

School Code	
Practitioner Code	V10
Curriculum Area(s)	Health and Wellbeing / Technology
Level	2 nd Level
Stage(s)	P7
Specific subject (if applicable)	

Experiences and Outcomes:

By investigating food labelling systems, I can begin to understand how to use them to make healthy food choices. HWB 2-36a

Through discovery and imagination, I can develop and use problem-solving strategies to meet design challenges with a food or textile focus. TCH 2-11

Learning Intentions:

To use food labelling systems to make healthy food choices.

To design packaging for a food product.

Success Criteria:

I can

- Explain what the traffic light labelling system shows
- Decide which foods would be a healthier choice by looking at the traffic light system
- Find nutritional information using different labelling systems
- Explain why a food is a healthier choice
- Create a bar graph showing the amount of fat in different products

To design packaging for a food product.

- I have created a net for a 3D shape.
- I have created an eye-catching logo for my packaging.
- My packaging design is appropriate for the target audience.
- I have listed ingredients from greatest to smallest weight.
- I have used labelled my packaging using the traffic light system to show energy, fat, saturates, sugar and salt.
- I have included additional information, for example allergy advice or if my product is suitable for vegetarians.
- I have included the weight of my product on the packaging.
- I have made changes and improvements to my design during the design process.

Briefly outline the context and range of quality learning experiences:-

Think, pair and share was used to allow the class to explain what they already knew about healthy eating. Previous knowledge included the different food groups, the eatwell plate, the recommended 5-a-day of fruit and vegetables and the amount of water to drink every day. The class were then asked what information they would expect to find on food packaging.

An interactive food label was displayed on the whiteboard and children took it in turns to look at different aspects of the label and explain to the rest of the class what they showed.

Images of different types of the traffic light system were shown on the board. The class were aware of having seen these but did not know what information this showed. Children were given time to independently read information on the information the traffic light system displayed and why it was healthier to eat foods which were low in fat, saturates, sugar and salt. Pupils were asked to feedback on what they had learnt to the class.

Images of various food labels with a range of traffic light systems were displayed on the board. Pupils were chosen at random to decide whether the food was a healthier choice.

Challenge was provided by introducing food labels which did not use the traffic light system. The pupils had to find the amount per 100g then use a decoder to see whether this would be red, amber or green.

In pairs the pupils were given a variety of food packaging and decided whether or not the foods were healthy choices.

Pupils worked independently to find information on fat content for six products with different forms of labelling, including both traffic lighting and using the nutritional information table. They collated this information in a table then drew a bar graph to compare this (application).

The class were challenged to design their own food packaging for a product. As a class examples of different aspects of packaging including logo, design, materials and 3D shape were discussed. The nets of various 3D shapes for packaging were also displayed – pupils were chosen at random to say which 3D shape each net would make when constructed.

The class then decided on success criteria for packaging including the design of the packaging and information legally required.

Pupils chose a product that they would like to design packaging for. They were given time working independently to create a design for their packaging including the net they would have to create, a logo, and where information would be displayed. Some pupils chose to use food packaging for similar products to the one they were designing to find information such as weight, ingredients and nutritional information. Other pupils used the internet to research the nutritional information for similar products. Pupils had to apply their understanding of 3D nets to ensure that the size and shape of their packaging was appropriate and that their logo and information were oriented correctly on the constructed packaging.

Once the designs had been created and constructed, pupils completed a success criteria rubric, indicating how well they had met each of the success criteria. They displayed their designs to the class, explaining the design decisions they had made, any problems they had encountered in making their products and also discussed whether the product they had designed would be a healthy choice. Peers gave feedback on the packaging they had created.

Record the range of assessment evidence that was gathered to meet the success criteria (Say, Write, Make, and Do) considering breadth, challenge and application.

Say:

Feedback to class on traffic light information

Looking at examples of food labels on board and stating whether product was a healthier choice.

They displayed their designs to the class, explaining the design decisions they had made, any problems they had encountered in making their products and also discussed whether the product they had designed would be a healthy choice.

Do:

Working with partner to sort food packages.

Write:

Table / Graph showing fat content of different products.

Design for packaging.

Make:

3D Model of packaging.

Did the learner successfully attain the outcomes? YES/NO

The learner was able to use food labelling to make decisions about whether or not different foods were healthy choices. The graph they created showed that they were able to read information accurately from a range of packaging.

The model that they created met all of the agreed success criteria. They had not included additional information but had considered this and decided it was not necessary for their product.

Briefly outline the oral/written feedback given to the pupil on progress and next steps, referring to the learning intention and success criteria.

Teacher oral feedback on graph and sorting products:

Your graph shows that you can read nutritional information from a range of packaging.

I agree that these products are healthier and you have explained why.

Peer oral feedback on packaging:

Your logo is clear and bright.

Your information is easy to read.

You could have added more detail to the sides of the box to make it more interesting.

Teacher written feedback on packaging:

Well done, you have created a successful 3D net for your packaging which opens and closes. You have included all the required information and have thought about a logo that fits your target audience. I like how you changed the design of your net so it would close properly.

You could have made some of the information easier to read rather than it all being on the bottom of the box.

Next steps:

- Further research about the importance of low salt, sugar, fat and saturates. The learner could explain that the packages which showed that these were lower were better but found it difficult to explain why other than that these can be bad for you.
- Designing and making own healthy food product.

Practitioner Moderation Template

Learner Evidence

Pupil Voice:

What have you learned? How did you learn? What skills have you developed?

I have learnt about the traffic light labelling system and how I can see which foods are healthy. IT shows salt, fat and sugar and if you have too much of these it can be bad for you. Also making the packet I realised I had to make sure that all my measurements were the same to make a cuboid.

I learnt by looking at the information leaflets and products on the board. I looked at packaging and worked out the amounts they had in them. I made a graph. Deciding if foods were healthy or not. Designing the product. I had to change my design so it closed properly and work out which ways to put the flaps on.

The skills are finding and using information by working out from traffic lights if something is healthy. My measure skills to create the net. I had to use my design skills to make a logo.

Learner Evidence

Transcripts of oral evidence.

Learner deciding if product displayed on board was a healthy choice.

The salt is green and so is the saturates but the fat and sugar are both amber. So it would be ok to have sometimes but it wouldn't be the most healthy choice and you wouldn't want to have it all the time.

*I can decide which foods would be a healthier choice by looking at the traffic light system
I can explain why a food is a healthier choice*

Learner discussing food products with partner.

That juice is all greens so it would definitely be a healthier choice.

This one has greens on the fat and sugar, but it is red on salt so it could be bad for you. I don't think it is one of the healthier ones.

This is red on all of them but the salt. That is definitely not healthy.

This has 1.2 grams of salt. (Checks decoder). That's between 0.3 and 1.5 grams so it would be an amber if it had the traffic lights. So ok some of the time.

*I can decide which foods would be a healthier choice by looking at the traffic light system
I can find nutritional information using different labelling systems
I can explain why a food is a healthier choice*

Feedback to class on traffic light information:

Learner: The information on the traffic lights shows things you can't have too much of like salt. It says it has something with cardiov..?

Teacher: Cardiovascular disease – that means heart disease.

L: Oh, well it can make that happen. It shows on the traffic lights how much of the salt, fat and sugar it has so you know if you shouldn't be eating it too much. If it is green it is healthier so you can have it all the time. If it's red then you should only have it every now and then.

I can explain what the traffic light labelling system shows.

Learner showing product to class:

I made my product for kids and adults so it was bright with colours but still quite plain.

My packaging design is appropriate for the product I have chosen.

I had to change my design because the flaps weren't opening so now I can close it properly.

I have made changes and improvements to my design during the design process.

I didn't have any extra information to put on mine like for allergies or anything like that.

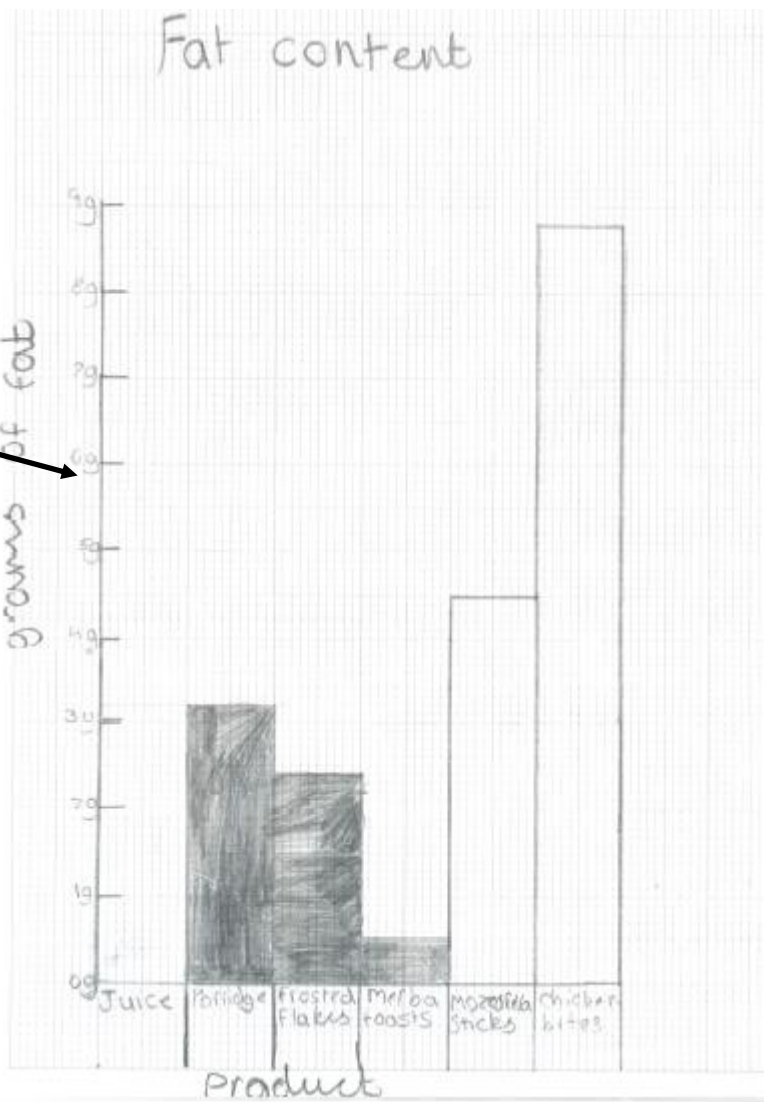
I have included additional information, for example allergy advice or if my product is suitable for vegetarians.

Bar Graph

Product	Fat	Salt
Juice	0g	0.11g
Porridge	3.2g	0.20g
Frosted flakes	2.6g	0.3g
Melba toasts	0.5g	0.3g
Mozzarella sticks	4.5g	0.1g
Chicken bites	8.8g	0.3g

I can find nutritional information using different labelling systems.

I can create a bar graph showing the amount of fat in different products.



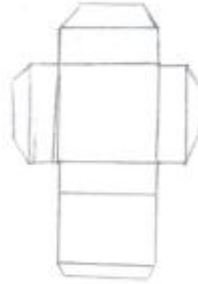
Food Packaging Design

18/11/15

Product - chocolate box

Name - treats

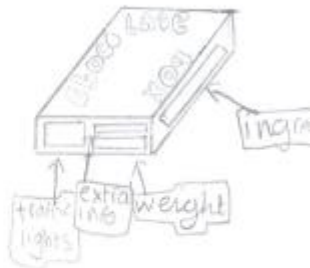
Net -



I have made changes and improvements to my design during the design process. *Original design shows that improvements have been made to the design— tabs were added so that the sides of the box would join correctly and were also removed from the lid.*

Logo- chocolate
BOX

Design-



information -

ingredients - sugar, milk, cocoa butter, glucose syrup, cocoa mass, Lactose and Natural vanilla extract.

Food Packaging

I have created a net for a 3D shape.
 Pictures show the net before construction and demonstrate that this successfully created a cuboid which opened and closed to function as packaging.



I have created an eye-catching logo.

I have listed ingredients from greatest to smallest weight.

Ingredients
 sugar, milk, cocoa butter, glucose syrup, cocoa mass, 100% glucose and natural vanilla extract

Weight - 450g

Per 100g				
Energy	Fat	Saturates	Sugars	Salt
505cal	24.3g	15.2g	51.3g	0.4g

I have labelled my packaging using the traffic light system to show energy, fat, saturates, sugar and salt.

I have included the weight of my product on the packaging.

Learner Self-Evaluation

Success Criteria	
I have created a net for a 3D shape.	
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