



Objectives:

1. Students will be able to read a nutrition label to determine the percent juice contained in a fruit juice.
2. Students will recognize that 100% is the whole thing and that if something is not 100%, then it is not the whole thing.
3. Students will be able to graph the % juice contained in 3 or more types of fruit juice.



Is it Fruit?

Description:

This lesson is best used as part of a nutrition unit, specifically for a discussion related to the fruit group. In this activity, students learn that 100% means the "whole thing." If a fruit juice is not 100% juice, then it is not a fruit -- it is an "extra" food. It is helpful if students have had prior experience with nutrition labels. Prior knowledge about the "extras" group would also be helpful for this lesson.

Materials Needed:

- collection of empty frozen and bottled drink containers that claim to contain some fruit juice, varied so that some do not contain 100% juice
- overheads of two nutrition labels, one from a 100% juice item and one that is not (overheads need to be teacher-created)
- pencils or crayons
- student journals
- Juice Jug Worksheet (see attached)

Procedure:

(As part of a nutrition unit, have students collect juice containers to use for this activity.)

Share an overhead of a nutrition label from a juice that is 100% fruit or juice. Explain that 100% means the whole



Is it Fruit?

Continued....

thing -- 100% means it is the same as eating the fruit.

Also point out the ingredient section and how the first ingredient is the thing there is the most of in a food. Talk about other percentages listed such as vitamin C and how some ingredients are added to make foods appear more healthy. Share a second overhead from a juice that is not 100%. Explain that if it is not 100% juice, it is not fruit -- it is an "extra"

Pass out the juice jug graph worksheet to each student. Use another overhead to show how to write in the label for the name of the juice, graph the % juice, and indicate whether it is fruit or not. Pass out juice containers -- students may work in pairs or in small groups to locate the information on the containers to complete the jug graphs. Afterwards, lead a discussion about what was discovered and how to make better choices for choosing drinks that contain fruit juice.



Name: _____

Is It Fruit?



Juice Name

_____ % fruit

Is it fruit? _____yes _____ no



Juice Name

_____ % fruit

Is it fruit? _____yes _____ no



Juice Name

_____ % fruit

Is it fruit? _____yes _____ no