

Name of Activity	
WHAT'S IN MY FAST FOOD?	
Submitted by	Diane Titterington
National Standard(s)	3 – Students will Demonstrate the ability to access valid information and products and services to enhance health. 5 – Students will demonstrate the ability to use decision-making skills to enhance health.
Grade Level Outcome or Performance Indicator	3.5.1 – Identify characteristics of valid health information, products and services. 5.5.5 – Choose a healthy option when making a decision.
Activity Objective	For students to be able to find, read, and understand restaurant nutrition fact guides, and to be able to apply this information to their own meal choices at these restaurants in order to make healthier food choices.
Grade(s)	4 th /5 th grade
Materials	Various local fast food restaurant nutrition facts guides, 1 folder for each restaurant (labeled with the restaurant name), worksheets, pencils, scrap paper for math. Optional—rulers or other straight edge; calculators
Activity Description	
Diagram	
<p>Instructions: Prior to class, either download and print-off the nutritional information guides for several fast food restaurants near you, from which your students would purchase food, or visit these restaurants and ask them to give you several of their printed nutrition facts menus/guides. I get/print off about 10-12 for each restaurant, which is usually more than enough for students in a class of 30. These will be used by several classes. Place these in separate folders labeled with each restaurant's name. (Note: If they have access to computers in your class, they could go online themselves to find/print off the information they need, but printing these for every student could get costly since some restaurants have a lot of pages.)</p> <p>Instruct students to think of a fast food-food restaurant of which they are familiar enough with the menu that they know exactly what they'd order. They will list these items on their worksheet, being specific as to what they'd order (ex. what size, how many, any sauces/ketchup/dressings, etc.). They will use that restaurant's nutrition guide to fill out their worksheet. If their restaurant's nutrition facts guide does not give information for a certain column category, they will just shade in that column. I suggest students use a ruler to keep their place when finding and copying the information from the nutrition facts guide.</p> <p>The first page of their worksheet is all about the meal they would select. As an option, the second page of the worksheet can be done in table groups for everyone who chose the same restaurant (ex. McDonald's). This page is asking questions about that restaurant's ENTIRE menu. Students can work together to help each other fill out this page.</p>	

LESSON FOLLOW-UP: When all worksheets are completed, either write each restaurant name on the board and list the items with the most calories, fat, sugar, and sodium for each restaurant, or put up chart paper for each restaurant and have students write down this information on their restaurant's chart. Discuss the results and healthier food options for each restaurant.

NOTE: This activity will take 2-3 class periods.

Modifications

Include ways to modify this activity for advanced, lower level and inclusion students.

Pair up inclusion and lower level students with more advanced students who are using the same restaurant fact guide.

Another option is to have inclusion students just do the front side of their worksheet & simplify it so they have fewer categories to fill in for their meal.

Advanced students could expand this lesson by drawing bar graphs showing their one meal's total intake of calories, sodium, fat, and sugar side by side with a bar graph showing their personal total daily recommendations for each of these categories. You could later share these with the rest of the class.