

Learning about Scotland

# SCOTTISH FOOD AND HEALTH

Food for Thought



This resource aims to support learning about Scotland's food and drink through well planned interdisciplinary learning. These 'learning and teaching ideas', prepared from Early to Fourth level of the broad general education, can be accessed on the Studying Scotland online resource; <http://www.educationscotland.gov.uk/studyingScotland/resourcesforlearning/learning/Contextsforstudy/foodforthought/foodandhealth/overview.asp>

This learning resource is designed to allow practitioners to plan for progression through the levels of the broad general education, to inform next steps, challenge, breadth and application in a Scottish food context. The learning and teaching ideas give educators an opportunity to continually moderate learning using a wide range of suggested assessment strategies. There are also opportunities for practitioners in different curriculum areas to moderate across levels of learning.

Throughout the learning experiences learners should be provided with opportunities to create learning intentions and success criteria to make connections between different areas of learning and teaching. Learners should also be encouraged to capture their rich learning and record this in profiles/e-portfolios and Personal Learning Planning. These learning experiences are fully explored online with detailed learning and teaching ideas and links to resources for each listed below.

At **Early Level** the learning experiences aim to encourage learners to enjoy exploring the sensory nature and the descriptive language of food. They may take part tasting food they have helped to grow and begin to examine the packaging food comes in and how this impacts on their own food choices.

- 1 Using learner's senses to touch, taste and smell foods from different food groups.
- 2 Investigating food packaging (traffic light labelling).
- 3 What foods grow well in Scotland and why?

At **First Level** learners will begin to explore food culture and different media, the way food is advertised and how it might influence our food choices. They will also investigate what their bodies need to be healthy, understanding how the body functions and the role of deficiency or excess food for a healthy lifestyle.

- 1 Food advertising - Do we get what is advertised to us?  
What does the human body actually need?
- 2 What is the effect of excess/ deficiency on the human body?
- 3 Using persuasion to create our own advertising campaign for healthy snacks.

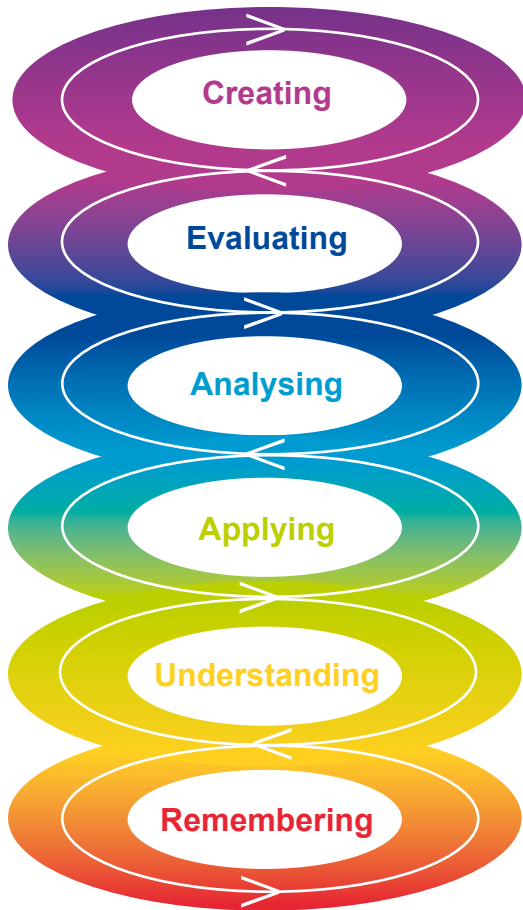
At **Second Level** learners will explore food culture and the sensitive nature of the media in our relationship with food, health and weight. Is Scotland a healthy nation? How can we make informed choices when it comes to diet and alcohol.

- 1 Are the stars in magazines good role models in areas such as diet and alcohol consumption?
- 2 What effect does starving your body of different food groups have?
- 3 Attitudes to weight in today's society.

At **Third/Fourth Level** learners will investigate food culture and the impact of media, diet and food choices in Scotland and how food technology skills can improve the nutritional content of our diet. They will explore through research factors that influence personal food choice, e.g organic, budget, weight loss and how these may impact on an individuals health.

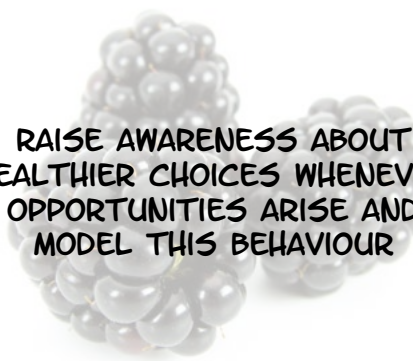
- 1 Healthy sustainable foods in Scotland.
- 2 Impact of poor diet and food choices in Scotland.
- 3 Food choices and the impact on Scotland's health.

# Developing Learning about Scotland: Food for Thought Scottish Food and Health




- **Create** a meal to meet a particular health need
- **Devise** ways to illustrate food likes and dislikes
- **Critique** the marketing techniques used in packaging and food adverts
- **Evaluate** the design of food labels and their impact on food purchases
- **Analyse** the Eatwell Guide and how it could contribute to a healthy diet
- **Design** an appealing way to advertise a Scottish sourced food product
- **Apply** numeracy and science knowledge and skills to learning about food
- **Examine** the language of ingredients, cooking techniques, food labelling and advertising
- **Understand** the effect of excess or deficiency of food on the human body
- **Explain** Scottish Dietary Targets
- **Read** and **understand** food labels
- **Describe** the factors that affect food choices
- **Remember** the food groups of the eatwell plate

Bloom's revised taxonomy promotes effective questioning, creating deeper understanding in learners. Practitioners could use the spiral to evaluate the level of challenge within the planned learning.



RAISE AWARENESS ABOUT HEALTHIER CHOICES WHENEVER OPPORTUNITIES ARISE AND MODEL THIS BEHAVIOUR




PROVIDE APPROPRIATE ADVICE AND GUIDANCE ON CAREER PATHS AND SUITABLE QUALIFICATIONS

## WHAT CAN I DO?



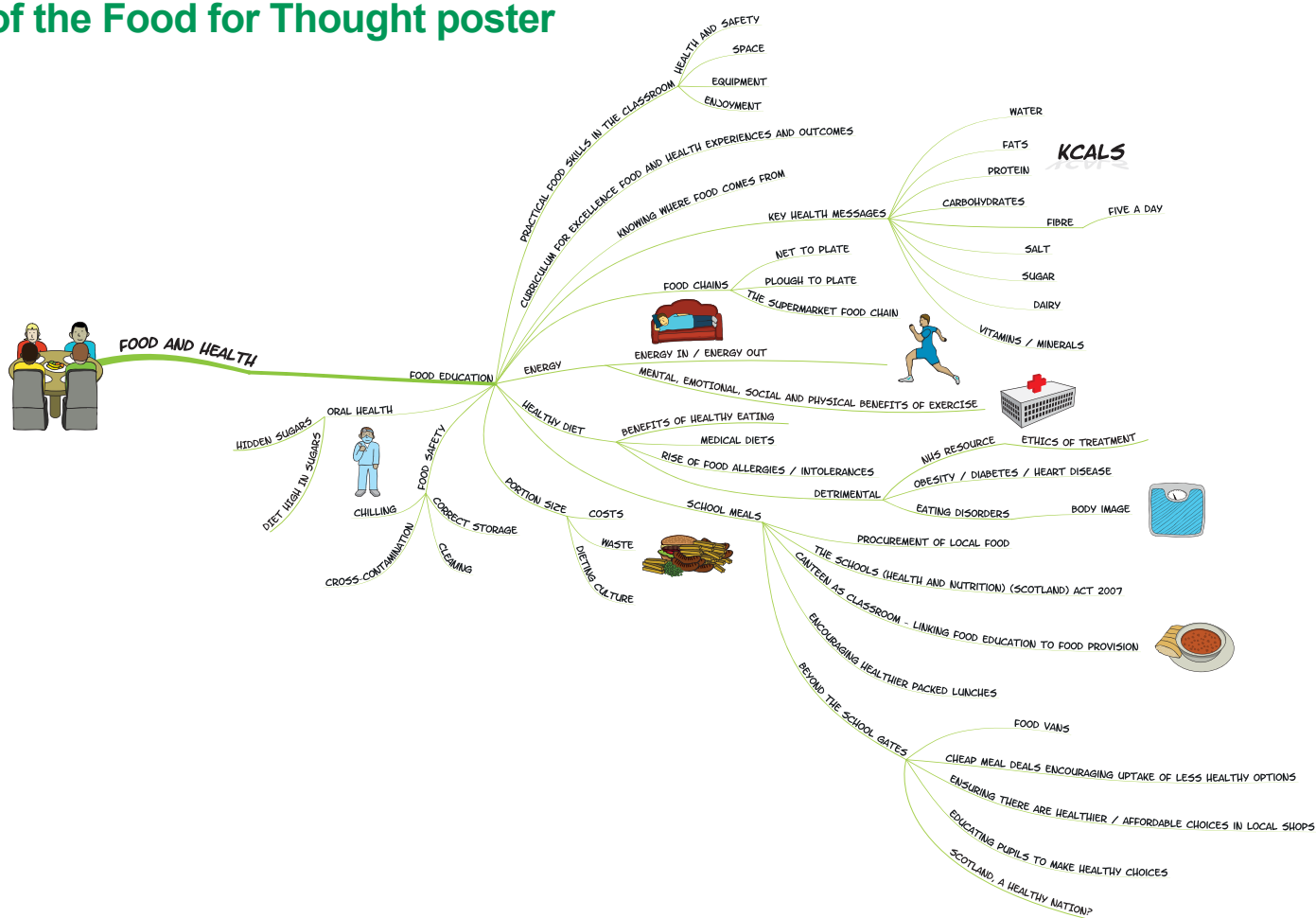
RECOGNISE THE ACHIEVEMENTS OF LEARNERS IN RELATED AREAS



CREATE EXCITING AND CHALLENGING LEARNING EXPERIENCES WITHIN THE CURRICULUM TO DEVELOP THE RELEVANT SKILLS AND PROMOTE WORKING WITH FOOD AND DRINK AS AN ATTRACTIVE CAREER PATH

# Information and resources

## Closer look at 'Food and Health' branch of the Food for Thought poster



Your school will have received copies of an A1-sized Food for Thought poster. This poster aims to stimulate practitioners and learners to think about food across the curriculum and beyond. It is not intended to be definitive, it is a snapshot of ideas around learning about food. The poster is available online as a PDF to print off and add your own ideas and develop further:

<https://education.gov.scot/improvement/hwb19-food-for-thought-resources>

## Useful links for further information

### National support

#### Curriculum for Excellence Benchmarks

<https://education.gov.scot/improvement/curriculum-for-excellence-benchmarks>

#### Who can help in Food Education?

<https://education.gov.scot/improvement/Pages/hwb8foodeducationpartners.aspx>

#### Food for Thought resources

<https://education.gov.scot/improvement/hwb19-food-for-thought-resources>

### Key Food and Health support

<http://www.communityfoodandhealth.org.uk/>

<http://www.foodafactoflife.org.uk/>

<http://www.milk.co.uk/>

<http://www.cets.coop/>

<http://www.bhf.org.uk/#&panel1-1>

<http://www.nutrition.org.uk/foodinschools>

<http://www.ecoschoolsscotland.org/>

<http://www.takelifeon.co.uk/>

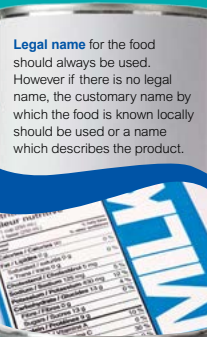
<http://www.foodstandards.gov.scot/>

To request printed copies of this resource please email: [HealthandWellbeing@educationscotland.gov.uk](mailto:HealthandWellbeing@educationscotland.gov.uk). Learning about Scotland – Scottish Food and Health: Food for Thought resource is available online to print off. <https://education.gov.scot/improvement/hwb19-food-for-thought-resources>

# WHAT'S ON THE LABEL?

Understanding food labelling can help you to make more informed food choices

**Legal name** for the food should always be used. However if there is no legal name, the customary name by which the food is known locally should be used or a name which describes the product.



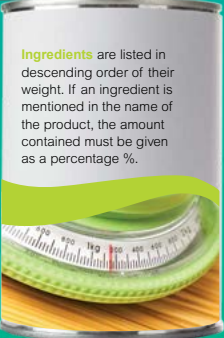
*Do labels affect your food choices?*

*How can labels help you understand which fruits and vegetables are in season?*

**Although not mandatory, front of pack colour-coded labels** show at-a-glance how much fat, saturates, sugar and salt there is in a 100g, or a portion of a food product. Most foods will have a mix of colours, so try to get a balance with more greens and ambers. Red is ok in small amounts or occasionally and green is the healthiest choice.



**Ingredients** are listed in descending order of their weight. If an ingredient is mentioned in the name of the product, the amount contained must be given as a percentage %.



*How could food labels help a pregnant woman make food choices?*

*Do labels inform you about how animals were treated before entering the food chain?*

*How could the label help you work out how far your food has travelled?*

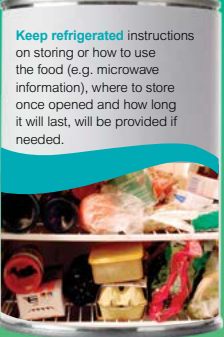
*How can food labels help you to follow the Scottish Dietary Targets?*

*How would you use labels to work out if a food is good for your oral hygiene?*

**Use by** this will be on foods that go off quickly, e.g. milk, soft cheese, chilled meats, ready meals, etc. After this date, they may not be safe to eat and could cause food poisoning. It is illegal to sell foods past their use by dates.



**Keep refrigerated** instructions on storing or how to use the food (e.g. microwave information), where to store once opened and how long it will last, will be provided if needed.




**Contact details** should contain the name and address of the manufacturer, packer or seller to let consumers know who to contact if you wish to ask for information or have a complaint about the product. Any concerns about labelling on foods should be addressed to the local authority Environmental Health Department.

**ABC Foods**  
123 Roadway, London WC4A 5ML

*How can labels help you to work out if your evening meal corresponds to the eatwell plate?*

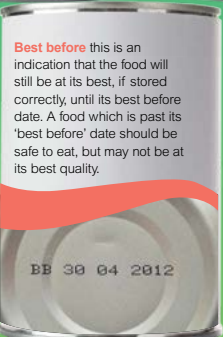
**There are mandatory country of origin** requirements for fresh and frozen beef, pork, lamb, poultry and fish. Also for eggs, honey, olive oil, wine and spirits. For processed foods, the country of origin or place of provenance is required if the consumer might be misled by its absence.



**Allergy advice** helps people with a food allergy or intolerance in order to identify ingredients they must avoid. The ingredients which may cause allergy or intolerance must be emphasised in the ingredient list.



**Best before** this is an indication that the food will still be at its best, if stored correctly, until its best before date. A food which is past its 'best before' date should be safe to eat, but may not be at its best quality.



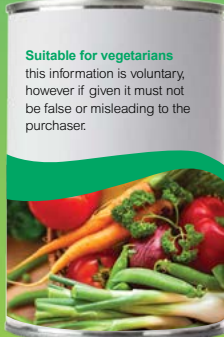
**E numbers** are codes for substances which have been approved for use as food additives within the European Union. The 'E' stands for 'Europe'. Safety assessment is the responsibility of the European Food Safety Authority. Approval is the responsibility of the European Commission.



**Reference Intakes (RIs)**, formerly referred to as GDAs (guideline daily amounts) are a rough guide to the amounts of fat, salt, sugar etc. there is in food, usually shown 'per serving' and as a percentage (%) of a daily total.

100ml	250ml	500kJ	%GDA*
199kJ	497kJ	120kcal	6%
47kcal	117kcal	1.3g	26%
0.5g	1.2g	26.3g	29%
10.5g	26.3g		

**Suitable for vegetarians** this information is voluntary, however if given it must not be false or misleading to the purchaser.



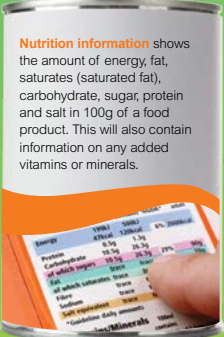
**Health and Identification marking** the oval mark, which is used on certain products (e.g. meat, fish and dairy) means that the food has been produced in premises which are approved in line with European Food Hygiene Regulations. The 'UK' and code numbers help with the traceability of products along the food chain.



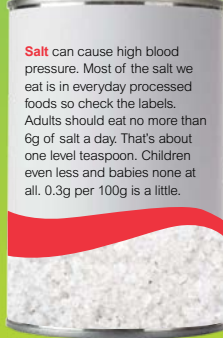
**Claims** some labels carry claims such as 'reduced', 'light', or 'low' but although the food may be low in one nutrient, for example fat or salt, it may be high in another, for example sugar, so always check the label.



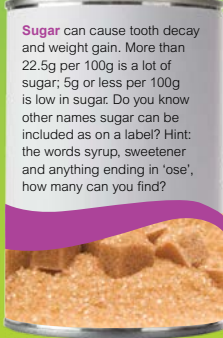
**Nutrition information** shows the amount of energy, fat, saturates (saturated fat), carbohydrate, sugar, protein and salt in 100g of a food product. This will also contain information on any added vitamins or minerals.



**Salt** can cause high blood pressure. Most of the salt we eat is in everyday processed foods so check the labels. Adults should eat no more than 6g of salt a day. That's about one level teaspoon. Children even less and babies none at all. 0.3g per 100g is a little.



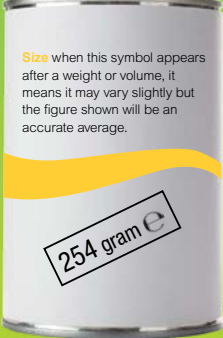
**Sugar** can cause tooth decay and weight gain. More than 22.5g per 100g is a lot of sugar; 5g or less per 100g is low in sugar. Do you know other names sugar can be included as on a label? Hint: the words syrup, sweetener and anything ending in 'ose', how many can you find?



**Fat** eaten in large amounts can contribute to heart disease. More than 17.5g of fat per 100g is a high fat content; 3g or less per 100g is low in fat. The right fats, unsaturated, can be good for health. Too much saturated fat can be harmful and is often hidden in takeaways, pastries and biscuits.



**Size** when this symbol appears after a weight or volume, it means it may vary slightly but the figure shown will be an accurate average.



**Recycled** no current agreed label or symbol to show food packaging has been recycled. It may contain a mixture of recycled and virgin material.



**Instructions for Use** this should be shown if it would be difficult to make appropriate use of the food in the absence of such instructions.

