

Snack Attack

You need

- ★ snack bar wrapper information (see copymaster)
- ★ a computer spreadsheet/graphing program (if available)
- ★ a classmate

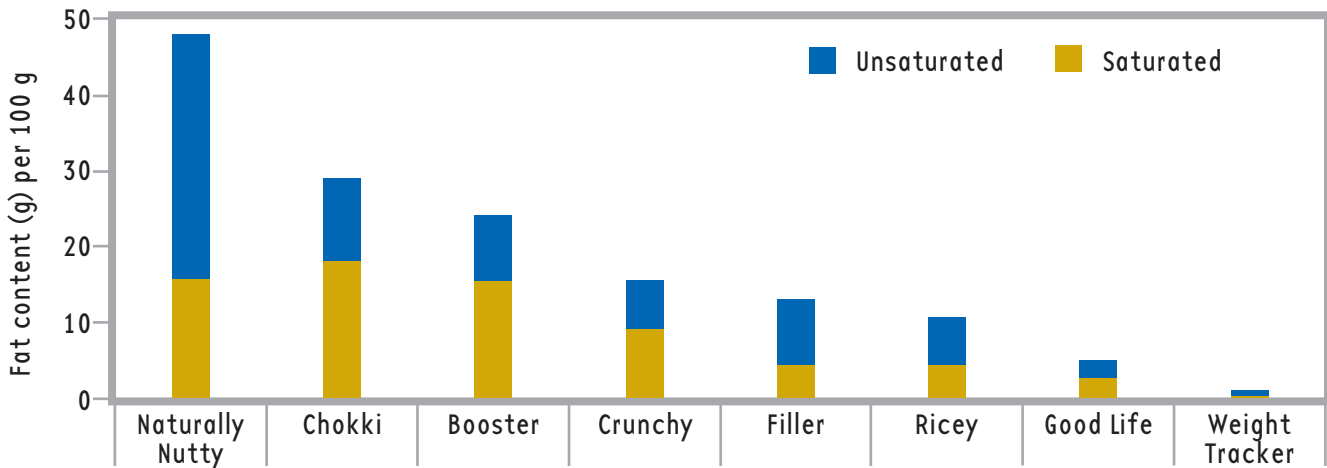
Activity One

Riku and Margot compare their snack bars:



Riku and Margot decide to investigate the nutritional information found on the wrappers of snack bars. They start by using the Internet to find out what the various categories mean. Next, they compare the fat content of 8 bars (using the per 100 gram data) by creating a stacked bar graph and arranging the bars in order:

Fat Content of 8 Snack Bars



1. Discuss with a classmate what the graph says about the fat content of the bars. Summarise your discussion as a series of points.
2.
 - a. Create a similar graph that compares the carbohydrate/sugar content of the bars.
 - b. What you can learn from this graph? Summarise as a series of points.
3.
 - a. Create a scatter plot (using a computer, if available) that shows total fat in relation to total carbohydrate (per 100 grams).
 - b. With the help of your graph, identify snack bars that are relatively:
 - low in fat but high in carbohydrate
 - low in both fat and carbohydrate
 - low in carbohydrate but high in fat
 - high in both fat and carbohydrate.
 - c. With a classmate, discuss your findings and what different types of graphs best show these.
4. Here is the Marketing Department's slogan for the Booster bar:

FACT: Sugars are part of the total carbohydrate content.



- a. Discuss with your classmate whether this claim is reasonable.
- b. Some ingredients in bars may boost energy quickly (carbohydrate and sugar). How does the Booster bar compare with the other bars?

Activity Two

1. Choose 2 of the 8 bars on the information sheet and create a graphical comparison of their nutritional content.
2. The suggested "serving" for the different bars varies. Discuss whether the per serving or the per 100 gram data is likely to be more useful to someone buying the product. Explain your reasoning.

