

# Healthy diet and nutritional labels



Nutrition Typical values (cooked as per instructions)			
	per 100g	per 1/4 pack	% adult GD, 1/4 pack
Energy kJ	1007	2014	
Energy kcal	241	482	24.1%
Protein	8.4g	16.8g	37.3%
Carbohydrate	20.6g	41.2g	17.9%
of which sugars	1.8g	3.6g	4.0%
of which starch	18.8g	37.6g	
Fat	13.7g	27.4g	39.1%
of which saturates	5.7g	11.4g	57.0%
mono-unsaturates	5.9g	11.8g	
polyunsaturates	1.5g	3.0g	
Fibre	0.9g	1.8g	
Salt	0.50g	1.00g	7.5%
of which sodium	0.20g	0.40g	16.7%

GDA children (5-10 yrs)  
1800  
24g  
220g  
85g  
70g  
20g

GDA = Adult Guideline Daily Amounts are based on a 70kg male, 60kg female. GDAs are guidelines and personal requirements vary depending on age, gender, weight and activity level.

## RATIONALE

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Healthy eating influences our quality of life. When choosing the food we are going to eat, the label is a great tool, as it provides us with objective data and helps us to know the food we buy better.

In addition, it is important to understand the terms that appear on the nutrition label, as they allow us to compare similar products and help us to make a better choice of the food we consume.

## OBJECTIVES

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- Understand the relevance of food labelling information in our dietary decisions.
- Understand the list of nutrients that appear on the nutrition label, their function and necessity.
- Learn how to prepare a balanced diet based on objective criteria such as the nutrition label.

## CONTENTS

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- Concept of a balanced diet.
- The healthy plate and its relevance.
- Nutrients on the label.
  - Types.
  - Function of nutrients.
- Meaning of the elements that make up the nutrition label and their importance.
- Process of responsible and autonomous decision-making for good food choices.

## ACTIVITIES

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### INITIAL PHASE (Prior activity)

- 1- Recording of food consumed during the course of a day.
- 2- Analysis and interpretation of a nutrition label.

### DEVELOPMENT PHASE (Session)

- 1- The healthy plate, foods and functions.
- 2- Nutrition labelling.
- 3- Advertising claims versus nutrition labelling.
- 4- Analyse the label. Choose the healthiest option.

### IMPLEMENTATION AND COMMUNICATION PHASE (Subsequent activity)

Everything can be improved... Let's start now.

## CONTRIBUTION TO COMPETENCES

### DISCIPLINARY

- Communicative, linguistic and literary competence.
- Mathematical competence.
- Scientific competence.
- Technological competence.

### TRANSVERSALS

- Competence for learning to learn and to think.
- Verbal, non-verbal and digital communication skills.
- Competence for living together.
- Competence for learning to be.

## METHODOLOGY

- Individual and cooperative work.
- Gamification.
- Critical thinking.
- Challenge-based learning.

## ORGANIZATION

ICT resources and tools	Spaces and groups	Duration
Computer and digital screen or projector. Internet access	One classroom. Two subgroups.	1 session - 90'

## EVALUATION

### TEACHING STAFF

Satisfaction survey.

### STUDENTS

Satisfaction survey.