

## Grade 6

## Lesson 4

Lesson plan			
<b>Lesson theme</b>	Know your food even better	<b>Grade</b>	6
<b>Duration</b>	40 minutes	<b>Date/week</b>	
<b>Context</b>			
<ul style="list-style-type: none"> <li>• Making healthy food choices</li> <li>• The benefits of leading a healthy lifestyle</li> </ul>			
<b>Linking with previous lesson</b>		<b>Linking with next lesson</b>	
<ul style="list-style-type: none"> <li>• Learning how to read food labels.</li> </ul>		<ul style="list-style-type: none"> <li>• Learning how to lead a healthier lifestyle.</li> </ul>	
<b>Core knowledge</b>			
<ul style="list-style-type: none"> <li>• Background information is the same as for lesson 3.</li> </ul>			
<b>Learning activities and assessment</b>			
<b>Individual work:</b>			
<ul style="list-style-type: none"> <li>• Introduce the worksheet for lesson 4</li> <li>• Learners design their own food labels.</li> </ul>			
<b>Group work:</b>			
<ul style="list-style-type: none"> <li>• Learners view each others' labels and discuss whether or not they would buy that food.</li> </ul>			
<b>Forms of assessment</b>		<b>Resources</b>	
<ul style="list-style-type: none"> <li>• Worksheet</li> <li>• Discussion.</li> </ul>		<ul style="list-style-type: none"> <li>• Food and drink labels</li> <li>• A copy of the Department of Health's draft food labelling regulations</li> <li>• Coloured pencils for all learners</li> <li>• Worksheets.</li> </ul>	
<b>Expanded opportunities</b>		<b>Teacher reflection</b>	
<ul style="list-style-type: none"> <li>• Encourage learners to continue reading all their food labels so as to make healthy food choices.</li> </ul>		<ul style="list-style-type: none"> <li>• The activities show learners how to gather information from food labels and use it to make healthy food choices.</li> </ul>	

## Grade 6

### Lesson 4: Know your food even better (40 minutes)

Lesson 4 is a follow-up exercise to lesson 3.

#### 1 Outcomes

By the end of lesson 3 the learners should be able to understand nutritional information and food labelling well enough to create their own food labels.

#### 2 Teacher's corner

As lesson 4 is a follow-up exercise to the previous lesson, the background information is the same as lesson 3.

#### Preparation for lesson 4

- Read through the background information from lesson 3 and get to know the Department of Health's draft food labelling regulations

- Get the learners to bring a food or drink label to school for the activity
- For the discussion, have an example of a food label. Preferably display this on the overhead projector.

#### 3 Activities

For lesson 4 you'll need a copy of the Department of Health's draft food labelling regulations to improve healthy lifestyle.

You can find a summary in lesson 3 and the full regulations on <http://www.doh.gov.za/docs/regulations/2007/reg0642.html>

You will also need coloured pencils for all the learners.



## Grade 6

### Activity 1: Create your own food label (35 minutes)

#### Activity part 1: Introduction (10 minutes)

Remind the learners about the information required on food labels that they learned in the previous lesson:

- Name and address of manufacturer
- Instructions for use
- Net contents
- Country of origin
- Batch identification
- Use-by date
- Table showing nutrient analysis
- List of ingredients
- Allergens.

#### Main part of activity (20 minutes)

Hand out the worksheet for lesson 4 to the learners.

- They must design their own food label (not for an energy bar) on the worksheet
- The learners should name their food in the space provided on the worksheet
- The label should include all the information required by law (see the activity part 1)
- Encourage the use of colour, accurate information, creative names for the food and neat handwriting
- Learners should tick off the box provided when they have inserted the required information on the label.

#### Activity part 2: Conclusion (5 minutes)

- Allow the learners to view each others' labels and discuss whether or not they would buy that food.

#### 4 Wrap up (5 minutes)

Make sure that the learners have included all 5 food groups in their menus and that it is in line with the FBDGs.

Encourage the learners to share their chosen meals for the day with their families.

## Grade 6

Name: \_\_\_\_\_

### Task 1: Compare 2 different products of the same type of food

Get food labels from 2 different brands of the same type of food. Stick the label of one of the foods on the left-hand side of the table and the other in the right-hand side of the table.

Below is an example of 2 different food labels. Stick your food labels over the food labels in the example below.

PRODUCT A		PRODUCT B	
<b>Fat-free strawberry yoghurt</b>		<b>Low-fat Choc Chip yoghurt</b>	
Ingredients: skim milk, fruit pulp, skim milk powder, stabiliser, live cultures (streptococcus lactis and Bifidobacterium spp.), natural colourants, permitted flavourants, acesulfame K and cyclamate (non-nutritive sweetener). Preservative: sorbic acid. No artificial colourants.		Ingredients: low-fat milk, chocolate flakes, sucrose (cane sugar), stabiliser, skim milk powder, live cultures (Streptococcus thermophilus, Lactobacillus lactis, Lactobacillus acidophilus and Bifidobacterium spp.), aspartame* and acesulfame K (non-nutritive sweeteners), permitted flavourants, natural colourants. Preservative: potassium sorbate. No artificial colourants. *Contains Phenylalanine	
Net contents: 175 g		Net contents: 175 g	
Nutritional information per 100 grams		Nutritional information per 100 grams	
Energy	224 kJ	Energy	462 kJ
Protein	4.0 g	Protein	4.5 g
Carbohydrate	9.5 g	Carbohydrate	16.2 g
Fat	0.1 g	Fat	3.0 g
Calcium	123 mg	Calcium	170 mg
Sodium	70 mg	Sodium	75 mg

#### Questions

1. List the ingredients that both of your products contain.

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2. Which ingredient is included in the largest quantity in each product?

Product A \_\_\_\_\_ Product B \_\_\_\_\_

3. Which ingredient is included in the smallest quantity in each product?

Product A \_\_\_\_\_ Product B \_\_\_\_\_

Grade 6

Name: \_\_\_\_\_

4. Which product has more kilojoules (kJ)?

\_\_\_\_\_

5. Which product contains more carbohydrates?

\_\_\_\_\_

6. Which product contains more protein?

\_\_\_\_\_

7. Which product contains more fat?

\_\_\_\_\_

8. Which food do you think is healthier? Explain why.

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## Grade 6

Name: \_\_\_\_\_

### Task 2: Compare 2 snack foods

Compare the labels of the 2 foods in the table below. These foods are both considered snack foods, but their nutritional compositions are very different.

PRODUCT A (dried fruit)			PRODUCT B (chips)		
<b>Sun-dried apricots</b>			<b>Chutney flavoured chips</b>		
Ingredients: apricots. Preserved with sulphur dioxide to retain the natural colour.			Ingredients: fresh potatoes, refined vegetable oil with antioxidant (TBHQ), salt, maize flour, acidifying agents, sugar, vegetable powders (garlic, onion), monosodium glutamate, caramel powder, fruit powder, free flow agent, herbs and spices, maltodextrin, permitted flavourants (soya and gluten), permitted colourant, non-nutritive sweetener, dextrose, flavour enhancers. Contains soya and gluten.		
Nutritional information per 100 grams			Nutritional information per 100 grams		
Nutrient	Per 100 g	Per 30 g serving	Nutrient	Per 100 g	Per 30 g serving
Energy	1249 kJ	375 kJ	Energy	2178 kJ	653 kJ
Protein	4.1 g	1.2 g	Protein	7.4 g	2.2 g
Carbohydrate	58.2 g	17.5 g	Carbohydrate	45 g	13.5 g
Total fat	0.6 g	0.2 g	Total fat	35 g	10.5 g
Saturated fat	0.03 mg	0.01 g	Saturated fat	15.8 g	4.7 g
Trans fatty acids	0 g	0 g	Trans fatty acids	< 0.5 g	< 0.2 g
Cholesterol	0 mg	0 mg	Cholesterol	Not listed	Not listed
Total dietary fibre	9.9 g	3.0 g	Total dietary fibre	4.0 g	1.2 g
Sodium	11 mg	3.3 mg	Sodium	800 mg	200 mg

#### Questions

- Which 3 ingredients are in the chips in the largest amount?  
\_\_\_\_\_
- What is the difference between the kilojoule values of the dried apricots versus the chips? \_\_\_\_\_
- Which product contains more kilojoules? \_\_\_\_\_
- Which product contains more fat? \_\_\_\_\_
- Which product contains more fibre? \_\_\_\_\_
- Which product contains more sodium? \_\_\_\_\_
- Which food do you think is the healthier snack? Explain why. \_\_\_\_\_  
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