Learning about Scotland

SCOTTISH FOOD AND HEALTH

Food for Thought

Transforming lives through learning
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.

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 defiency or excess food for a healthy lifestyle.

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.

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.
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.

WHAT CAN I DO?

Recognise the achievements of learners in related areas

Provide appropriate advice and guidance on career paths and suitable qualifications

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

Raise awareness about healthier choices whenever opportunities arise and model this behaviour
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**

[Website links are listed here]

To request printed copies of this resource please email: 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.

**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 %.

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.

**Use by** 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.

**Best before** 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.

**Claims** are permitted to make 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), carbohydrates, sugar, protein and salt in 100g of a food product. This will also contain information on any added vitamins or minerals.

**Recycled** and **virgin material** are sometimes shown on certain products (e.g. paper, plastic, glass and metal). The ‘E’ stands for European Union. The ‘E’ mark, which is oval, with a large capital 'E' within a small oval, is used to indicate that a food additive has been approved for use as food additives within the European Union. Approval is the responsibility of the European Food Safety Authority. Approval is the responsibility of the European Commission.

**E numbers** are codes for substances which have been approved for use as food additives by 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.

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

**Contest details should contain the name and address of the manufacturer, packer or seller to let consumers know who to contact if they 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’s Environmental Health Department.

**Contact details** should contain the name and address of the manufacturer, packer or seller to let consumers know who to contact if they wish to ask for information or have a complaint about the product.

**Use of the food in the absence of such instructions.**

**Healthy plate** (see page 22) corresponds to the ‘eatwell plate’, if your evening meal contains a variety of fresh vegetables, fruit and wholegrain carbohydrates, you will be on track.

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

**Use by** 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.

**How could the label help you understand which fruits and vegetables are in season?**

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 under 11 and babies none at all. 0.3g per 100g is a little.

Use by this will be on foods that peel 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.

**Labels help you understand how much fat, saturates, sugar and salt there is in a 100g, or a portion of a food product.**

Labels can inform you about how animals were treated before entering the food chain?

Although not mandatory, front of pack colour-coded labels show the percentage (%) of a daily total. Salt is in food, usually shown ‘per portion’.

A rough guide to the amounts of salt we eat is in everyday processed foods so check the labels. Most of the salt we eat is in food, usually shown ‘per portion’.

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