

WHAT'S IN MY FAST FOOD? Worksheet Activity Instructions

Presenter: Diane Titterington (2014 SHAPE America Central District Health TOY; 2013 KAHPERD Health TOY)
dtitterington@tong464.org USD 464 Tonganoxie, KS 913-909-7221 c

National Health Standards: 1, 2, 3, & 5

Objective: To help students learn to use fast food/restaurant nutritional guides, to help them understand what is in the food they eat, and to help them make healthier choices when purchasing foods in the future.

Grade Level: This activity was designed for use with 4th/5th graders, but it can easily be used/modified for any older grade levels.

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.)

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.

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.

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.