

Healthy diet and nutritional labels



Nutrition Typical values
(cooked as per instructions)

	per 100g	per 1/4 pack	% adult GD, 1/4 pack	GDA children (5-10 yrs)
Energy kJ	1007	2014		1800
Energy kcal	241	482	24.1%	24g
Protein	8.4g	16.8g	37.3%	220g
Carbohydrate	20.6g	41.2g	17.9%	85g
of which sugars	1.8g	3.6g	4.0%	-
of which starch	18.8g	37.6g		70g
Fat	13.7g	27.4g	39.1%	20g
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		
of which sodium	0.20g	0.40g	7.5%	

GDA = Adult Guideline Daily Amounts are based on the average requirements of a healthy adult male. GDA's are guidelines and personal requirements may vary depending on age, gender, weight and activity level.

RATIONALE

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

- 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

- 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

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.