

Food products labels- How to read them?



Main objectives of the lesson:

- ❖ Students acquire an ability to understand information on food products labels
- ❖ Students understand the meaning of symbols used on food products labels
- ❖ Students are aware of the risk resulting from a presence of unhealthy additives to food products.
- ❖ Students acquire reading labels habit.

Desired effects after the lesson:

- ❖ Students are able to specify energy content of a given product on the basis of information included on a label.
- ❖ Students can compare composition of the food products on the basis of information included on a label in several product ranges according to given criteria
- ❖ Students can choose products with the highest and the lowest nutritional value among a group of products on the basis of information included on a label.

Methods of work Aids

- ❖ Integration game
 - ❖ Brain storm
 - ❖ Minilecture
 - ❖ Exercises
- ❖ Labels and containers of different food products
 - ❖ A table with additive E symbols

Integration game: „Two truths, one lie”

- ❖ Each student enumerates three dishes which they ate during a previous week. Two of them are real meals of a given student, while the third one is false.
- ❖ The rest of a group guesses, which dish wasn't eaten by the person.

What kind of information can we find on food products labels?

- ❖ Ingredients
- ❖ Table of nutritional values
- ❖ Additional information e.g. 'sugarless', 'light', 'low fat', 'glucose-fructose syrup'
- ❖ Vitamins and minerals
- ❖ % of recommended daily allowance
- ❖ Final consumption day
- ❖ Fiber
- ❖ Allergenic ingredients



Exercise 1: Analyze information written on the label of food products.

❖ Students read and analyze labels focusing on:

- ingredients;
- nutritional value;
- best before date.



GESUNDHEIT 4.0
GESUNDHEIT IN SCHULE BEDEUTET
AUCH GESUNDHEIT IM BERUFSLEBEN



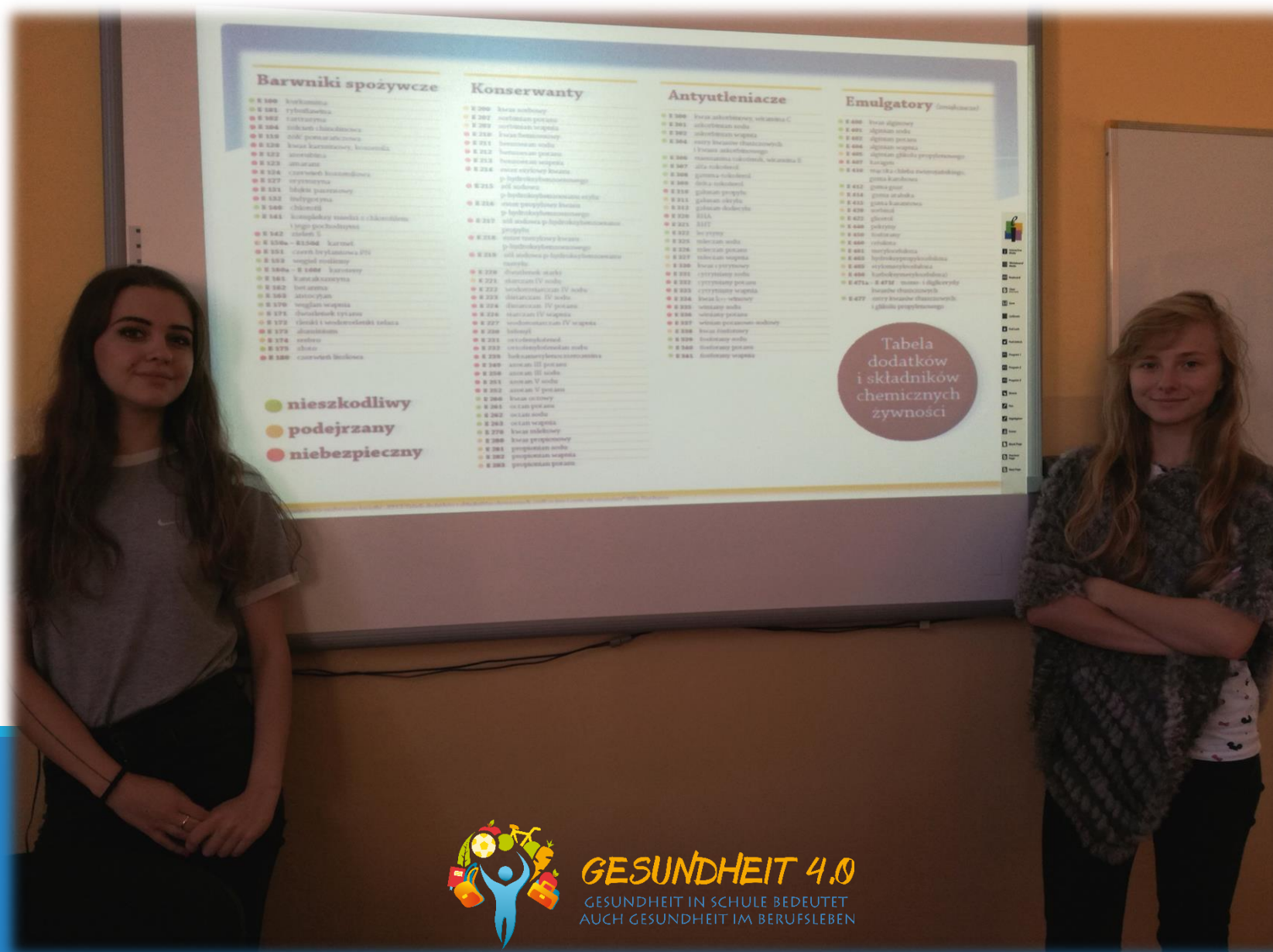
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Exercise 2: What is the meaning of E food additives?

❖ Students find on the labels E additives and specify their impact on human organism:

- harmless;
- suspect;
- dangerous.





Exercise 3: The Best – The Worst

- ❖ Students find among the labels the most and the least dangerous product on the basis of how many E additives are in a given product.



Evaluation of the lesson

Each of students has three sentences to finish:

- ❖ In the lesson the most difficult was...
- ❖ In the lesson I liked the most...
- ❖ I think that the lesson was...

