

Salt Awareness Activities

Time Needed:

These activities can be a quick 5-10 minute activity on a stall, or it can be part of a longer discussion within a class or lesson.

Activity 1

Materials Needed:

- Food labels (mixture of low/high/medium salt contents). This can be food such as soup, gravy, soy sauce, pot noodles, pasta sauces and ready meals (make sure to cover over any colour coded label on the front of packs if there is one.) Printing a picture of a product will also work as long as you print the nutritional information on the back of the paper.
- Packet of ready salted crisps (or more if there is going to be a taste test)
- Sticky Notes
- Pens
- Traffic Light Shopping Card

Method:

1. Lay out the food labels on a table
2. Beside these, display a packet of ready salted crisps with a note of how much salt is in the packet. You may even want to get the individual/group to taste a crisp to understand what that level of salt tastes like.
3. Ask them to look at the food products on the table and guess how much salt is in each food and whether this is high, medium or low. *This can be done all at once, by placing answers on sticky notes and placing them on the products, or can be done 1 by 1.*
4. Ask them to look at the nutrition information on the label and compare with their answers
5. Ask them whether they think it is low, medium or high in salt.
6. Using the traffic light shopping card, ask participants to check their answers

Discussion:

- Does the salt content of the foods surprise you?
- How much salt do you think we should be having a day? How much do these products contribute?
Highlight:
 - Food industry putting too much salt in our food
 - Food doesn't need to taste salty to be salty – saltiness can be hidden by other flavours. Crisps may taste saltier than foods than contain more salt
 - Salt effect on health

Activity 2

Materials Needed:

- Food labels (mixture of low/high/medium salt contents). This can be food such as soup, gravy, soy sauce, pot noodles, pasta sauces and ready meals (make sure to cover over any colour coded label on the front of packs if there is one.) Printing a picture of a product will also work as long as you print the nutritional information on the back of the paper.
- Packet of ready salted crisps (or more if there is going to be a taste test)
- Traffic Light Shopping Card

Method:

1. Lay out the food labels on a table
2. Display a packet of ready salted crisps with the salt content of the packet highlighted. You may even want to get the individual/group to taste a crisp to understand what that level of salt tastes like.
3. Ask them to look at the food products on the table and put them in order of least to most saltiest
4. Once finished, ask them to look at the nutrition information on the labels and compare with their answers
5. Put the food products in the right order
6. Using the traffic light shopping card, ask participants to check their answers

Discussion:

- Does the salt content of the foods surprise you?
- How much salt do you think we should be having a day? How much do these products contribute?
Highlight:
 - Food industry putting too much salt in our food
 - Food doesn't need to taste salty to be salty – saltiness can be hidden by other flavours. Crisps may taste saltier than foods than contain more salt
 - Salt effect on health

Activities 1 and 2 are quite similar however can be merged together for a longer session. Individuals/Groups can guess the amount of salt in the products and then put them in order of high to low with their guesses. Then look at the nutritional information and use the colour coded labelling resource to show whether the product is high, medium or low in salt.

Activity 3

Materials Needed:

- Food labels (mixture of low/high/medium salt contents). This can be food such as soup, gravy, soy sauce, pot noodles, pasta sauces and ready meals (make sure to cover over any colour coded label on the front of packs if there is one.) Printing a picture of a product will also work as long as you print the nutritional information on the back of the paper.
- Packet of ready salted crisps (or more if there is going to be a taste test)
- Salt
- Teaspoons
- Small plates
- Food scales (not necessary if unavailable, however will be more accurate. 6g salt = 1 tsp)
- Traffic Light Shopping Card

Method:

1. Lay out the food labels on a table
2. Beside these, display a packet of ready salted crisps with a note of how much salt is in the packet. You may even want to get the individual/group to taste a crisp to understand what that level of salt tastes like.
3. Going through one product at a time, ask the individual/groups to spoon out how much salt they think is in them (*without using scales if they already know how many grams is in the product from activity 1 or 2*)
4. After each product, show them the correct amount
5. Also show them how much is the recommended maximum salt intake for an adult or child depending on audience

Discussion:

- Does the salt content of the foods surprise you?
- How much salt do you think we should be having a day? How much do these products contribute?
Highlight:
 - Food industry putting too much salt in our food
 - Food doesn't need to taste salty to be salty – saltiness can be hidden by other flavours. Crisps may taste saltier than foods than contain more salt
 - Salt effect on health

Activity 3 can be done in addition to activities 1 and/or 2. This can be done after these activities. If they have done activities 1 and/or 2 they will know how much is in the products but won't know what this looks like.