

# Transition Year Topic 1 Teacher's Notes



## OVERVIEW

### Aim

The aim of this topic is to ensure students understand how mandatory and voluntary information on food labelling can help them compare foods and make healthy food choices.

### Learning Intentions

At the end of this topic students should be able to use the mandatory and voluntary information on food labels to compare foods and choose a healthy diet.

### Resources

- Classroom slides provide information and prompt group discussions
- Activities for individual, paired or group work
- Teacher's Notes with information about the slide content



## SLIDE 1

### Brainstorm

Ask the students:

- What they know about food labelling
- If they ever check food labels and what they check for
- What types of information on food labelling help the consumer compare the nutritional content of foods.



Slide 1

## SLIDE 2

### 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.



Slide 2

The information on a food label allows the consumer to:

- Compare labels – read the label to find out about the nutritional content, e.g. read salt information and choose soup with the lower salt content.
- Make trade-offs – when you choose a food high in fat, sugars or salt, select other foods that are low in these nutrients to balance your total diet.
- Use nutrition facts to make informed food choices – for example girls need a good supply of calcium to prevent osteoporosis later in life. Labels and nutrition facts help them choose foods with a good supply of this nutrient.

Food labels can assist understanding on what nutrients manufactured food products contain. The ingredients label and nutrition panel on the back of pack can help to make healthier choices.

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## SLIDE 3

### Presenting information – minimum font size

This slide explains to students that a minimum font size has been set for all mandatory information on most food labels.

#### Show the 'Presenting information – minimum font size' slide

Explain to the students that a minimum font size is necessary to ensure information on a food label can be read.

The minimum font size is 1.2mm ("x-height" as illustrated in the slide) and 0.9mm if the largest surface area of the package is less than 80cm<sup>2</sup>.



Slide 3

## SLIDE 4

### Mandatory information

This slide lists the 12 pieces of information that must appear on a food label. It highlights the pieces of information that are covered in this topic.

#### Show the 'Mandatory information' slide

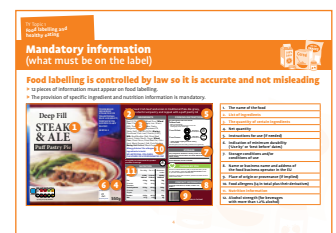
The most important rule of labelling is that the consumer should not be misled.

Under General labelling legislation the following must appear on the label:

1. The name of the food
2. List of ingredients
3. The quantity of certain ingredients
4. Net quantity
5. Instructions for use (if needed)
6. Indication of minimum durability ('Use by' or 'best before' dates)
7. Storage conditions and/or conditions of use
8. Name or business name and address of the food business operator in the EU
9. Place of origin or provenance (if implied)
10. Food allergens (14 in total plus their derivatives)
11. Nutrition information
12. Alcohol strength for beverages with more than 1.2% alcohol.

Of the 12 types of information that must appear on a food label, this topic will focus on three in particular.

1. List of ingredients
2. The quantity of certain ingredients
3. Nutrition information



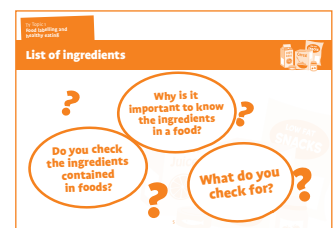
Slide 4

## SLIDE 5

### Brainstorm

Ask the students:

- Is it important to know what ingredients are in a food?
- Do they check the ingredients in a food?
- What do they check for and why?



Slide 5

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## SLIDE 6

### List of ingredients

This slide displays two examples of a **list of ingredients**.

Show the 'List of ingredients' slide

A **list of ingredients** provides the consumer with information about what's in the food.

- The list of ingredients on a food label must have a heading that includes the word 'ingredients'.
- Ingredients are listed in descending order of weight, with the heaviest ingredient first
- If food has undergone a change to its physical condition or any treatment of the ingredients, the relevant treatment or change to physical condition should be listed beside the ingredient, for example, frozen peas, dried raisins, roasted peanuts etc.
- Single ingredient foods, for example cheese, sugar and butter, do not need to give a **list of ingredients**.
- The source of vegetable oils needs to be given in the ingredients list, for example, palm oil.
- Oils of animal origin must state the adjective 'animal' or state the specific species.



Slide 6



Activity 1

### Group Activity – Activity Sheet 1

Break the class into groups of four. Ask each group to examine the four sample list of ingredients shown on the activitysheet to identify what food it is.

### Answers

- |                               |                     |
|-------------------------------|---------------------|
| 1. Wholewheat cereal biscuits | 3. Fish Fingers     |
| 2. Tomato ketchup             | 4. Multigrain bread |

## SLIDE 7

### The quantity of certain ingredients (QUID)

This slide displays images and ingredients lists of pork sausages and marzipan.

Show 'Quantity of certain ingredients (QUID)' slide

#### Quantity of certain ingredients (QUID)

When an ingredient appears in the name of the food, or is associated with the food, or is emphasised in the labelling (for example, 'pork sausages'), the quantity of the ingredients should be indicated. This is the **Quantitative Ingredient Declaration (QUID)**.

### Paired Activity – Activity 2

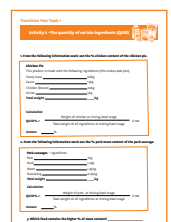
Give each pair a copy of the activity sheet. The activity sheet lists ingredients and the amount of each ingredient in two foods. The students calculate the % meat content of each food using the QUID% formula provided and to identify which has the higher meat content.

### Answers

1. Chicken pie QUID% = 20%
2. Pork sausages QUID% = 70%
3. The pork sausages have a higher percentage meat content



Slide 7



Activity 2

# Transition Year Topic 1 Teacher's Notes

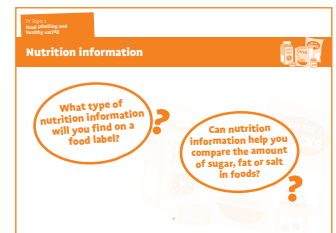


## SLIDE 8

### Brainstorm

Ask the students:

- What type of nutrition information is found on food labelling?
- Can nutrition information help consumers compare the amount of sugar, fat or salt in different foods?



Slide 8

## SLIDE 9

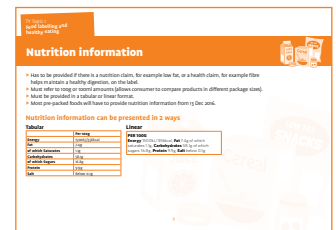
### Nutrition information

This slide shows examples of the two main formats for providing **nutrition information** on a label.

#### Show the 'Nutrition information' slide

**Nutrition information** has to be provided when a nutrition, for example low fat, or health claim, for example fibre helps maintain a healthy digestion, is made about a food. Most pre-packed foods will have to provide nutrition information from 13 Dec 2016.

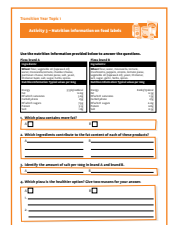
- **Nutrition information** should refer to 100g or 100ml amounts to allow consumers to compare products in different package sizes.
- **Nutrition information** can be presented in a tabular or linear format. Tabular is preferable but if space is limited it can be linear.



Slide 9

#### Paired Activity – Activity Sheet 3

Give each pair an activity sheet. The students are asked to examine the nutrition information provided for two pizzas and answer questions about the fat content and salt content and to identify which is the healthier option.



Activity 3

## SLIDE 10

### Making sense of nutrition labelling

This slide shows an image of lasagne and bread to demonstrate the difference between 100g and a typical serving.



Slide 10

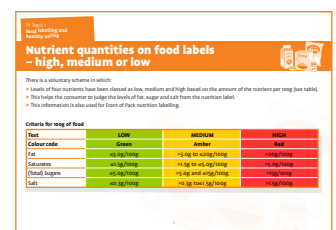
## SLIDE 11

### Nutrient quantities on food labels – low, medium or high

This slide displays a table which outlines how much is 'high', 'medium' or 'low' for fat, saturates, sugars and salt.

#### Show the 'Nutrient quantities on food labels – low, medium or high' slide

Levels of certain nutrients have been classed as low, medium and high based on the amount of the nutrient per 100g. The information in the table helps the consumer judge the amounts of fat, saturates, sugars and salt when reading the nutrition information on the label. The information is also used for Front of Pack nutrition labelling.



Slide 11

#### Criteria for 100g of food

Text	LOW	MEDIUM	HIGH
Colour code	Green	Amber	Red
Fat	≤3.0g/100g	>3.0g to ≤20g/100g	>20g/100g
Saturates	≤1.5g/100g	>1.5g to ≤5.0g/100g	>5.0g/100g
(Total) Sugars	≤5.0g/100g	>5.0g and ≤15g/100g	>15g/100g
Salt	≤0.3g/100g	>0.3g to ≤1.5g/100g	>1.5g/100g

# Transition Year Topic 1 Teacher's Notes



## SLIDE 12

### Nutrition information on the Front of Pack (FoP)

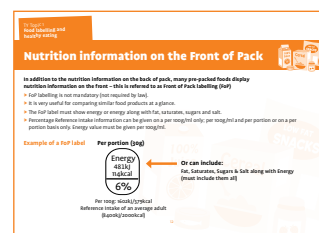
This slide looks at a **Front of Pack labelling** and how it can be used to make healthy food choices.

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

Front of Pack labels usually give a quick guide to energy, sugars, fat, saturates 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.

An example of the presentation of a Front of Pack label is shown.



Slide 12

## SLIDE 13

### Traffic light colour coding front of pack labelling

This slide looks at the colour coding used by the UK **Front of Pack labelling scheme** 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?

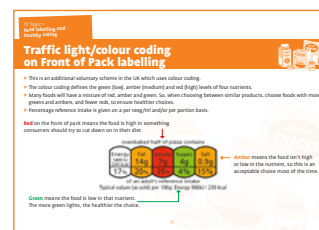
The colour coding approach to nutritional signpost labelling requires criteria that define the green (low), amber (medium) and red (high) boundaries for the key nutrients fat, saturates, sugars and salt. (See slide 11).

#### 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 13



Activity 4

# Transition Year Topic 1 Teacher's Notes



## SLIDE 14

### Reference Intakes (RIs)

This slide shows the RI values for adults and how to calculate the percentage Reference Intake of a particular food.

#### Show the 'Reference Intakes (RIs)' slide

**Reference intakes (RIs)** are specific amounts of energy and key nutrients (expressed as a percentage) that can be consumed on a daily basis in order to maintain a healthy diet and are associated with a low risk of selected chronic diseases. RI values are based on the requirement for an average female with no special dietary requirements and an assumed energy intake of 8400kJ/2000kcal.

**RIs** help consumers make sense of the nutrition information provided on food labels. They translate the science into consumer friendly information, providing guidelines on packs that help consumers put the nutrition information they read on a food label into the context of their overall diet.

#### Who are RIs for?

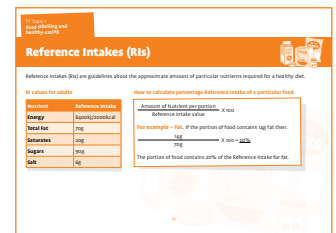
- **RIs** have been developed for adults and are noted in European Legislation EU FIC No1 1169/2011
- There are no **RIs** for children

#### What are the values based on?

**RIs** are based on government recommendations for a healthy balanced diet.

#### Benefits of RIs

- Provide companies with a consistent approach to nutrition labelling
- Provide consumers with additional information which they can use to gain a better understanding of their daily intake of specific nutrients
- Help consumers make sense of complex information already provided on the back of packs
- Help consumers achieve a balanced diet



Slide 14

## SLIDE 15

### Making healthy food choices

This is an assessment of learning slide. One question appears 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:

- What did they find out about how food labelling can help you make healthy food choices?
- How can you use what they learned today to make informed food choices?
- What one change might they make regarding labels, for example will read labels in future?



Slide 15