

Activity F3a Sneaky Snacks

Objectives: Students will...

- Be able to identify, read and understand ingredient labels on processed foods.

Time: 20 minutes

Location: Classroom

Materials: Snack wrappers and Worksheets

NOTE:

The day before your class performs this activity, ask students to bring in a package or wrapper from one of their favorite snacks or beverages.

1. Have students bring out their food wrappers and identify the list of ingredients.
2. On their worksheets, students should circle all of the ingredients that are listed on their snack wrappers and answer the subsequent questions. On the worksheet, students are asked to collect the results of the entire class. You may want to lead this portion by collecting data from students and writing it on the board.
3. After students have completed the worksheet, ask the class if they figured out that the ingredients listed on the worksheet are all derived from corn.
4. Discuss the results with the class. After investigating their snacks, what do they think about processed foods? What kinds of food do most students at their school eat? Do most students eat corn every day?

For the Students:

Activity Worksheet:
F3b Anatomy of a
Supermarket

Activity F3a Sneaky Snacks

What is your snack? _____

Circle all of the ingredients listed below that appear on your snack label.

- Ascorbic Acid
- Citric Acid
- Crystalline Glucose
- Fructose
- Hydrolyzed Vegetable Protein
- Malt Extract
- Maltose
- Corn Starch
- Dextrin
- Caramel Color
- Modified Food Starch or starch
- Malt Syrup
- High Fructose Corn Syrup (HFCS)
- Corn Syrup
- Dextrose
- Xanthan Gum
- Monosodium glutamate (MSG)
- Maltodextrin

• How many, if any, of these ingredients are in your snack?

• What do you think these ingredients have in common?

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Polling the class

Number of people with none of these ingredients on their labels _____

What snacks did they have? _____

Number of people with 1 of these ingredients on their labels _____

Number of people with 2-3 of these ingredients on their labels _____

Number of people with 4-5 of these ingredients on their labels _____

Number of people with more than 5 of these ingredients on their labels _____

What snacks did they have? _____

What do the results of this activity make you think about foods you eat?

Based on your class poll, what conclusions could you draw about the foods that students in your class eat?
