



# Helping Everyone Eat Better



## Activity ideas for store colleagues to use with community groups





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# About this resource

## Helping Everyone Eat Better

Sainsbury's is committed to supporting customers to reduce carbon emissions and food waste, helping them recycle more, use less plastic, and guide them to make healthier, more sustainable choices. It's recognised that positive food choices can have benefits for health and the environment. This series of practical activities are designed to help groups from within the community become informed consumers.

## Three key themes

The activities within this document are divided into three key themes:

- **Healthy Eating:** Based on the NHS Eatwell plate, this series of activities provides the opportunity for participants to explore the key food groups (fruit and vegetables, protein, dairy and carbohydrates) as well as meal planning and issues associated with sugar
- **Informed consumers:** Labelling, food assurance, and the decision making related to food purchases are explored in these activities.
- **Sustainability:** Many people are increasingly focused on environmental and sustainability issues; these activities focus on food waste, seasonality and plastics.

## Planning a session

When planning a session, selecting activities that have clear links or share themes works well. Some of these links are suggested on the activity pages. When selecting activities, you may also wish to consider:

- **The group:** Community groups cover a broad range of different people with different needs. These activities were developed to be accessible to as many people as possible. Many of the activities have a 'Make it simpler' and 'Make it harder' suggestion which can be used to make the task suitable for a younger or older age group.





- **Time:** Each activity comes with a suggested time. This is just a suggestion. Some groups may require more time to complete activities and sometimes planned timings cannot be stuck to.
- **Preparation:** A list of resources required is included with each activity. Some of the paper-based resources included in this document may require printing and, in some cases, cutting out. Other resources should be available in the store.
- **Asking questions:** An important way of supporting or challenging participants is through questioning. Each activity is designed to answer a few key questions. (Questions being answered). These are detailed near the start of each page. Support in answering these questions can be found in the **'Questions being answered: Prompts' resource on pages 49-57**. Throughout this document you will also find example questions to use with a group to generate discussion. Look out for these in *italics*.
- **Staying safe:** You must complete a risk assessment (as appropriate for the store) before undertaking these activities. Amongst other considerations should be food allergies and food hygiene. You will also need to consider the additional needs of the participants.

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# The Eatwell lunch challenge

## Time

1-2 hours

## Resources required

- Eatwell guide poster (pg.28)
- Eatwell challenge audit sheet (pg.29)
- Access to the store
- Shopping basket
- Paper bags
- Plastic-free biodegradable food wrap/bags/boxes.
- Access to calculators



## Questions being answered

Can I make an Eatwell lunch bag on a budget?

How will I avoid food waste?

How can I package the lunch without using plastic?

## Instructions

Give a short introduction to explain the Eatwell plate. Participants should then be given access to the store with a shopping basket and a copy of the Eatwell plate diagram. The challenge is to select ingredients to make an Eatwell lunch bag suitable for one person (adult or child). Participants need to select at least one item from each section on the Eatwell plate. They should then make the lunch and pack it using the biodegradable packaging provided.

Participants should complete the audit form to summarise their choices, total cost, food surplus and how this will be used and safely stored.

Discuss the audit sheets as a group over lunch! *Is the lunch bag affordable? Is there anything you would change? Is there one item that, if removed, would have a large effect on the total cost? Where on the Eatwell Plate does this item sit? Could you do without this item and still have a healthy nutritious lunch?*





## You could also...

Provide Sainsbury's recipes to generate ideas about how to use the lunch bag leftovers. *Are there any common leftovers e.g., bread or slices of ham or blocks of cheese? What is the best way to store these items? How long can they be stored? Could they be used to make more lunch bags?*

## Make it simpler

Provide participants with a selection of food items from the store which represent all sections of the Eatwell Plate. The ingredients could be pre-grouped for younger participants according to the Eatwell Plate. Ask participants to make a lunch bag from the items provided.

## Make it harder

Discuss ways to use mealtime leftovers in a lunch bag. E.g., left-over roast meats can be sliced and used as a sandwich filling or in a salad. Pasta can be added to a salad. Share ideas and recipes.

Discuss other ways there are to reduce packaging when making a lunch to take to work.





# Eatwell Plate: Comparing foods

## Time

15 minutes

## Resources required

- Eatwell guide poster (pg.29)
- Eatwell plate: Food comparison tables (pg.30-31)
- Access to the store
- Shopping basket



## Questions being answered

Do foods within a section of the Eatwell Plate provide the same nutritional value?

How to use food labels to help make choices and eat better.

## Instructions

Using the Eatwell Plate poster, give participants a brief explanation highlighting the 5 sections on the plate. Ask participants to select a single food from 4 of those food groups. Alternatively, the 4 food items could be provided.

They are now going to use the traffic light information on the food packaging to rank each of those foods for salt, sugar, fat and saturates. Use the tables in the resource section. Or simply physically arrange the food items in order on the table.

## You could also...

Play a game of higher or lower. Have a selection of foods available – pick a food to start. Read the level of salt (sugar, fat or saturates) from the label. Hold up the next food item and ask ‘higher or lower?’ participants guess and the game continues until they are incorrect.

You may like to look at the ‘Traffic light nutrition’ activity before completing this activity.







# Milk tasting

## Time

20 minutes

## Resources required

- Milk tasting scorecard (pg.32)
- Milk variety sheet (pg.33)
- Variety of milk types
- Cups

## Questions being answered

Can you name a variety of different milk?  
Does all milk taste the same?



## Instructions

The participants are going to partake in a blind milk tasting session where they will score a variety of milk types and then decide which is which. The milk chosen for the activity could be plant or animal-based and the selection may depend on availability and dietary requirements. *Which milk is your favourite? Can you work out which milk is which? Do they taste how you thought they would?*

## You could also...

Ask the participants to look at the nutritional content of each milk. *Which has the least amount of sugar/fat? Which is the healthiest?*

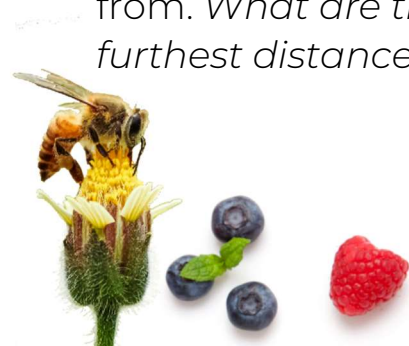
Ask the participants to look at the ingredients in each milk. *What do they contain?* You may wish to use milk as part of the 'Radiant rainbow smoothies' activity.

## Make it simpler

The participants could just taste test cow's milk and have a variety of these containing different amounts of fat. For example, skimmed, semi-skimmed, full fat, Jersey gold top. *Do they taste different/similar? Why? What is the fat content of each milk? Can they guess which is which?*

## Make it harder

Ask the participants to read the milk packaging to see where they all come from. *What are the food miles for each milk? Which milk has travelled the furthest distance? Can you find local milk?*





# Radiant rainbow smoothies

## Time

15-20 minutes

## Resources required

- Rainbow poster (pg.34)
- Variety of fruits (and vegetables)
- Fruit juices, or water
- Blender
- Chopping boards
- Knives
- Glasses



## Questions being answered

What is the most colourful fruit/vegetable?

How many portions of fruit and vegetables should we be eating daily?

## Instructions

Talk to the participants about the importance of eating 5 portions of **fruit and vegetables** a day. It's a good idea to vary the fruits and vegetables that we eat as they contain different vitamins. *Do you eat the same fruit/vegetables every day?*

Use the rainbow poster to find as many fruits of different colours as possible. *Do we know the names of all the fruits?* Now might be a good time to taste test a selection of the less familiar fruits.

Ask participants to select a range of fruits to be included in their fruit smoothie. Prepare the fruit and add it to the blender. Add apple/orange juice or milk) and blend. Allow participants to try the smoothies. *Which is the best?*

*Fruit smoothies are high in natural sugars (fructose). The sugar in whole unprocessed fruit does not count towards your recommended daily intake of free (added) sugar. The sugars in smoothies are considered (free) sugars and therefore smoothies should be consumed in moderation.*





## You could also...

Try making a low sugar smoothie. Good options could include avocado, cucumber, carrots and leafy greens. Water is a zero-sugar option that could be used to replace fruit juice.

If milk is being used, try the 'Milk tasting' activity.

## Make it easier...

Pre-prepared fruit smoothies could be offered to participants to taste. A matching game could be played. Which fruit do you think is used in each smoothie?





# How to make ice cream

## Time

30 minutes-1hr

## Resources required

- Double cream
- Condensed milk
- Flavourings (e.g. vanilla essence)
- Bowl
- whisk
- Zip lock food bags
- Ice cubes
- Salt



## Questions being answered

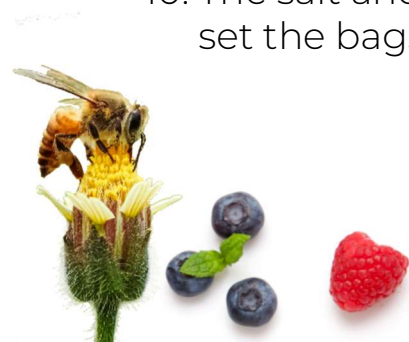
How is ice cream made?

What are dairy products?

## Instructions

This activity provides the perfect opportunity to explore **dairy** products

1. Pour enough cream into a bowl (600ml will produce enough ice cream for 30 people to have a tablespoon of ice cream each)
2. Whip the cream until it forms soft peaks
3. Add half a tin of condensed milk (approx. 200g) and chosen flavouring
4. Whip again until the mixture once more forms soft peaks
5. Place 4 or 5 tablespoons of the mixture into a zip lock food bag and seal (repeat this with additional bags if necessary)
6. Place the first bag containing the mixture into a second empty food bag
7. Add the ice to the second bag – 3 cups of ice should be enough
8. Now add  $\frac{1}{2}$  a cup of salt
9. Seal the second bag and mix the salt and ice by gently shaking
10. The salt and ice solution should be surrounding the cream mixture set the bags to one side and leave for approximately 15 minutes







11. Carefully open the food bag and remove the first bag from the salt/ice solution – rinse the outside of the bag under cold water to remove excess salt
12. Now carefully open this bag - the contents should be frozen!

### You could also...

Try the 'Milk tasting' activity. Explain that the cream used to make ice cream is a product of milk. Skimmed and semi-skimmed milk have had fats partially removed (skimmed) from them. Most modern 'whole' milk is homogenised (the fat is mixed into the milk). It is possible to find unhomogenised milk – in these the fat (cream) will float on the surface of the milk.

### Make it simpler

If time is short, a batch of ice cream could be made up and frozen (in a freezer) before the start of the session. While the group is tasting the pre-prepared ice cream, a smaller portion of the cream mixture could be frozen as a demonstration using the salt and ice method described above.





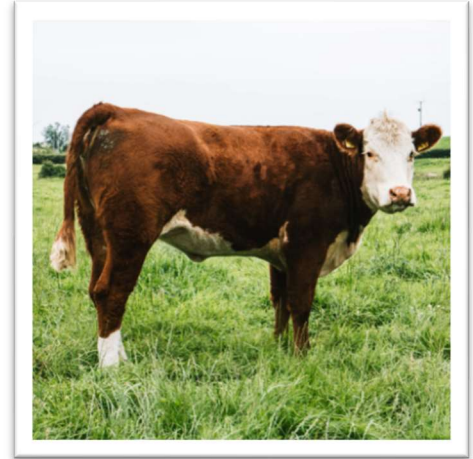
# Understanding meat

## Time

20-30 minutes

## Resources required

- Ways to cook meat cards (pg.35)
- Understanding meat origin cards (pg.36)
- Understanding meat cuts posters (pg.37)
- Shopping baskets
- A selection of meat products from the store: include examples from cattle, sheep, pigs, chicken and a variety of cuts e.g., diced, minced, joint, and processed e.g., sausage



## Questions being answered

Who prepares meat?

Why are there so many different 'types' of meat?

How do I choose which cuts of meat to buy?

How do I store meat and avoid waste?

## Instructions

Most meat products in the UK are derived from cattle, sheep, pigs and chickens. Cuts of meat are prepared by butchers to give us products ready for cooking. Different cuts come from different parts of the animal.

Refer to the understanding meat cuts posters and identify which part of the animal each selected product comes from.

Different cuts are suited to different cooking methods. Ask participants to match the cut to the cooking method using activity cards.

Meat is a valuable nutrient-dense food. It should not be wasted. Discuss ways of avoiding waste, e.g., freezing products that won't be eaten before the use-by date, cooking the meat and then storing it in the fridge.





## You could also...

This activity can be linked to the 'Food Assurance: know your standards' activity. Looking at a selection of meat from the store, identify any assurance standards and discuss what they mean.

## Make it simpler

Ask participants to sort the selected Sainsbury's meat products into origin labelled shopping baskets according to the animal from which they are derived (Use the meat origins activity cards.) *Are there any animals missing from our list? E.g. goat, duck, goose, turkey*

## Make it harder

Ask participants to select a range of meat products from the store shelves including products from cattle, sheep, pigs and chicken

Ask participants to select a meat item suitable for roasting, stewing, grilling, BBQ or stir fry. Think about menu planning to avoid food waste. e.g., for something quick in the week, you might choose to stir fry or grill. At the weekend you might have more time for a slow-cooked stew or a roast. *Is there a use for the left-over roast meat? Sandwiches or a curry? How can the left-over meat be safely stored?*





# Bread from around the world

## Time

10-15 minutes

## Resources required

- Bread from around the world information sheet (pg.38)
- Bread tasting scorecard (pg.39)
- Variety of breads from different countries or cultures
- Clipboards and pencils



## Questions being answered

Is different bread eaten around the world?

What countries or cultures does the bread originate in?

## Instructions

The participants will be tasting bread from around the world. *Do you recognise any of these breads? What country or culture do they come from?* Tell the participants the names of the bread products and then tell them where they originate from using the information sheet. The participants will fill in their scorecards as they taste the bread products. Ask the participants to share their scores. *Which bread was the favourite/least favourite? Which bread scored highest for appearance/smell/texture/taste? Have they ever tried this bread before?* Ask the participants to share their stories about the bread that they eat at home. *Can we find them in the store? Is this bread all traditionally British?*

## You could also...

Visit the in-store bakery. *What do they bake in-store? What ingredients do they use? What culinary skills do they use?* Allow the participants to ask the bakery staff questions about their role in the bakery.

**Make it harder** Match the bread to their origin. *Can the participants do this before you start?*







# Sugar. Too much of a good thing?

## Time:

20 minutes

## Resources required

- Sugar cubes OR granulated sugar
- Scales
- Bowls
- Food items containing sugar

## Questions being answered

How much sugar is in our food?

How much sugar should be in our diet?



## Instructions

Explain that many foods contain **sugar**. Too much sugar can be unhealthy and cause weight gain and tooth decay. The NHS Eatwell guide explains that the type of sugars most adults and children in the UK eat too much of are "free sugars". These are:

- Sugars added to food or drinks. These include sugars in biscuits, chocolate, flavoured yoghurts, breakfast cereals and fizzy drinks.
- Sugars in honey, syrups and unsweetened fruit juices, vegetable juices, and smoothies.

Challenge the participants to guess how much sugar is in a range of items. Make sure you've made a note of the amount of sugar in your chosen items before the start of the session. Using sugar cubes is a fun way to help visualise their guesses (alternatively they could also use granulated sugar and scales.) Compare the guesses to the actual amount of sugar in the products. *Is the amount of sugar in these products surprising?* Free sugars shouldn't make up more than 5% of a person's calorie intake. This means:

- Adults should have no more than 30g of free sugars a day, (roughly equivalent to 7 sugar cubes).
- Children aged 7 to 10 should have no more than 24g of free sugars a day (6 sugar cubes).
- Children aged 4 to 6 should have no more than 19g of free sugars a day (5 sugar cubes).





## You could also...

Explore an aisle of the supermarket (or some provided products). Which breakfast cereal, fizzy drink, smoothie has the most sugar per portion? You could link this investigation to the 'Radiant Rainbow Smoothies' activity suggestion.

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# Traffic light nutrition

## Time

20 minutes

## Resources required

- Eatwell Guide poster (pg.28)
- Traffic light nutrition explained resource (pg.40)
- Variety of food products (if not in-store)
- Shopping baskets



## Questions being answered

What does a healthy diet look like?

How can I make healthier choices?

Should my diet contain mostly foods that are labelled green?

## Instructions

Use the Eatwell guide to talk about the different food groups. *What is each group called? What are the daily recommendations for each food group?* To help us to eat healthily, Sainsbury's uses a traffic light system on their product labels. Use the 'traffic light nutrition explained' sheet and let the participants see the labels on some example products. *What does red/amber/green mean?*

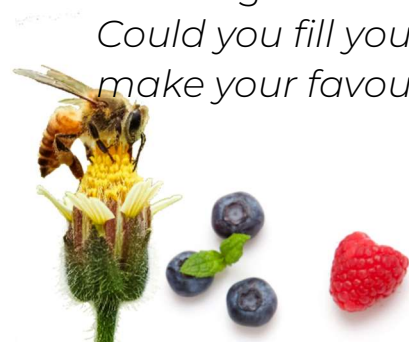
Ask the participants to walk around the store looking for healthy choices. *Can you fill your basket with products that have only green and amber on their labels? What do you notice about the products which have red on their traffic light labels?*

## You could also...

Use the NHS food scanner app to find healthier alternatives to products that are high in sugar, salt and fat.

## Make it harder

Go shopping to find all the ingredients to make a meal of your choice, ensuring that all the products' traffic light labels are either green or amber. *Could you fill your basket with only green traffic light labelled products to make your favourite meal?*





# Food Assurance: know your standards

## Time

20 minutes

## Resources required

- Food Assurance Scheme logo cards (pg.41)
- Food Assurance Scheme description cards (pg.42)
- Variety of food products (if not in-store)
- At least one example showing each food assurance standard

## Questions being answered

What is a food assurance scheme?

What does each standard mean?

Can buying farm-assured foods help everyone eat better?



## Instructions

Ask participants to look at the foods and try to identify any food assurance scheme labelling. *Discuss as a group. Does anyone know what these labels mean?*

With participants in small groups, ask each group to try and match the food assurance scheme logo cards to the description cards.

*Are there any surprises? Have participants seen these logos before? Have these logos influenced your food choice?*



## You could also...

Link this activity to the 'Traffic Light Nutrition activity' or look for assurance logos as part of the 'understanding meat' activity.



## Make it simpler

Ask participants to sort food products into groups according to the assurance scheme logo. *Do some foods have more than one logo?*

Note: Both the Red Tractor and British Lion Egg schemes are baselines of the LEAF marque standard i.e. All LEAF marque farms will be Red Tractor Assured Farms.







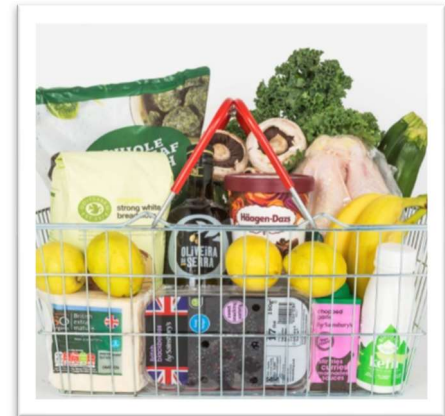
# Food Choices: what are your priorities?

## Time

20 – 30 minutes

## Resources required

- Food choices activity cards and board (pg.43-44)
- A variety of different foods from the store.



## Questions being answered



What are your priorities when choosing food?  
How do our food choices affect our health and the health of the planet?  
How do food labels help us make choices?

## Instructions

Discuss with participants what they feel is important when choosing food. Use the discussion to introduce the 'Food choices?' cards. Ask participants to decide where on the diamond each of the cards should be placed.

Using the packages of different food, ask participants to decide where each food would fit according to the diamond.

## You could also...

Link this activity to '[Food Assurance: know your standards](#)' to give a greater understanding of labelling.

## Make it harder

Discuss the diamond priority activity as a whole group. *Where has the food been produced? How has the food been packaged and what does that mean for the environment? Is the packaging recyclable? How healthy is the food? Where does it fit into the EatWell plate?*

Following the discussion, ask participants to look at their diamonds. *Would they move any of the cards? What would they move and why?*





# A closer look at fresh produce: Seasonality

## Time:

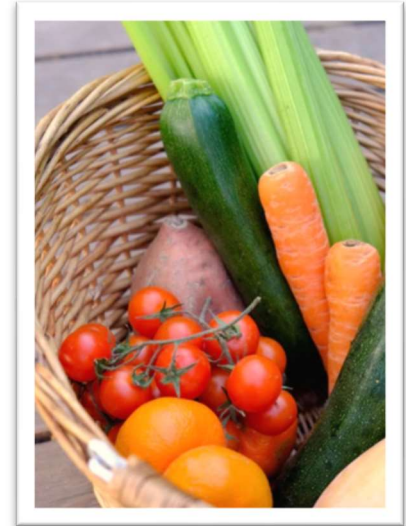
15-20 minutes

## Resources required:

A closer look at British fresh produce: Seasonality table (pg.45)

'What's in season?' Poster (pg. 46)

A range of fresh produce or access to the store shelves



## Questions being answered:

What does 'in season' mean?

Identification of fruit and vegetables grown in GB

Which fruit and vegetables are in season in each month/spring, summer, autumn, winter?

Is seasonal fresh produce better for the customer and the planet?

## Instructions

Introduce the idea of 'in season' by asking participants if they associate any fruit or vegetable with a particular time of the year *e.g., autumn, pumpkin*. Select a wide range of fresh fruit and vegetables from the store.

*How many of the selected items have been grown in Britain?*

Ask participants to group the produce by production month or season in Britain. (Summer, Autumn, Winter, Spring)

Answers can be checked using the 'What's in Season?' poster.

*Are there any items in the selection that cannot be grown in Britain because, for example, the climate is not warm enough?*

## You could also...

Discuss how some vegetables are available all year *e.g.* (cauliflower, potatoes, cabbage, onions, swede, carrots.) Some can be grown and harvested all year round *e.g.* cauliflower or stored through the winter *e.g.* potatoes)





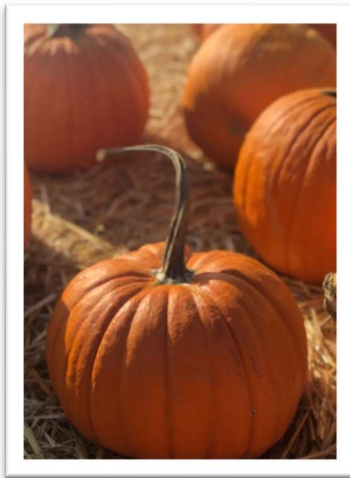
## Make it simpler

Provide participants with several items of fresh produce and ask them to group them into two baskets (1. In season in Britain now and 2. Not in season in Britain now)

## Make it harder

Ask participants to predict in which months/season customers will be buying more imported fresh fruit and vegetables.

Look at a selection of 'out of season' fruit/veg and identify the country of origin for each.







# Best before, still great after!

## Time

20 minutes

## Resources required

- Variety of food products (if not in-store)

## Questions being answered

What is meant by 'best before'

What is meant by 'use-by'

Why are different dates used?

How can we reduce food waste?



## Instructions

Give participants access to a wide range of foods types (or go onto the shop floor.) Challenge them to find a food that has a best before date and one that has a use-by date. Explain that: Use-by dates relate to the food's safety and are the most important dates to remember. Foods can be eaten (and most can be frozen) up until the use-by date, but not after. Best before dates relate to quality and not safety. For example, vegetables that are bent or withered can be cooked. Bread that is a little stale can be toasted. Biscuits that are a little soft can be put into puddings and cheese can be trimmed down or melted. *How could what we have learnt help reduce food waste?*

## You could also...

Set a challenge: Who can find the food with the longest date? What type of food would you expect it to be? Taste test: Compare toast made from bread with a best before date of today to toast made from bread with a much longer best before date. *Can anyone tell the difference?* Link to the '[Imperfectly Tasty](#)' activity.

## Make it harder...

Compare the dates on two products with similar ingredients (e.g. tinned fish and fresh fish.) *Why is there such a difference in shelf life?* Discuss the role of bacteria and consider how the tinning process works. Now consider the difference in shelf-life between frozen and fresh products.







# Imperfectly tasty

## Time:

20 minutes

## Resources required

- Imperfectly Tasty scoring sheet (pg.47)
- Pencils
- Variety of 'imperfectly tasty' produce and their standard counterpart
- Preparation equipment – knife, peeler, chopping board, paper plates, napkins
- Blindfolds



## Questions being answered

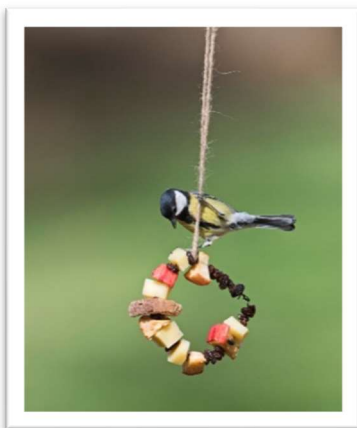
Do markings, shape or size make a difference to the taste of fresh produce?  
What is your favourite fruit/vegetable?

## Instructions

Show the participants a variety of Imperfectly Tasty produce. Explain that Sainsbury's does a range where the product may vary in size or shape and have some interesting features.

Discuss how these fruits and vegetables do not meet the 'perfect' standard some consumers want and could potentially be wasted.

Participants will conduct a blind food tasting session where they will score each item. They will be tasting some standard produce and some produce from the Imperfectly Tasty range. *Do imperfections affect the taste of the produce?*



## You could also...

Make bird feeders with the food waste after tasting the produce by threading the fruits and vegetables onto gardening wire and attaching a string handle.





# Super Potatoes!

## Time

20-30 minutes

## Resources required

- 'Imperfectly tasty' potatoes
- Knife, chopping board, spoons
- Craft resources e.g. felt pens, paint, googly eyes, glue
- Cress seeds



## Questions being answered

How does buying 'imperfect' vegetables help reduce food waste?

## Instructions

Show the participants a variety of Imperfectly Tasty produce. Explain that Sainsbury's does a range where the product may vary in size or shape. Discuss how these vegetables do not meet the 'perfect' standard some consumers want and could potentially be wasted.

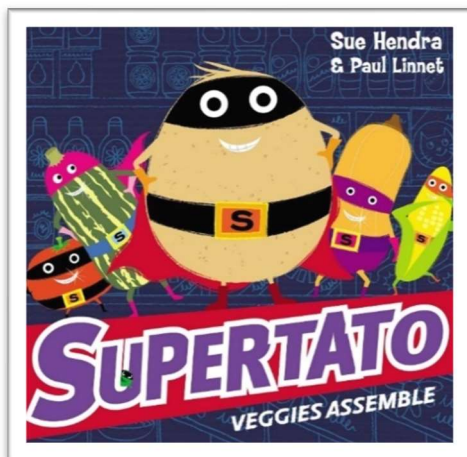
To reflect the fact these potatoes are SUPER at reducing food waste, participants are going to create a potato superhero (with growing green 'hair'). Slice off the top of the potato and allow participants to scoop out a shallow dip (this is where the cress will be planted). Removing a slice from the bottom of the potato will help it stand upright. The potatoes can be decorated using felt pens or paints. Sprinkle some seeds into the carved out dip



and add just a little water.

These seeds will germinate after only a few days and give the creation crazy edible hair.

Sprouting potatoes can be planted once the cress has been harvested.



## You could also...

Younger groups and families may enjoy sharing the story of Supertato and his vegetable friends. *Can you find all the characters in the store?*





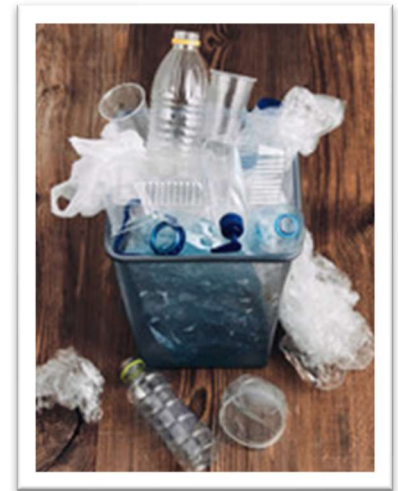
# Say no to plastic packaging

## Time

10-15 minutes

## Resources required

- Recycled craft ideas sheet (pg.48)
- Shopping baskets
- A range of plastic-free products (if not in-store)



## Questions being answered

Where is most of the plastic packaging found in the store?

Why is plastic sometimes necessary?

## Instructions

The participants will be going around the store in small groups on a hunt to fill up their baskets with items that are *not* packaged in plastic. They need to find two fresh products, three chilled products and one frozen product that are not packaged in plastic. Have a look at what each group has found. *Was it easy/hard to find products free from plastic? Where are most of the plastic packaged products stored? Why might this be?*

## You could also...

Have a look at 'Recycled Craft Ideas' and have a go at making something imaginative and interesting by reusing packaging materials from stores such as bottles, cans and cardboard boxes.

Look for the recycling points in the store. *Where can customers recycle their packaging?*

## Make it harder

In groups, the participants are to put plastic-free products in their basket that would feed their group for breakfast, lunch and dinner for one day.





# Resources







# Eatwell Guide poster



Source: Public Health England in association with the Welsh Government, Food Standards Scotland and the Food Standards Agency in Northern Ireland

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# Eatwell Plate: Food comparisons tables

Use these tables to rank the chosen foods, for salt, sugar, fat and saturates  
 For each food item tick a box RED, Amber or GREEN

<b>SALT</b>			
Food Item	RED	AMBER	GREEN

<b>SUGAR</b>			
Food Item	RED	AMBER	GREEN





<b>FAT</b>			
Food Item	RED	AMBER	GREEN

<b>SATURATES</b>			
Food Item	RED	AMBER	GREEN







# Milk tasting scorecard

	<b>Taste score /5</b>	<b>Appearance score /5</b>	<b>Smell score /5</b>	<b>Texture score /5</b>	<b>Total score /20</b>	<b>Which milk do you think it is?</b>
<b>Milk A</b>						
<b>Milk B</b>						
<b>Milk C</b>						
<b>Milk D</b>						
<b>Milk E</b>						
<b>Milk F</b>						





# Milk varieties

## Plant-based milk

- Oat
- Hemp seed
- Almond
- Pea
- Coconut
- Soya

## Milk from animals

- Skimmed (cow's)
- Semi-skimmed (cow's)
- Full fat (cow's)
- Jersey Gold full cream milk
- Goat





# Fruit and vegetable rainbow poster





# Ways to cook meat cards

Print and cut out these cards. Use the cards to group meat products by cooking method.



**Grill**

**BBQ**

**Fry**

**Stew**

**Stir Fry**

**Roast**







# Understanding meat: origin cards

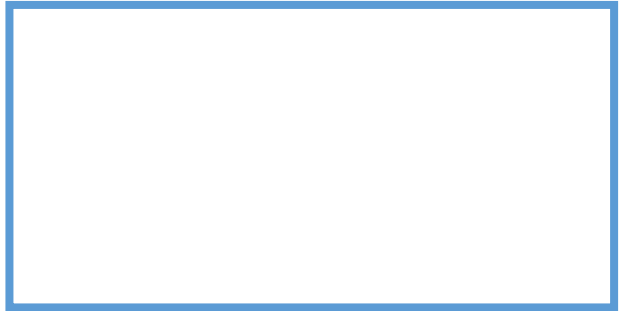
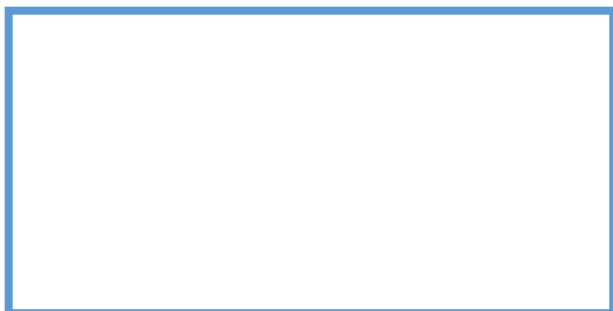
Print and cut out these cards. Use the cards to label the baskets for sorting meat products according to origin. There are two blank labels for other origins e.g., duck or turkey

**SHEEP**

**CATTLE**

**PIG**

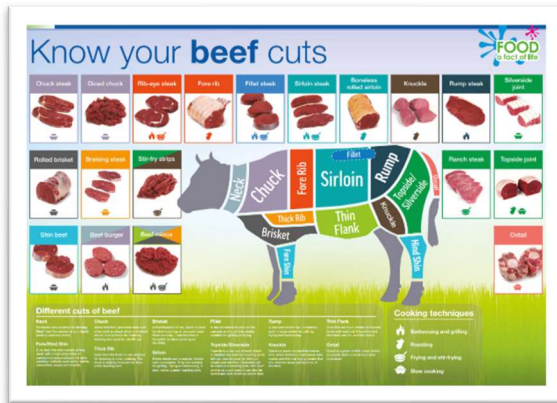
**CHICKEN**



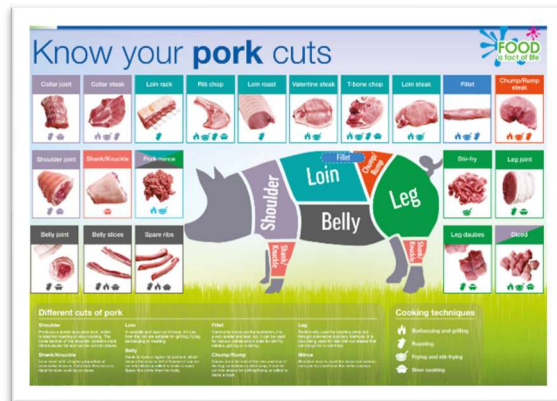


# Understanding meat cuts posters

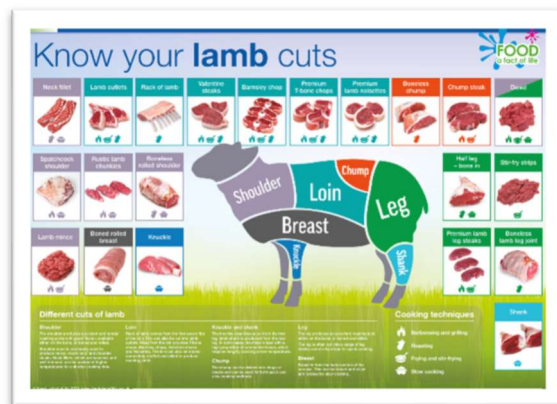
The understanding meat cuts posters can be accessed from the Food a fact of life website using the following links



[beefcutseducation\\_poster3277\\_web\\_191125.pdf](#)  
([foodafactoflife.org.uk](http://foodafactoflife.org.uk))



[porkcutseducation\\_poster3277\\_web\\_191125.pdf](#)  
([foodafactoflife.org.uk](http://foodafactoflife.org.uk))



[lambcutseducation\\_poster3277\\_web\\_191125.pdf](#)  
([foodafactoflife.org.uk](http://foodafactoflife.org.uk))





# Bread tasting scorecard

<b>Bread product name</b>	<b>Country or culture of origin</b>	<b>Smell score /5</b>	<b>Texture score /5</b>	<b>Appearance score /5</b>	<b>Taste score /5</b>	<b>Total score /20</b>





# Bread from around the world information sheet

<p>Naan</p> 	<p>Baguette</p> 	<p>Pitta</p> 	<p>Focaccia</p> 	<p>Bagel</p> 
<p>India (&amp; throughout western Asia)</p>	<p>France</p>	<p>Greece (&amp; throughout the middle east)</p>	<p>Italy</p>	<p>Poland (Jewish communities)</p>





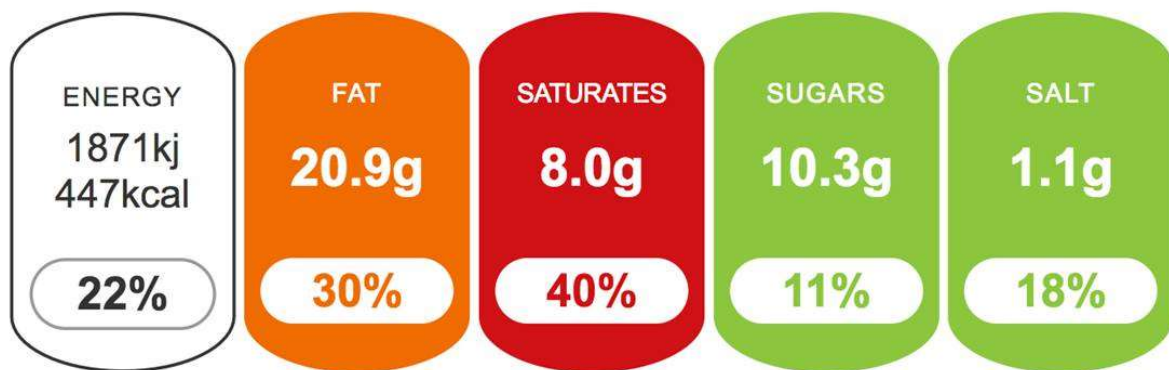


# Traffic light nutrition explained

At the bottom of every recipe on [sainsburys.co.uk](https://www.sainsburys.co.uk) and on the front of all Sainsbury's packaging you'll find a 'traffic light' label displaying the amount of energy, fat, saturates, sugars and salt that a serving of the recipe or food provides.

At a glance, you can see whether a serving contains high (red), medium (amber) or low (green) amounts of fat, saturates, sugars and salt. You'll find more detailed nutrition information in the table on the back of food packaging, and the ingredients list on the back of packs will highlight any relevant allergens too.

To make healthier choices, look for foods and recipes that have more green and amber and very few red traffic lights. Sainsbury's has several ranges that have very few, if any, red multiple traffic lights, including our 'be good to yourself' and 'my goodness' ranges.





# Food assurance schemes logo cards





# Food assurance scheme descriptions cards

Organic means working with nature. It means higher levels of animal welfare, lower levels of pesticides, no manufactured herbicides or artificial fertilisers and more environmentally sustainable management of the land and natural environment, which means more wildlife. All organic farms and food companies are inspected at least once a year and the standards for organic food are laid down in European law

A leading global assurance system recognising more sustainably farmed products. It stands for more environmental sustainability and is held by farm businesses that meet our rigorous standards of sustainable farming practice. The principles of Integrated Farm Management (IFM) underpin the requirements of this certification. IFM is a whole farm business approach that delivers more sustainable farming.

The UK's largest food standards scheme, covering all the areas you care about – animal welfare, food safety, traceability and environmental protection. Our animals have the right living space, food, and water and are healthy. Fertilisers and pesticides are only used when absolutely necessary. The Union Jack on our label confirms your food has been produced entirely in the UK and can be traced right back through the supply chain to British farms

All eggs that carry the British Lion mark have been produced under the stringent requirements of the British Lion Code of Practice which ensures the highest standards of food safety. The code covers the entire production chain and ensures strict food safety controls including the guarantee that all hens are vaccinated against Salmonella and a 'passport' system ensuring that all hens, eggs and feed are fully traceable.

Our mission is to connect disadvantaged farmers and workers with consumers, promote fairer trading conditions and empower farmers and workers to combat poverty, strengthen their position and take more control over their lives. It is about better prices, decent working conditions, local sustainability, and fair terms of trade for farmers and workers in the developing world.

Our team of assessors and farm livestock officers check farm animals have been well cared for to strict welfare standards. The welfare standards cover the whole of an animal's life, from their health and diet to environment and care. This includes things like space, light, bedding, transport and humane slaughter. Our vision is for all farm animals to have a good life and be treated with compassion and respect.

These statements are taken directly from the organisation's website and do not reflect the opinion of LEAF Education and nor are they validated by LEAF Education.







# Food choices activity cards

How do you choose your food? Cut out each of the cards below and discuss which are the most and least important factors that affect your food choices. Place the cards in a diamond shape to illustrate your choices....



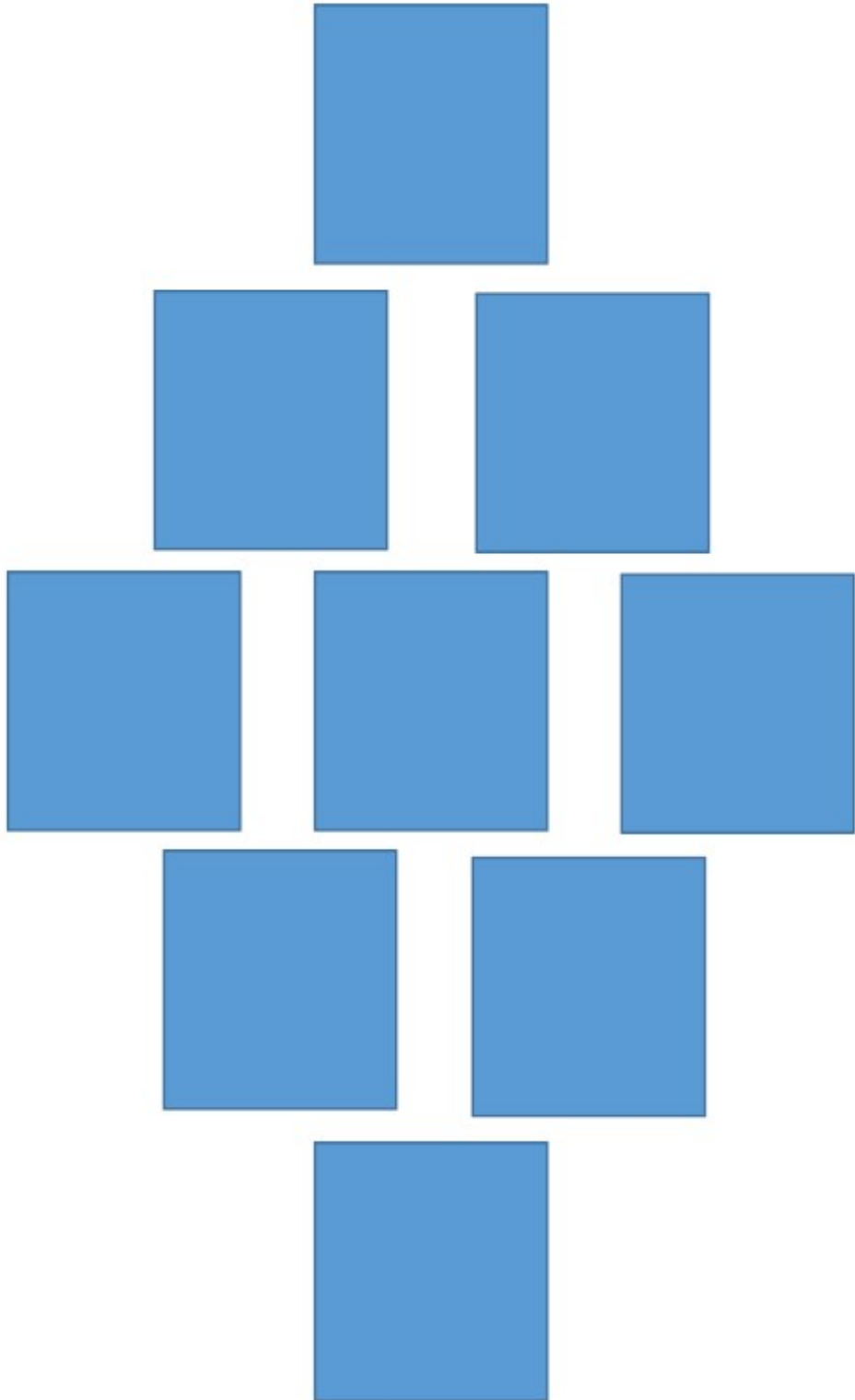
<p>It's not heavily packaged</p> 	<p>The people producing it were treated fairly</p> 	<p>It's grown without chemicals</p> 
<p>It's fresh</p> 	<p>It's grown locally</p> 	<p>It looks good</p> 
<p>Growing it didn't harm the environment</p> 	<p>It's healthy</p> 	<p>It's cheap</p> 







MOST IMPORTANT



LEAST IMPORTANT





# A closer look at British fresh produce: Seasonality

Suggested shopping lists. Highlighted items are not grown in Britain and will therefore need to be imported regardless of the season.

<b>Vegetable</b>	<b>Fruit</b>
Cabbage	Apple
Cauliflower	Pear
Potato	Plum
Broccoli	Raspberry or Strawberry
Beans	Gooseberries
Peppers	Blackberries
Cucumber	Blueberries
Celery	Grapes
Squash	Apricots
Beetroot	Banana
Watercress	Orange
Radish	Pineapple
Onions	Avocado
Asparagus	Lemon
Lettuce	Kiwi
Sweetcorn	Melon
Swede	Passion Fruit
Leek	Tomatoes
Courgette	Cherries







# Imperfectly Tasty scoring sheet

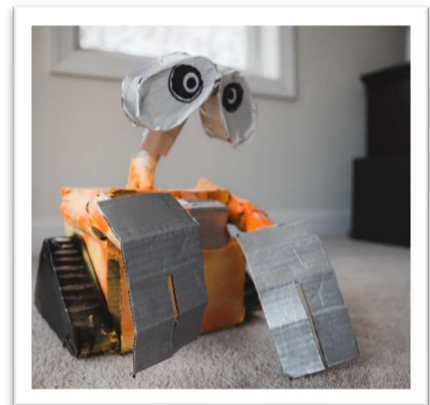
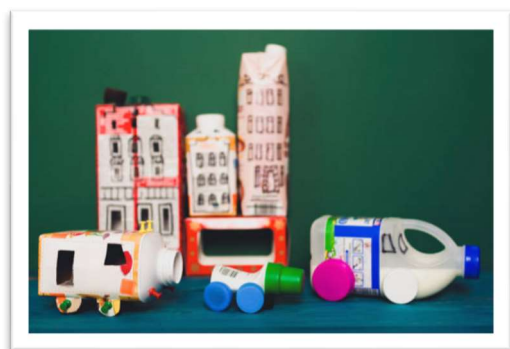
	Taste score /5	Smell score /5	Texture score /5	Any comments
Imperfectly Tasty option A				
Standard option A				
Imperfectly Tasty option B				
Standard option B				
Imperfectly Tasty option C				
Standard option C				
Imperfectly Tasty option D				
Standard option D				
Imperfectly Tasty option E				
Standard option E				



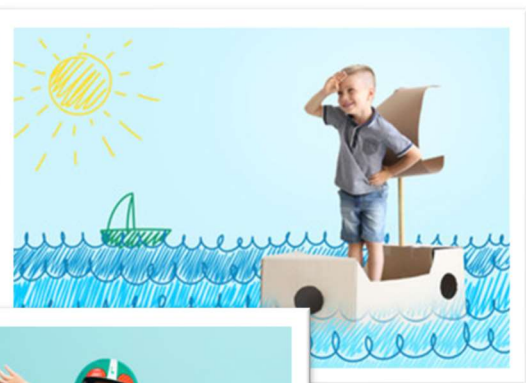
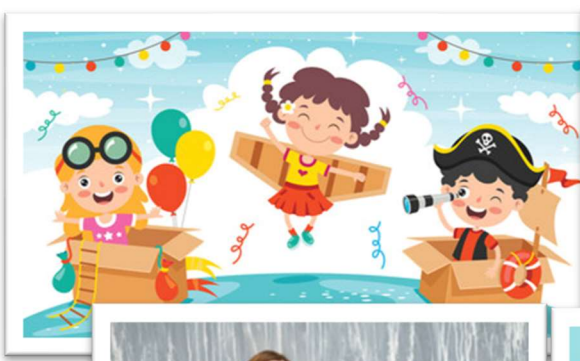




# Recycled craft ideas



Have a go at reusing packaging to make something imaginative and interesting.  
Challenge – what can you make from a cardboard box?





# Questions being answered: Prompts

Each activity in this pack seeks to answer some key questions. The following pages can be used as prompts to help answer these questions

## The Eatwell lunch challenge

Can I make an Eatwell lunch bag on a budget?

A healthy, balanced diet is made up of foods from the five food groups: starchy carbohydrates, fruits and vegetables, protein, dairy and healthy fats. Each group provides nutrients, vitamins and minerals that our bodies need to stay healthy and function efficiently. It's not always easy but it is possible to buy healthy foods with a limited budget. Understanding the food groups and how to store surplus ingredients will help you stick to a budget.

How will I avoid food waste?

Planning meals in advance and using leftovers can help reduce food waste. It is also important to store foods correctly and to use them in date sequence.

How can I package the lunch without using plastic?

Beeswax wraps, paper bags and boxes are just some of the possible options.

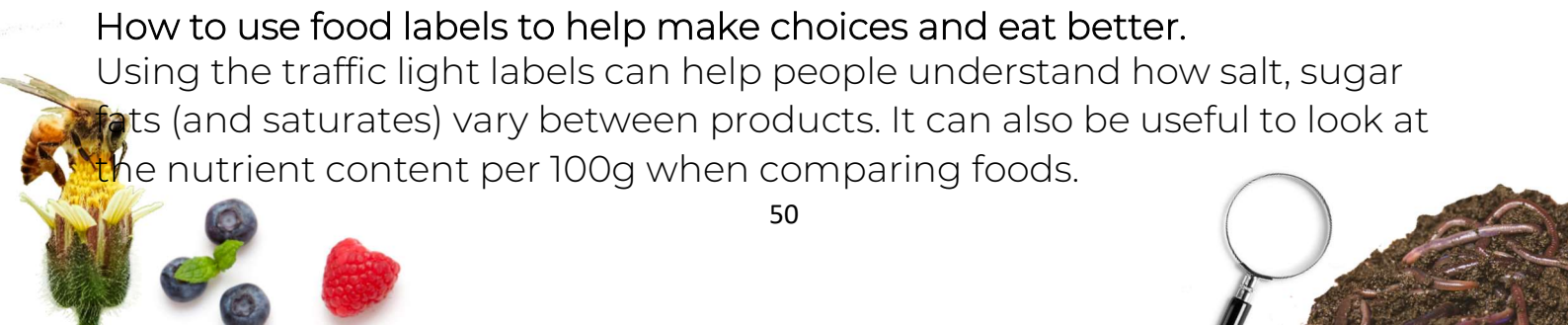
## Eatwell plate: comparing foods

Do foods within a section of the Eatwell Plate provide the same nutritional value?

No. Bread is a good example of how nutritional values can change within one food group. For example, some bread will be relatively high in salt and other bread will contain very little. Beans, meat and fish are all excellent protein sources but the density and quality of protein from these ingredients is different.

How to use food labels to help make choices and eat better.

Using the traffic light labels can help people understand how salt, sugar fats (and saturates) vary between products. It can also be useful to look at the nutrient content per 100g when comparing foods.





## Milk tasting

Can you name a variety of different milks?

A few examples are cow's, goat's, almond, pea, oat, coconut and soya.

Does all milk taste the same?

Discuss the participants' scorecards after they have tasted the different types of milk and ask them for their opinions.

## Radiant rainbow smoothies

What is the most colourful fruit/vegetable?

This answer can be based on personal opinion, but an example of a colourful fruit is dragon fruit and an example of a colourful vegetable is a carrot.

How many portions of fruit and vegetables should we be eating daily?

Aim to eat at least 5 portions of a variety of fruit and vegetables each day; these can be fresh, frozen, tinned, dried or juiced.

## How to make ice cream

How is ice cream made?

Traditional ice cream is a dairy product normally containing cream/milk, sugar and flavouring.

What are dairy products?

Dairy products are products containing the milk of mammals. All mammals produce milk but people typically consume cow's, sheep's and goat's milk. Milk and dairy products, such as cheese and yoghurt, are great sources of protein and calcium. They can form part of a healthy, balanced diet. Unsweetened calcium-fortified dairy alternatives like soya milk, soya yoghurts and soya cheeses also count as part of this food group; they can make good alternatives to dairy products.

## Understanding meat

Who prepares meat?

A butcher prepares the animal carcass into the cuts of meat we're familiar with. Butchery is a skilled profession and requires people to train for several years

Why are there so many different 'types' of meat?

Each part of the animal provides a different cut of meat. These cuts are detailed in the 'Understanding meat cuts posters'







## How do I choose which cuts of meat to buy?

Different cuts are suited to different cooking methods and will cost different amounts. Learning how to make the most of 'low value' cuts like stewing steak can lead to some excellent value nutritious meals.

## How to store meat and avoid waste?






Meat is a valuable nutrient-dense food. It should not be wasted. Planning meals in advance, freezing products that won't be eaten before the use-by date, or cooking the meat and then storing it in the fridge are all ways that food waste can be reduced

## Bread from around the world

### Is different bread eaten around the world?

Lots of different breads are eaten around the world such as baguette, naan, pitta, bagel, focaccia and pretzel.

### Which countries or cultures do the breads originate in?

Naan	Baguette	Pita	Focaccia	Bagel
				
India (& throughout western Asia)	France	Greece (& throughout the middle east)	Italy	Poland (Jewish communities)







## Sugar. Too much of a good thing?

How much sugar is in our food?

There can be a surprising amount of sugar in the food we eat. The NHS Eatwell guide explains that the type of sugars most adults and children in the UK eat too much of are "free sugars". These are:

- Sugars added to food or drinks. These include sugars in biscuits, chocolate, flavoured yoghurts, breakfast cereals, and fizzy drinks.
- Sugars in honey, syrups and unsweetened fruit juices, vegetable juices, and smoothies.

How much sugar should be in our diet?

Free sugars shouldn't make up more than 5% of a person's calorie intake. This means:

- Adults should have no more than 30g of free sugars a day, (roughly equivalent to 7 sugar cubes).
- Children aged 7 to 10 should have no more than 24g of free sugars a day (6 sugar cubes).
- Children aged 4 to 6 should have no more than 19g of free sugars a day (5 sugar cubes).

## Traffic light nutrition

What does a healthy diet look like?

A healthy, balanced diet is made up of foods from the five food groups: starchy carbohydrates, fruits and vegetables, protein, dairy and healthy fats. Each food group provides nutrients, vitamins and minerals that our bodies need to stay healthy and function efficiently.

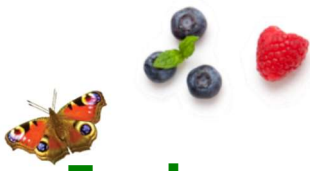
How can I make healthier choices?

You can make healthy food swaps, for example, swap crisps for carrot sticks and houmous dip or dried fruit instead of a chocolate bar. We also need to buy and eat more fruit and vegetables.

Should my diet contain mostly foods that are labelled green?

To make healthier choices, look for foods and recipes that have more green and amber and very few, red traffic lights. Sainsbury's has several ranges that have very few, if any, red multiple traffic lights, including the 'be good to yourself' and 'my goodness' ranges.





## Food assurance. Know your standards

What is a food assurance scheme?

Various schemes aim to ensure that food is produced to a high standard. These schemes are often focused on producing safe, sustainable or economically fair products.

What does each standard mean?

These statements are taken directly from the organisations' websites and do not reflect the opinion of LEAF Education and nor are they validated by LEAF Education.



**Soil Association Organic Standard:** Organic means working with nature. It means higher levels of animal welfare, lower levels of pesticides, no manufactured herbicides or artificial fertilisers and more environmentally sustainable management of the land and natural environment, which means more wildlife. All organic farms and food companies are inspected at least once a year and the standards for organic food are laid down in European law



**Red Tractor:** The UK's largest food standards scheme, covering all the areas you care about – animal welfare, food safety, traceability and environmental protection. Our animals have the right living space, food, and water and are healthy. Fertilisers and pesticides are only used when absolutely necessary. The Union Jack on our label confirms your food has been produced entirely in the UK and can be traced right back through the supply chain to British farms





LEAF marque: A leading global assurance system recognising more sustainably farmed products. It stands for more environmental sustainability and is held by farm businesses which meet our rigorous standards of sustainable farming practice. The principles of Integrated Farm Management (IFM) underpin the requirements of this certification. IFM is a whole farm business approach that delivers more sustainable farming.



RSPCA Assured: Our team of assessors and farm livestock officers check farm animals have been well cared for to strict welfare standards. The welfare standards cover the whole of an animal's life, from their health and diet to environment and care. This includes things like space, light, bedding, transport and humane slaughter. Our vision is for all farm animals to have a good life and be treated with compassion and respect.



British Lion Mark: All eggs that carry the British Lion mark have been produced under the stringent requirements of the British Lion Code of Practice which ensures the highest standards of food safety. The code covers the entire production chain and ensures strict food safety controls including the guarantee that all hens are vaccinated against Salmonella and a 'passport' system ensuring that all hens, eggs and feed are fully traceable.



Fairtrade: Our mission is to connect disadvantaged farmers and workers with consumers, promote fairer trading conditions and empower farmers and workers to combat poverty, strengthen their position and take more control over their lives. It is about better prices, decent working conditions, local sustainability, and fair terms of trade for farmers and workers in the developing world.





## **Food Choices: what are your priorities?**

What are your priorities when choosing food?

Everyone will have slightly different priorities. It is important to be sensitive to this. The food choices cards allow participants to answer this question in their own way.

**How do our food choices affect our health and the health of the planet?**

All foods have different nutritional content. A healthy, balanced diet is made up of foods from the five food groups: starchy carbohydrates, fruits and vegetables, protein, dairy and healthy fats. Each food group provides the nutrients, vitamins and minerals our bodies need to stay healthy and function efficiently. Some foods are more sustainable than others.

Understanding where our food comes from and how it's produced can help us reduce our impact on the planet

**How do food labels help**

Food labels provide important information on nutrition, food origins and food/farm assurance schemes.

## **A closer look at British fresh produce: Seasonality**

What does 'in season' mean?

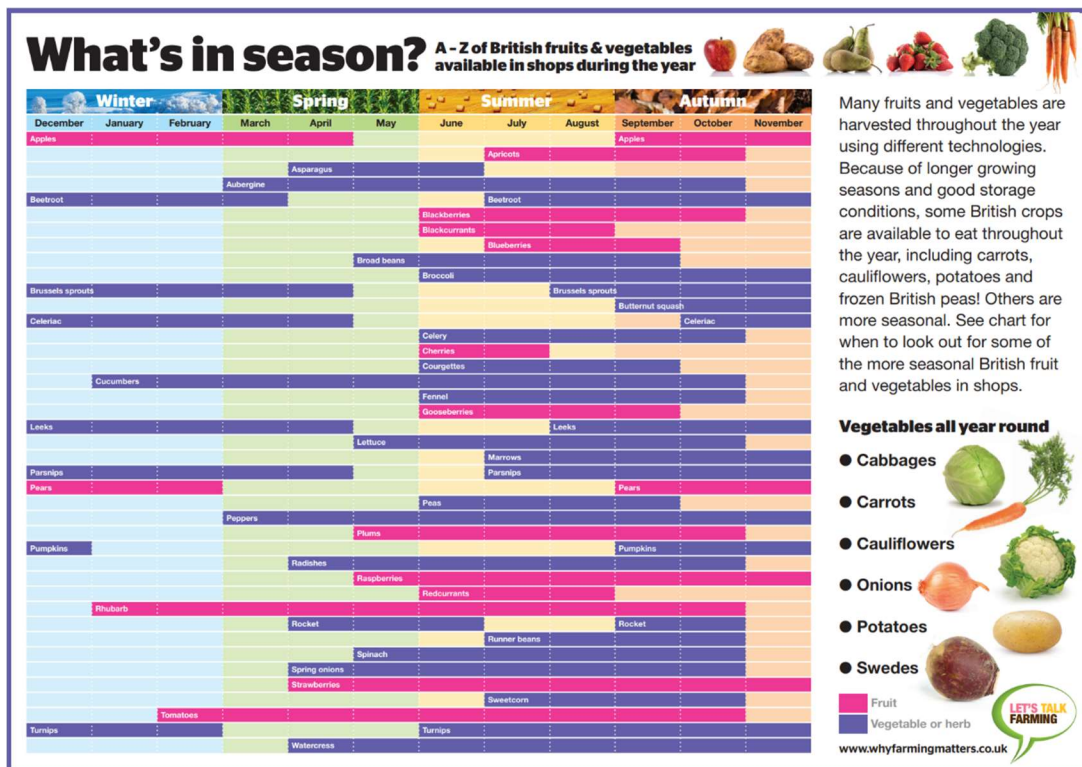
Food is in season if it is being harvested and is available at that time of year. In the UK we are typically talking about fruits and vegetables that can be grown/harvested and supplied from within the UK at that specific time. The UK climate limits the range of fresh produce that can be grown here. Sainsbury's works with global farmers to provide a wide range of fresh produce in stores throughout the year. Imported produce will also be at its best when it is in season in the country of origin.







Identification of fruit and vegetables grown in GB & Which fruit and vegetables are in season in each month/spring, summer, autumn, winter?



Is seasonal fresh produce better for the customer and the planet? Evidence suggests that the nutritional value of fruit and vegetables is highest immediately after harvesting and declines over time. This means seasonal and local foods might have health benefits. There are also environmental advantages to not having to transport or store food. However, it is important to remember that globally-produced foods such as tropical fruits have increased the variety most people have in their diets. Variety is very important as it helps ensure we get the range of micronutrients we require in our diets.

### Best before, still great after!

What is meant by 'best before' and 'use-by'

Use-by dates relate to the food's safety and are the most important date to remember. Foods can be eaten (and most can be frozen) up until the use-by date, but not after. Best before dates relate to quality and not safety.





## How can we reduce food waste?

Items that have reached their best before date can still be used. For example, vegetables that are bent or withered can be cooked. Bread that is a little stale can be toasted. Biscuits that are a little soft can be put into puddings and cheese can be trimmed down or melted. Doing this could help reduce food waste.

## Imperfectly tasty

Do markings, shape or size make a difference to the taste of fresh produce? No. Markings, shape or size do not make a difference to the taste of fresh produce. Discuss the blind tasting results.

## What is your favourite fruit/vegetable?

Participants' own opinions.

## Super Potatoes

How does buying 'imperfect' vegetables help reduce food waste?

Markings, shape or size do not make a difference to the taste of fresh produce. By buying 'imperfect' vegetables consumers provide a market for food that would otherwise be wasted.

## Plastic hunt

Where is most of the plastic packaging found in the store?

Participants' own opinions can be shared and discussed.

## Why is plastic sometimes necessary?

Plastic packaging is used in the food supply chain because it supports the safe distribution of food over long distances and minimises food waste by keeping food fresh for longer.







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