

# Junior Cycle Topic 3 Teacher's Notes



## OVERVIEW

### Aim

The aim of this topic is to enable students to analyse and interpret nutrition information when using labels to choose food products, cut down on food waste and make a complaint.

### Learning Intentions

At the end of this topic students should be able to:

- Interpret nutrition information on Front of Pack (FoP) labels
- Use nutrition information to plan a healthy balanced diet and make healthy food choices
- Cut down on food waste at home and shopping wisely
- Identify who to contact if they have a complaint

### Resources

- Classroom slides
- Activity sheets
- Information sheet



## SLIDE 1

### Brainstorm

Ask the students:

- Can information on food labelling help them make healthier food choices
- How to cut down on food waste



Slide 1

## SLIDE 2

### The Food Pyramid

This slide displays an image of the **Food Pyramid**. The Food Pyramid is designed to make healthy eating easier.

### Show 'The Food Pyramid' slide

Healthy eating is about getting the correct amount of nutrients – protein, fat, carbohydrates, vitamins and minerals you need to maintain good health. Foods that contain the same type of nutrients are grouped together on each of the shelves of the Food Pyramid. This gives you a choice of different foods from which to choose a healthy diet. To begin ask the students what is the Food Pyramid and what are the six food groups that make up the pyramid.

There are six shelves:

- Foods and drinks high in fat, sugar and salt
- Fats, spreads and oils
- Meat, poultry, fish, eggs, beans and nuts
- Milk, yogurt and cheese
- Wholemeal cereals and breads, potatoes, pasta and rice
- Vegetables, salad and fruit.

We need to eat more from some groups than others. The revised Food Pyramid separates the Top Shelf from the rest of the Food Pyramid as these foods and drinks high in fat, sugar and salt are not essential in a healthy diet.

For more information about the Food Pyramid

visit: <http://www.safefood.eu/Healthy-Eating/What-is-a-balanced-diet/The-Food-Pyramid.aspx>

### Resource

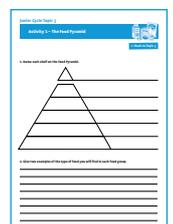
The 'What is a serving' information sheet gives easy to understand guidance on servings.

### Paired activity – Activity Sheet 1

Give each pair an activity sheet. Ask them to work in pairs. This activity asks the students to name each food group and give two examples of food for each group.



Slide 2



Activity 1



Information Sheet

# Junior Cycle Topic 3 Teacher's Notes



## SLIDE 3

### Making healthy food choices – the label link

This slide explains how food labels can be used to make healthy food choices.

#### Show the 'Making healthy food choices – the label link' slide

Food labelling contains information provided by food businesses about their products. Food labels give information that allows the consumer to compare one food with another and make wise food choices.

When choosing a healthy diet one of the key things to do is to cut down on fat (especially saturated fat), salt and added sugars. The consumer can use labels to choose:

- A ham sandwich with a higher fibre and lower salt content
- A pizza with lower salt content
- A cheddar cheese with lower fat content
- A breakfast cereal with a higher fibre and lower sugar content
- A drink with lower sugar content.

Food labels can be used to make healthier, safer and more informed food choices when choosing between products. Food labels can assist the consumer to understand what nutrients manufactured food products contain. The ingredients label and nutrition panel on the back of pack can help to make healthier choices.

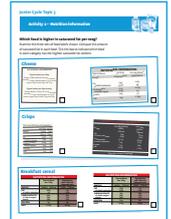
For example, teenage girls, who require fewer calories than teenage boys, may not get enough calcium and iron. They can use the label to help them choose foods that give a good supply of those nutrients.

#### Paired activity – Activity Sheet 2

Give each pair an activity sheet. Ask them to work in pairs. This activity asks the students to compare three different foods and identify which has the highest saturated fat content.



Slide 3



Activity 2

## SLIDE 4

### Nutrition information on the Front of Pack

This slide looks at nutrition information on the front of pack and how it can be used to make healthy food choices. An example of the presentation of a Front of Pack label is shown.

#### Show the 'Nutrition information on the front of pack' slide

Front of Pack labels usually give a quick guide to energy, sugars, fat, saturated fat and salt. Most of the big supermarkets and many food manufacturers display nutrition information on the front of pre-packed food – this is referred to as Front of Pack labelling (FoP).

- FoP labelling is not mandatory (not required by law)
- It is very useful for comparing similar food products at a glance
- The FoP label must show energy or energy along with fat, saturates, sugar and salt
- Percentage reference intake information can be given on a per 100g/ml and/or per portion basis.

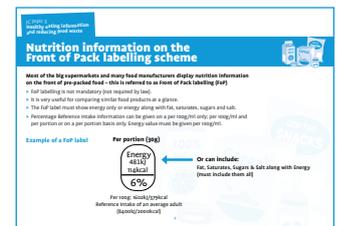
Front of Pack labels give a quick guide to energy, sugars, fat, saturated fat and salt. Reference Intakes on the front of pack, where available can help in the choice of foods with less fat, salt and sugars. If the consumer is enabled to moderate and balance their food choices, they can eat healthily every day. **Reference Intakes (RIs)** are guidelines about the approximate amount of particular nutrients required for a healthy diet.

#### Paired activity – Activity Sheet 3

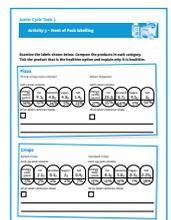
Give each pair an activity sheet. Ask them to work in pairs. This activity asks the students to compare foods and identify which is healthier.

#### Answers

The Thin and Crispy Pizza is healthier as it contains less fat, saturates and sugars per half pizza. The Baked Crisps are healthier as they contain less fat, saturates and salt per pack.



Slide 4



Activity 3

# Junior Cycle Topic 3 Teacher's Notes



## SLIDE 5

### Traffic light/colour coding on Front of Pack (FoP) labelling

This slide looks at the colour coding used by the Front of Pack labelling scheme in the UK and how it can be used to make healthy food choices.

#### Show the 'Traffic light colour coding front of pack labelling' slide

A new FoP scheme has been developed by four UK Governments in consultation with major manufacturers, retailers and consumer organisations. Food products which display colour coding on the front of the pack show the consumer at a glance if the food they are thinking about buying has high, medium or low amounts of fat, saturated fat, sugars and salt, helping the consumer to choose the healthier option.

In addition to colour coding the consumer may also see the number of grammes of fat, saturates, sugars and salt in what the manufacturer or retailer suggests as a 'serving' of the food. Energy is also provided per 100g.

#### What do the colours mean?

**Red** on the front of pack means the food is high in something consumers should try to cut down on in their diet. It is fine to have the food occasionally, or as a treat, but the consumer should watch how often they choose these foods, or try eating them in smaller amounts.

**Amber** means the food isn't high or low in the nutrient, so this is an acceptable choice most of the time. The consumer might want to go for green for that nutrient some of the time.

**Green** means the food is low in that nutrient. The more green lights, the healthier the choice.

Many of the foods with colour coding that the consumer sees in shops will have a mixture of red, amber and green. So, when choosing between similar products, the consumer should choose foods with more greens and ambers, and fewer reds, to ensure healthier choices.

#### What is the criteria for colour coding?

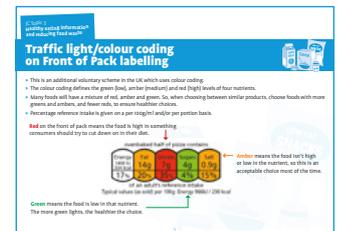
The colour coding approach to nutritional signpost labelling requires criteria that define the green (low), amber (medium) and red (high) boundaries for the key nutrients fat, saturated fat, sugars and salt. (See table on Activity Sheet 4).

#### Why is colour coded labelling important?

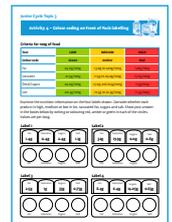
Colour codes can help consumers get the balance right by helping them to choose between products and keep a check on the amount of foods high in fat, saturated fat, sugars and salt that they are eating. Consumers can use FoP labelling to help make informed decisions about healthier food choices.

#### Paired Activity – Activity Sheet 4

Give each pair an activity sheet. The students are asked to examine the information provided on four labels and identify if the amounts of fat, saturates, sugars and salt in each are low, medium or high.



## Slide 5



## Activity 4

# Junior Cycle Topic 3 Teacher's Notes



## SLIDE 6

### Cut down on food waste at home

This slide looks at how to cut down on the amount of food wasted by storing food properly at home.

#### Show 'Cut down on waste – shop wisely' slide

Every year avoidable food waste costs us a mint – follow these tips to cut down on throwing out food.

- Put fresh food away as soon as you get home.
- When you're putting it away check use by dates to see what you should use immediately and what you should freeze.
- If you've bought things like chicken breasts in bulk, put whatever you're not likely to eat straight into the freezer to use later.
- Always measure rice and spaghetti before cooking to make sure there's enough for everyone – but not too much!
- If food is close to its use by date and you're not ready to eat it immediately, cooking it can extend its life by a number of days. Just remember to cool and refrigerate it as quickly as you can.



Slide 6

## SLIDE 7

### Cut down on waste – shop wisely

This slide looks at how to cut down on the amount of food wasted by shopping wisely.

#### Brainstorm

Discuss with the students the amount of food that is wasted every year and how being organised when shopping helps reduce the waste.

#### Show 'Cut down on waste – shop wisely' slide

30% of the food we buy is thrown away. Follow these top shopping tips and start to save right now!

#### Before you go shopping

- Check your fridge, freezer and store cupboards and plan menus around what you find.
- Make a list of the other ingredients you'll need.
- Don't forget to eat before you go – you'll buy more than you need if you shop on an empty stomach!

#### At the shops

- Stick to your list!
- Check use by dates to make sure you'll have enough time to use everything you buy.
- Try to buy loose fruit and vegetables, unless you're buying for a large number of people.
- Try shopping online for the basics – it means you won't get distracted by all the goods on shelves.

To find out more about food waste and how to prevent it, visit <http://www.safefood.eu/Food-safety/Cut-Food-Waste.aspx>



Slide 7

# Junior Cycle Topic 3 Teacher's Notes



## SLIDE 8

### How to make a complaint

This screen looks at how to complain by explaining who to contact.

#### Show 'How to make a complaint' slide

Discuss with the students the reasons they make have a complaint about how a food is labelled. Ask them to consider what would make them complain, can they think of examples of mislabelling and how impacts on their purchasing behaviour.

#### Who to contact to make a complaint

If you are concerned or dissatisfied with how a food is labelled you can contact:

- The shop where you bought it
- The food business operator whose name and address details are on the label

#### If you think a product is labelled with false or misleading information you can contact:

- The Food Safety Authority of Ireland who enforce labelling regulations at a national level.

[www.fsai.ie](http://www.fsai.ie)

[info@fsai.ie](mailto:info@fsai.ie)

Tel: 1890 33 66 77

- Your local Environmental Health Officer within the Health Service Executive.



Slide 8

## SLIDE 9

### Making healthy food choices

This is an assessment of learning slide. Three questions appear on screen to guide the students to review what they have learnt in the class.

#### Show the 'Making healthy food choices' slide

Ask the students:

- How can we shop wisely to reduce food waste?
- What information on food labelling helps you compare foods and make healthy food choices?
- How can we cut down on food waste at home?
- What one piece of information did they learn today that they found interesting



Slide 9