

# Nutrition Food Labels Activity

Name: \_\_\_\_\_

1. Listen to an overview of Nutrition Labels.
2. Read Nutrition Page (on back of labels page).
3. Class ranking of Snacks & Drinks.
4. Fill in both Nutrition Comparison Charts (snacks & drinks).
5. Colour the best 2 for each category in green and the worst 2 in red. Use pencil crayon. **NOTE:** A low number is best in some categories, while a high number is best in others. Remember what we discussed and read (ask your group if you need).
6. As a group Re-Rank the Snacks from healthiest to least healthy.
  - a)
  - b)
  - c)
  - d)
  - e)
  - f)
7. As a group Re-Rank the Drinks from healthiest to least healthy.
  - a)
  - b)
  - c)
  - d)
  - e)
8. Be prepared to argue/defend your rankings in front of the class.

9. Analyze the following food label. Make an educated & clear **RESPONSE** based on your findings (in the space to the right).

McDonalds Data		
Per	Big Mac Meal + McFlurry	
Calories	2043	102%
Fats (g)	81.3 g	125%
Saturated Fats (g)	28.0 g	140%
Cholesterol (mg)	151 mg	50%
Sodium (mg)	1591 mg	66%
Carbs (g)	288 g	96%
Fibre (g)	11.1 g	44%
Sugars (g)	175 g	
Protein (g)	49.8 g	100%
Vitamin A		32%
Vitamin C	24.7 mg	41%
Calcium	755 mg	76%
Iron	6.2 mg	34%
Folate		25%
Magnesium	43.8 g	11%

10. Find a food item (in your fridge/pantry or at the store) that satisfies each of these scenarios.

a) Besides orange juice, find a beverage that will get you the vitamin C you need.

b) As a teenager, you need enough calcium to grow strong, healthy bones. Besides milk what could you eat/drink that would help you get your 100% of the Daily Value for calcium?

c) You know that getting enough iron in your diet isn't always easy. What is a food that has lots of iron?

**BONUS:** Orange juice and milk are both healthy choices. Why can't you just have one and forget the other?

## Learning Strategies

**Survey the Label.** Fill a grocery bag with a variety of food packages, all bearing the new food label. Have each student reach into the bag and remove one package.

Introduce the lesson by having students study the packages, then name five things a label might tell them about the food inside. On the board, list the types of information they find.

**Brainstorm the Reasons for Food Labeling.** Talk briefly about how food choices affect health now--and in the future. Survey the class: How might food labels help you make food choices for a healthful diet? Explain that food labels help them:

- compare foods
- make informed food choices that match their own personal needs
- plan meals and their whole diet to meet dietary guidelines

**Locate Parts of a Food Label.** Have students find and discuss nutrition information on the new label.

First, have them find the Nutrition Facts panel. Point out that the heading Nutrition Facts identifies the new label. Talk about the parts of this panel: serving sizes; calories, nutrients and fiber; and % Daily Values. Point out that they can use the calories and the % Daily Value per serving to quickly compare foods ... and see how one serving fits in a 2,000-calorie diet.

Second, have students look for nutrient content claims, such as "cholesterol free" or "low calorie," on their labels. Explain that these claims are a quick reference, but the Nutrition Facts give more specific information. Point out that these claims won't appear on all labels.

Third, have students find any health claims on the food labels. Explain that these claims describe how a food or a component of food relates to health conditions, such as heart disease, cancer or osteoporosis, but they need to check the Nutrition Facts for specific information. Again, health claims won't appear on all labels.

Fourth, have students find the ingredient list. Point out that almost all foods have this list, unless the product has just one ingredient.