussion on processed foods and activities investigating ingredient labels.
- **“Sugar Shocker Education Kit,” Alberta Health Services:** albertahealthservices.ca/assets/info/nutrition/if-nfs-sugar-shocker-kit.pdf
A collection of activities that illuminate just how much sugar is in many foods and beverages, promoting label reading and making water one’s beverage of choice.

Videos

- **“ĀINA In Schools Close to the Source Snack Make-Your-Own Trail Mix,” Kōkua Hawai'i Foundation:** kokuahawaiifoundation.org/ainavideos
This video shows how to make a customized trail mix with close to the source nuts, seeds, and dried fruit.
- **“GrowingGreat: Graph Your Groceries,” GrowingGreat:** [youtube.com/watch?v=mzuRXrSN6Ug](https://www.youtube.com/watch?v=mzuRXrSN6Ug)
This video guides students through examining and graphing the number of ingredients found on a selection of food labels.

- **“Read Labels,” Nourish Video Series:** nourishlife.org/2014/01/video-nadine-burke-read-labels/
Dr. Nadine Burke shares her tips on reading nutrition facts labels and ingredients lists.
- **“Salt, Sugar, Fat,” In Defense of Food:** pbslearningmedia.org/resource/in-defense-of-food-clip-02/salt-sugar-fat-in-defense-of-food/
A short video about how and why highly processed foods with added salt, sugar, and fats are designed to make us crave them.
- **“Whole and Healthy,” Nourish Video Series:** nourishlife.org/2011/03/whole-healthy
Why is whole healthier? Dr. Nadine Burke discusses the difference between processed and whole, or “close to the source” foods.

Additional Resources

- **“Figuring out Food Labels for Kids,” KidsHealth:** kidshealth.org/en/kids/labels.html?WT.ac=p-ra
Describes what information kids can get out of reading food labels.
- **“The Nutrition Source: Added Sugar in the Diet,” Harvard School of Public Health:** hsph.harvard.edu/nutritionsource/carbohydrates/added-sugar-in-the-diet/
Describes the many sources of added sugars one can discover in foods by reading food labels.
- **“Nutrition Guidelines for Food, Beverages,” Hawai'i State Department of Education:** hawaiipublicschools.org/TeachingAndLearning/HealthAndNutrition/NutritionStandards/Pages/home.aspx
Outlines the guidelines for foods and beverages provided and sold on campus. Caffeine, artificial colors, and artificial flavors are some of the red flag ingredients prohibited in beverages.

Find more at
kokuahawaiifoundation.org/ainalessons