

Transition Year Topic 3 Teacher's Notes



OVERVIEW

Aim

The aim of this topic is to ensure students understand how mandatory information on food labelling can help them avoid allergens, store and prepare food safely and cut down on food waste.

Learning Intentions

At the end of this topic students should be able to analyse and use the mandatory on food labels to eat safely and cut down on food waste.

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

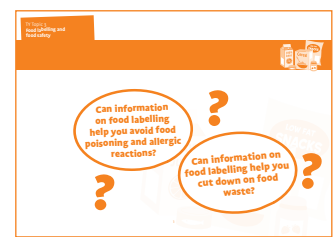


SLIDE 1

Brainstorm

Ask the students:

- How the information on food labelling can help them prepare and store food safely?
- Can they think of examples of the type of information on food labels that can help them cut down on food waste?
- Do they know what food allergens are and why they pose a risk to some people?



Slide 1

SLIDE 2

Brainstorm

Ask the students:

- Are they aware that there are 14 food allergens that must, by law, be emphasised in the ingredients list of the food label?
- Which foods are commonly linked with food allergy, food intolerance and coeliac disease. Make note of their suggestions to compare to the 14 food allergens that must, by law, be emphasised in the ingredients list of the food label.
- Have they noticed any ingredients being emphasised in the list of ingredients? How are they emphasised?



Slide 2

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SLIDE 3

Food allergens

This slide gives information on the 14 food allergens that must, by law, be emphasised in the ingredients list of the food label.

Show 'Food allergens' slide

Food allergy, food intolerance and coeliac disease are all forms of food sensitivity where otherwise normal and nutritious food can cause some people to become ill. It is important that food labels help people with a food allergy, food intolerance or coeliac disease make safe food choices.

- **Food allergy** – A food allergy is an adverse immune response to a food protein
- **Food intolerance** – Food intolerance is a negative reaction, often delayed, to a food, beverage, food additive, or compound found in foods that produces symptoms in one or more body organs and systems, but does not involve the immune systems
- **Coeliac disease** – Coeliac disease is caused by a reaction to gluten protein found in wheat and other cereal grains such as barley and rye
- The symptoms of a food allergic reaction are usually immediate and can be severe or even fatal while those associated with food intolerance and coeliac disease generally take longer to develop
- There are 14 foods that if used in the production of the food or are an ingredient in a food product (in any amount), must be mentioned on the label, with one exception sulphur dioxide and sulphites which must only be labelled if they are added at concentrations more than 10mg/kg or 10mg/l
- The legislation does not cover cross contamination so food business operators can still use 'may contain' if there is a risk.

The 14 food allergens are peanut, nuts (specifically almonds, hazelnuts, walnuts, cashews, pecan nuts, Brazil nuts, pistachio nuts and macadamia nuts), cereals containing gluten* (wheat, barley, rye, oats, spelt and kamut), eggs, milk, fish, lupin, mustard, sesame seeds, molluscs (such as mussels and oysters), crustaceans (such as lobster and crab), soybeans, celery and sulphur dioxides and sulphites. Food that is labelled 'gluten free' contains less than 20mg/kg gluten. Food that is labelled 'very low gluten' contains less than 100mg/kg gluten.

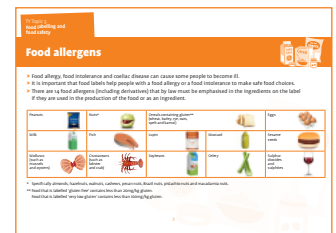
Paired activity – Activity Sheet 1

Give each pair an activity sheet. They are asked to examine the images of food allergens and draw a line connecting the name of each allergen to its image.

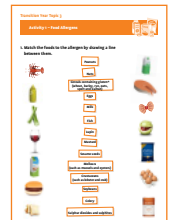
Class Activity – Group Discussion

Compare the list of 14 food allergens to the suggestions provided by the class earlier.

- How many did they know?
- Are they surprised by any of the foods mentioned?
- Are they surprised by any food missing from the list?



Slide 3



Activity 3

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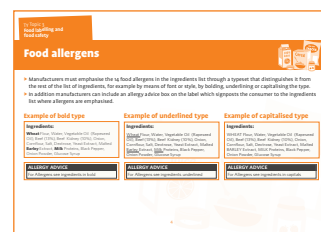
SLIDE 4

Emphasising food allergens in the list of ingredients

This slide shows how the 14 food allergens that must, by law, be emphasised in the ingredients list can appear in the list of ingredients.

Show 'Emphasising food allergens in list of ingredients' slide

It is important that food products are clearly labelled to provide accurate information on the ingredients for consumers who have to avoid food allergens. Manufacturers can emphasise the 14 food allergens in the ingredients list by bolding, underlining or capitalising the type. In addition manufacturers can include an allergy advice box on the label which signposts the consumer to the ingredients list where allergens are emphasised.



Slide 4



Activity 2

Paired activity – Activity Sheet 2

Give each pair an activity sheet. They are asked to list the 14 food allergens that must by law be emphasised in the ingredients list of a food label. After this activity ask the students which option for emphasising the food allergens in the list of ingredients do they think is the most effective. Why?

SLIDE 5

Brainstorm

To stimulate discussion ask the following questions.

1. What are the two types of durability labels commonly used and why are both needed?
2. Can food labelling help cut down on food waste?
3. Can food labelling help you store and prepare food safely?



Slide 5

SLIDE 6

Indication of minimum durability

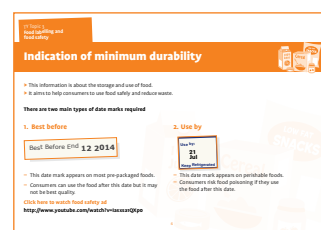
This slide lists the two types of **durability dates** found on labels, it gives an example of both including images.

Show 'Indication of minimum durability' slide

The **durability date** is information about the storage and use of food. It aims to help consumers use food safely and reduce waste.

'Sell by' and 'Display until' dates help shop staff know when to remove a product from sale. These are not required by law but are useful for food businesses to develop efficient stock rotation. It is recommended that these should not be in the same location as the use by/best before dates to avoid confusing the consumer. A 'use by' date must be given on all individual portions and multipacks.

For more information visit: <http://www.safefood.eu/Food-safety/Cut-Food-Waste.aspx>



Slide 6

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SLIDE 7

Instructions for use

This slide displays images of three different **instructions for use**.

Brainstorm

To stimulate discussion ask the following questions.

1. Why is it necessary to prepare food according to manufacturer's instructions?
2. What types of foods would need **instructions for use**?
3. What format should these instructions take?

Show 'Instructions for use' slide

What types of foods would need instructions for use?

Instructions for use must be given if it would be difficult to make appropriate use of the food without them.

What format should these instructions take?

They should be detailed enough to enable the food to be prepared or properly used, for example, the correct time or temperature should be given so raw poultry or meat products can be cooked safely. Symbols alone are not permitted.



Slide 7

SLIDE 8

Storage conditions and/or conditions for use

This slide displays three examples of **special storage conditions**.

Brainstorm

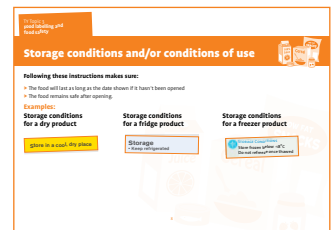
Before showing this slide ask the students:

- why they think **special storage conditions** are used on labels
- to give examples of products that would need to display these **special storage conditions**.

Show 'Storage conditions and/or conditions for use' slide

Special storage conditions or conditions for use should be given if:

- after opening, certain practices need to be observed to keep the food safe for consumption, for example, 'once opened keep refrigerated and consume within three days'
- various options are available, for example, 'suitable for home freezing'
- foods are not appropriate or suitable for use in certain circumstances, for example, 'not suitable for frying' or 'shake well before use'
- description of storage instructions is mandatory on products with a 'use by' date.



Slide 8

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SLIDE 9

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 9

SLIDE 10

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.
- And remember – even limp looking veg can make a great tasting soup!



Slide 10

Activity 3

Paired Activity – Activity Sheet 3

Give each pair an activity sheet. The students are asked to answer four questions about food waste and how to cut down food waste.

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SLIDE 11

Making healthy food choices

This is an assessment of learning slide. Two 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:

- What did they find out about how food labelling can help them make safe food choices?
- What did they find out about how food labelling can help them reduce food waste?
- How can they use what they learned today to make informed food choices?



Slide 11