

Session 1: Food and labelling

Learning outcomes

At the end of the session the group should:

- be aware of food labelling
- know 'front of pack' labelling (may also be known as the 'traffic light system')
- know how to make healthy choices by looking at the front of pack labelling (or traffic-light system)
- be aware that supermarkets could use different labelling
- have taken part in physical activity.

Activities and resources

Activity	Preparation	Resources
Which foods are good for us	<ul style="list-style-type: none">• You may want to look at the key messages in fat, sugar, salt and fibre sections to help discussion around the questions	<ul style="list-style-type: none">• None required
Labels on foods	<ul style="list-style-type: none">• Familiarise yourself with food labels	<ul style="list-style-type: none">• Packets from foods with labels• Make sure you have some with front of pack labels (the traffic light system) on them

Food labelling

Activity	Preparation	Resources
Front of pack labelling (or the traffic light system)	<ul style="list-style-type: none">• Familiarise yourself with the presentation	<ul style="list-style-type: none">• The PowerPoint presentation on traffic lights• Laptop and projector
Match food labels with traffic light pictures	<ul style="list-style-type: none">• Print off or photocopy in colour the front of pack (or traffic light) pictures• Collect food labels where the front of pack label (or traffic light system) is mainly red, orange, green	<ul style="list-style-type: none">• Traffic light pictures (page 75 - 77)• Labels of foods where the front of pack label is mainly red, where the label is mainly orange, and mainly green
Different supermarkets different labels	<ul style="list-style-type: none">• Collect food labels where there is no front of pack (or traffic light) system shown• It might be helpful to arrange a supermarket visit to look at labels. This can be worked into this session if you have time or as a separate session	<ul style="list-style-type: none">• Food packets with labels from different supermarkets

Food labelling

Activity	Preparation	Resources
Physical activity	<ul style="list-style-type: none">• Check the risk assessment sheets to make sure that groups can do the exercise that is suggested• Plan out a walk to do with the group	<ul style="list-style-type: none">• 'You can do it' (SCLD) from http://vimeo.com/21292481

Session 1: food and labelling

Which foods are good for us?

The purpose of this exercise is to:

- review previous learning.

We are going to go through some questions. You should put your thumbs up if you think the food is good for you. You should put your thumbs down if you think the food is bad for us. (Demonstrate thumbs up and thumbs down)

Ask the following questions:

- Are foods that are high in fat good for us?
 - No, thumbs down
- Are foods that are low in fat good for us?
 - Yes, thumbs up
- Are foods that are high in salt good for us?
 - No, thumbs down
- Are foods that are low in salt good for us?
 - Yes, thumbs up
- Are foods that are high in sugar good for us?
 - No, thumbs down
- Are foods that are low in sugar good for us?
 - Yes, thumbs up
- Are foods that are high in fibre good for us?
 - Yes, thumbs up
- Are foods that are low in fibre good for us?
 - No, thumbs down

Encourage each learner to show thumbs up, thumbs down.

Labels on foods

The purpose of this exercise is to:

- be aware of food labelling.

The foods that we buy should say if it is:

- high or low in fat
- high or low in sugar
- high or low in salt

You can see this information on the label of the food pack. Show some food packets and either:

- talk through what label tells you about fat, sugar and salt, or
- hand packs out and ask the learners to tell you about the fat, sugar and salt in the food item they have.

Ask the group:

- Do you check the food pack for this information?

Try to get an answer from each group member if possible.

Front of pack labelling (the traffic light system)

The purpose of this exercise is to

- be aware of food labelling
- know front of pack labelling (or the 'traffic light system')
- be aware that supermarkets could use different
- labelling have taken part in physical activity.

Ask the group:

- Have you seen the green, red, orange colour on the label of foods?

Show the group a pack of food that uses the front of pack (or traffic light) system when you ask this question.

Show the front of pack (or traffic light) presentation explaining the following points:

- Where there is lots of green on the label this is a healthy food choice.
- Where there is lots of orange on the label this is somewhere in the middle of healthy and unhealthy.
- Where you see lots of red on the label this is an unhealthy food choice.
- Some supermarkets use a pie chart system. Some show the colours in a horizontal line. They all have slightly different ways of showing it.
- Some supermarkets and brands do not show it at all.
- Be aware that the labels do not always describe the whole item of food, for example, the garlic bread wrapper in the presentation describes one-quarter of the garlic bread, the soup wrapper describes half a can and the chips wrapper describes 1/5 of the pack.

Match food labels with traffic light pictures

The purpose of this exercise is to:

- be aware of food labelling
- know the front of pack (or traffic light) system
- know how to make healthy choices by looking at labels with these colours

Take the 3 colours (or traffic light pictures), red, orange and green and lay them out on a table (page 75 -77).

Suggestions for food packets with labels from different supermarkets:

- tin fruit salad in syrup + tin fruit salad in juice
- crisps + apple crisps
- bran/low-sugar cereal, e.g. puffed wheat + high sugar cereal, e.g. honey nut cornflakes
- fruit yogurt + chocolate yogurt
- cereal bar + chocolate bar
- crisps + apple/vegetable crisps
- crisp breads
- rice cakes
- baked crisps
- dried fruit e.g. apricots + choc biscuits/bar.

Foods that are healthy but may not have labels

- bread
- fruit.

Give each learner a food label with the front of pack (or traffic light) system. Ask them in turn to:

- look at the colours on the label
- decide which colour there is the most of (red, orange or green)
- decide which traffic light they should put it with (e.g. labels containing mostly red go with the red traffic light)

You can involve the larger group if individuals need some help to work it out.

Explain to the group that the aim is to eat as many meals that are mainly green on the traffic lights as these are the healthiest. In 1 week for our main meal of the day we should be aiming to eat 4 green meals, 2 amber meals and 1 red meal as a treat.

Different supermarkets – different labels

The purpose of this

- exercise is to:
- be aware of food labelling
- know front of pack labelling or the “traffic light system”
be aware that supermarkets could use different labelling

Some supermarkets do not use front of pack labelling or the traffic light system. Show the group packets of foods from supermarkets that do not use these.

Ask the group:

- Which labelling do you prefer?
- Why do you prefer it?

You may decide to arrange a supermarket visit to look at labels. This can be done either as part of this session or separately.

Physical activity

The purpose of this exercise is to:

- have taken part in physical activity.

Encourage the group do some exercise. You could:

- Go for a walk.

Suggestion:

Why not ask the group what they would like to do for next time? If you have time you could watch the 'You can do it' SCLD video (<http://vimeo.com/21292481>) to get some ideas or talk to your local authority to find out if they run accessible physical activities.