

Junior Cycle Topic 1 Teacher's Notes



OVERVIEW

Aim

The aim of this topic is to engage students in discussion to see what knowledge they have of labelling and to examine and discuss the rules and regulations associated with food labelling.

Learning Intentions

At the end of this topic students should be able to analyse and use information on food labels and be able to explain and understand the information that is required on a food label by law.

Resources

- Classroom slides
- Activity sheets

Structure

This is broken into two sessions.

Session 1

- The name of the food
- List of ingredients
- The quantity of certain ingredients
- Net quantity
- Instructions for use (if needed)
- Indication of minimum durability ('Use by' or 'best before' dates)
- Storage conditions and/or conditions of use

Session 2

Name or business name and address of the food business operator

- Place of origin or provenance (if implied)
- Food allergens (14 in total plus their derivatives)
- Nutrition information
- Alcohol strength

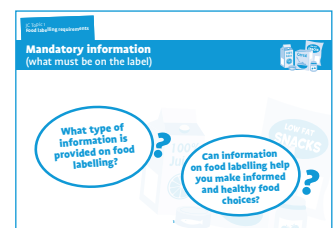


SLIDE 1

Brainstorm

Ask the students:

- What type of information is provided on food labelling?
- Can information on food labelling help you make informed and healthy food choices?



Slide 1

Junior Cycle Topic 1 Teacher's Notes



SLIDE 2

Food labelling overview

This slide explains why food labelling is important.

Show 'Food labelling overview' slide

Explain to the students that food labelling is regulated by law to ensure consumers make informed food choices.



Slide 2

What is food labelling?

- Information provided by food businesses about their products.
- Relevant to all food that is sold to the consumer directly as well as food sold to cafés, restaurants and other catering establishments.
- Controlled by law so it is accurate and not misleading.

Why is it important?

- Educates the consumer about the food they buy.
- Helps consumers to make informed choices.
- Helps consumers to store and use the food safely.

Information on food labels must be:

- Clearly legible
- Easily visible
- Marked in an obvious way
- Not hidden.

SLIDE 3

Mandatory information

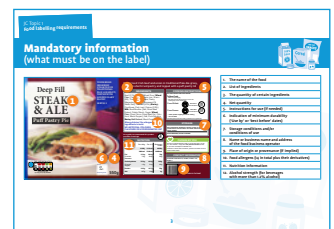
This slide displays a pack and highlights 11 pieces of information that are required by law to appear on a food label.

Show 'Mandatory information' slide

The highlighted areas are:

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

In addition, alcohol strength must be provided for beverages with more than 1.2% alcohol.



Slide 3



Activity 1

Paired Activity – Activity Sheet 1

Give each pair an activity sheet. The students are asked to name and find the 11 pieces of mandatory information that must appear on a food label on the image provided.

Junior Cycle Topic 1 Teacher's Notes

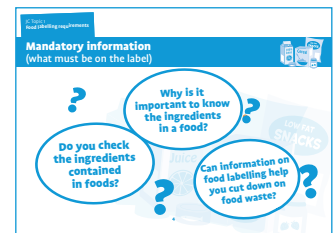


SLIDE 4

Brainstorm

Ask the students:

- Is it important to know the ingredients contained in foods?
- If they check the ingredients contained in foods?
- If the information on food labelling can help cut down food waste?



Slide 4

SLIDE 5

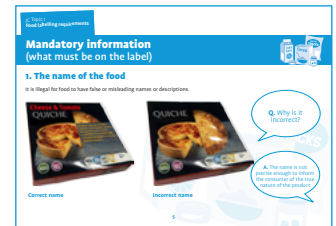
1. The name of the food

This slide explains how **names of food** cannot be false or misleading.

Show 'The name of the food slide'

By law it is illegal for food to have false or misleading names or descriptions.

- **Legal name** – If food has a legal name, that is one that is laid down by law, this must be used. Examples of legal names include butter, milk, jam, fruit juice, sugar and natural mineral water.
- **Customary name** – A customary name is a name which, in time, comes to be accepted by the consumer without it needing any further explanation, for example, fish fingers or Bakewell tart or champ.
- **Descriptive name** – A descriptive name should be precise enough to describe the food and to distinguish it from other products that it could be confused with. If necessary, it should include a description of its use. Examples of descriptive names include stir fry vegetables and oven chips.



Slide 5

Trademarks, brand names, or fancy names may be used in addition to the name of the food.

If a food has been quick frozen or concentrated then this should appear in the name of the food.

Ask students to answer the question on their screen. The second image of the quiche is not a correct name as it is not sufficiently precise to inform the consumer of the true nature of the product.

SLIDE 6

2. List of ingredients

This slide displays two examples of a **list of ingredients** and explains the order ingredients must be listed in.

Show 'List of ingredients' slide

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

- They 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, 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

Junior Cycle Topic 1 Teacher's Notes



SLIDE 7

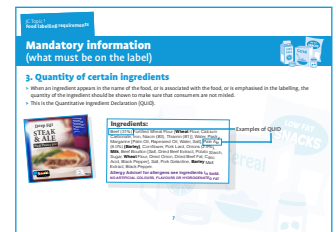
3. The quantity of certain ingredients

This slide displays an image and ingredient lists of a Steak and Ale Pie. It explains when the quantity of certain ingredients must be shown on food labelling to ensure consumers are not misled.

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, 'Steak and Ale Pie'), the quantity of the ingredients should be indicated. This is the **Quantitative Ingredient Declaration (QUID)**.



Slide 7

SLIDE 8

4. Net quantity

This slide displays images of how net quantity is displayed on a label.

Show 'Net quantity' slide

Net quantity is the weight or volume of the product without the packaging. It helps the consumer calculate the cost per quantity and also helps them consider nutrition information and portion size.

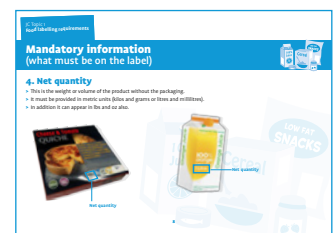
- It must be provided in metric units (kilos and grams or litres and millilitres).
- It can appear in lbs and oz also.

Ask students why is it important for labels to provide details of the net weight.

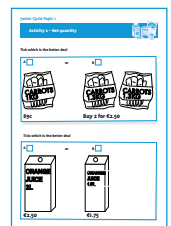
Individual Activity – Activity Sheet 2

Give each student an activity sheet. The students compare the price and weight of products to identify which is the better deal in terms of price.

Answers. Carrots – option A is better value. Juice – option B is better value.



Slide 8



Activity 2

SLIDE 9

5. 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

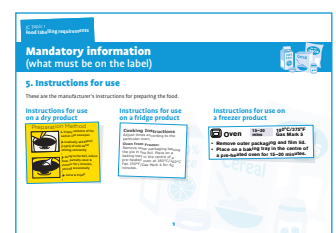
What types of foods would need instructions for use?

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

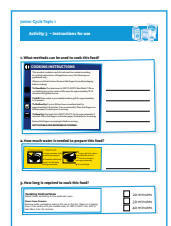
What format should these instructions take? They should be detailed enough to enable the food to be prepared or properly used, for example, the correct time or temperature should be given so raw poultry or meat products can be cooked safely. Symbols alone are not permitted.

Paired Activity – Activity Sheet 3

Give each pair an activity sheet. The students examine three sets of instruction for use and answer questions about cooking the food. Ask the students for examples of food that can be cooked using a variety of methods – grill, fry, boil, bake, steam. Ask which cooking methods are healthiest.



Slide 9



Activity 3

Junior Cycle Topic 1 Teacher's Notes



SLIDE 10

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. This information is about the storage and use of food which aims to help consumers to use food safely and reduce waste.

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. There are two main types of date marks required.

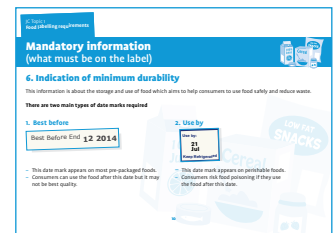
1. Best before

This date mark appears on most pre-packaged foods. Consumers can use the food after this date but it may not be best quality.

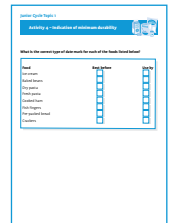
2. Use by

This date mark appears on perishable foods. A 'use by' date must be given on all individual portions of multipacks. Consumers risk food poisoning if they use the food after this date.'

'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 10



Activity 4

Paired Activity – Activity Sheet 4

Give each pair an activity sheet. The students review a list of food and identify the correct date mark type for each food – best before or use by.

Answers

Ice cream (best before), baked beans (best before), dry pasta (best before), fresh pasta (use by), cooked ham (use by), fish fingers (best before), pre-packed bread (best before), crackers (best before).

SLIDE 11

7. Storage conditions and/or conditions for use

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

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

Following storage conditions and/or conditions of use makes sure the food will last as long as the date shown if it hasn't been opened or that it remains safe after opening.

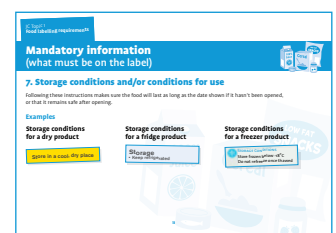
Special storage conditions or conditions for use should be given if:

- 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.

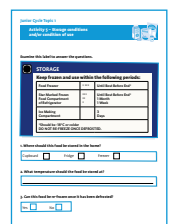
Ask the students to give examples of products that would need to display these **special storage conditions**.

Individual Activity – Activity Sheet 5

Give each student an activity sheet. The student reviews a label and answers questions about storing and refreezing the food.



Slide 11



Activity 5

Junior Cycle Topic 1 Teacher's Notes



SLIDE 12

End of Session 1

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:

- How does information on food labelling help you make healthier food choices?
- What can you check on food labelling to help reduce food waste?



Slide 12

Junior Cycle Topic 1 Teacher's Notes



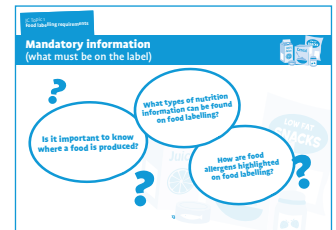
START OF SESSION 2

SLIDE 13

Brainstorm

Ask the students:

- Is it important to know where a food is produced?
- What types of nutrition information can be found on food labelling?
- How are food allergens highlighted on food labelling?



Slide 13

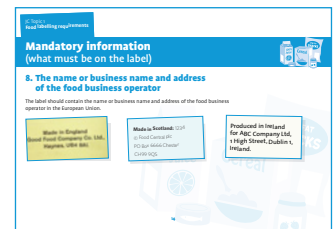
SLIDE 14

8. Name or business name and address of the food business operator

This slide explains the information the label should contain about the food business operator. This screen also shows images of sample labels.

Show the 'Name of business name and address of the food business operator' slide

Food labelling should contain the name or business name and address of the food business operator in the European Union.



Slide 14

SLIDE 15

9. Place of origin or provenance

This slide explains when the place of origin or provenance becomes mandatory on a label if the name implies that the food comes from or has been made in a different country to where it was produced.

Show the 'Place of origin or provenance' slide

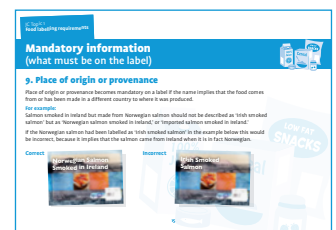
The words 'place of origin' or 'place of provenance' are often used when describing where food products come from.

The place of origin or provenance of a food is mandatory for certain products, for example beef, honey, olive oil, fish and from April 2015 for pigs, sheep, goats and poultry. It should always be given if the label would otherwise imply that the food comes from, or has been made in, a different place or area.

Where the label carries other information that may imply origin, the actual country of origin declaration should be sufficiently prominent and precise to correct any potentially misleading impression.

The slide shows an example of the correct and incorrect way to state place of origin or provenance on a label. Salmon smoked in Ireland but made from Norwegian salmon should not be described as 'Irish smoked salmon' but is described as 'Norwegian salmon smoked in Ireland,' or 'Imported salmon smoked in Ireland.'

If the Norwegian salmon had been labelled 'Irish smoked salmon' in the following example, this would be incorrect, because it implies that the salmon came from Ireland when it is in fact Norwegian.



Slide 15

Junior Cycle Topic 1 Teacher's Notes



SLIDE 16

10. Food allergens

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

Show the '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 or food intolerance to make safe food choices.

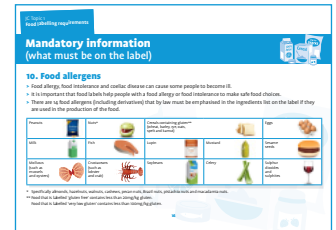
- There are 14 foods that if used in the production of the food or are an ingredient in a food product (in any amount), must be mentioned on the label, with one exception sulphur dioxide and sulphites which must only be labelled if they are added at concentrations more than 10mg/kg or 10mg/l
 - The 14 food allergens are:
 1. Peanut
 2. Nuts (almonds, hazelnuts, walnuts, cashews, pecan nuts, Brazil nuts, pistachio nuts and macadamia nuts)
 3. Cereals containing gluten* (wheat, barley, rye, oats, spelt and kamut)
 4. Eggs
 5. Milk
 6. Fish
 7. Lupin
 8. Mustard
 9. Sesame seeds
 10. Molluscs (such as mussels and oysters)
 11. Crustaceans (such as lobster and crab)
 12. Soybeans
 13. Celery
 14. 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.

- **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
- The legislation does not cover cross contamination so food business operators can still use "may contain" if there is a risk.

Class Activity – Group Discussion

Discuss the list of allergens with the students.

- Are they surprised by any of the foods mentioned?
- Are they surprised by any food missing from the list?



Slide 16

Junior Cycle Topic 1 Teacher's Notes



SLIDE 17

10. Food allergens

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

Show the 'Food allergens' 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 must emphasise the 14 food allergens in the ingredients list through a typeset that distinguishes it from the rest of the list of ingredients, for example by means of font or style, 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.

Food Labelling Requirements

Mandatory information (what must be on the label)

10. Food allergens

- Manufacturers must emphasise the 14 food allergens in the ingredients list through a typeset that distinguishes it from the rest of the list of ingredients. For example by means of font or style, 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.

Example of bold type

Example of underlined type

Example of capitalised type

ALLERGY ADVICE
14 Allergens are emphasised in bold

ALLERGY ADVICE
14 Allergens are emphasised in bold

ALLERGY ADVICE
14 Allergens are emphasised in bold

Slide 17

Activity 6

Why is this information important to you?

When you have finished, please provide your feedback on the label.

Which option do you think is the most effective? Please give two reasons for your opinion.

Activity 6

Class Activity – Group Discussion

Discuss with the students the examples of how the 14 food allergens have been emphasised.

Ask:

- If they have noticed this treatment on any food labelling
- Which option do they think is the most effective

Paired Activity – Activity Sheet 6

Give each pair an activity sheet. The students are asked to examine an ingredients list and answer questions relating to how allergens are emphasised on labelling.

SLIDE 18

11. 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.

Food Labelling Requirements

Mandatory information (what must be on the label)

11. Nutrition information

- Has to be provided if there is a nutrition claim, for example low fat, or a health claim, for example fibre helps maintain a healthy digestion on the label.
- Must refer to energy or energy and protein (for example to compare products in different package sizes).
- Must be provided in a tabular or linear format.
- Most pre-packed foods will have to provide nutrition information from 13 Dec 2016.

Nutrition information

Tabular

	Per 100g	Per 100ml
Energy	1000 kJ	1000 kJ
Protein	10g	10g
Carbohydrate	20g	20g
Fat	10g	10g
Salt	10g	10g

Linear

Energy 1000 kJ, Protein 10g, Carbohydrate 20g, Fat 10g, Salt 10g

Slide 18

Activity 7

Why is this information important to you?

When you have finished, please provide your feedback on the label.

Which option do you think is the most effective? Please give two reasons for your opinion.

Activity 7

Paired Activity – Activity Sheet 7

Give each pair an activity sheet. The students are asked to examine a nutrition list and identify how much salt, sugar and fat it contains per 100g and per serving.

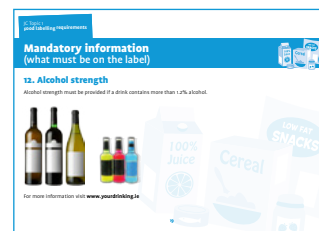
Junior Cycle Topic 1 Teacher's Notes



SLIDE 19

12. Alcohol strength

This slide shows images of food labels where the product contains 1.2% alcohol. Alcohol strength must be provided on a label if a drink contains more than 1.2% alcohol.



Slide 19

SLIDE 20

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:

- Why are food allergens emphasised in the list of ingredients in food labelling?
- How can nutrition information on food labelling help you compare foods and make healthier food choices?
- Why would you contact a food business operator once you have bought or consumed a product they produced?
- What one piece of information they learnt today that they found interesting



Slide 20