

Making the Most of Session Three



Have students:

- completed the session 3 supermarket worksheet? They can use the New World or PAK'nSAVE websites to complete if required. Alternatively, they could trade answers with classmates or finish at home.
- compared their nutrition information to the nutritional guidelines, and ticked those that meet the guidelines?



Using and Analysing Your Information

1.

Classifying Foods

Get students to circle the food in each category that they think would benefit their body the most AND/OR classify each food as E (Everyday) or S (Sometimes).

2.

Guided Questions for Food Categories

Choose a handful of discussion points below to suit your class. You could use the think-pair-share approach for this discussion. Alternatively, break into small groups with different focus questions for each group and then have a class discussion and get groups to share their answers.

Breakfast Cereals

- Which cereals had the highest sugar content per 100g?
- Which cereals had the lowest sugar content per 100g?
- Were there cereals with both high fibre and low sugar? Which ones?
- Why might a company use cartoon characters on sugary cereals?
- Did any of your cereals have dried fruit in them? What does this mean for the sugar guideline?

Muesli Bars

- Is a muesli bar always an 'everyday' choice? What makes some benefit our body more than others?
- Did any of your muesli bars contain nuts or seeds? What does this mean for the fat total guideline?
- Did any of your muesli bars have dried fruit in them? What does this mean for the sugar guideline?
- Was dietary fibre always listed? (If no, why may that be?)

Snack Foods

- Which snack was your favourite?
- Were you surprised by any of the snack foods? Which one and why?
- Was dietary fibre always listed? (If no, why may that be?)

Bread

- Which bread had the highest fibre content? If there was no fibre listed, why might that be?
- Which bread had the lowest sodium content per 100g?

Milk Products

- Which product had the highest calcium per 100g/mL?
- Which milk product had the lowest sugar per 100g/mL?

Optional Add-on

- Record class results on charts (e.g., highest fibre bread, highest calcium milk, amount of sugar in flavoured milks or cereals) to build numeracy skills.

3.

General Reflections & Discussion Questions

Stage 1: Personal Observation & Initial Reactions – Activate prior knowledge

- What surprised you most about the labels you looked at?
- Was there anything confusing or difficult to understand?
- If a food is sweet, what nutrient would it be higher in?
- If a food is salty, what nutrient would it be higher in?

Stage 2: Analyse the Labels – Build understanding of label design, layout, and purpose

- Did you notice any patterns in how labels are displayed (front of pack vs. back of pack, hidden under seams and folds)?
- Did you find it easy or difficult to find and understand the information you were looking for? What made it easy or difficult?
- How does the Nutrition Information Panel (NIP) help you compare two similar products?

Stage 3: Applying What You've Learned – Encourage students to apply their knowledge to real-life situations

- If you were shopping with your family, what tips would you use from your Food for Thought learning?
- How could you explain what you've learned to a younger sibling/family member?

Stage 4: Critical Thinking & Social Context – Expand thinking to broader implications and equity

- Should labels be simpler? What changes would you suggest?
- How do cultural or dietary needs (e.g., vegetarian, allergies, halal/kosher) affect how people use food labels?

4.

Extension Activities (choose as appropriate)

- Create your own front-of-pack label showing the most important information.
- Design a new product and create a package front
- Debate: "Food companies should not be allowed to market to kids."
- Create your shared kai using the gift voucher!