



## Povzetek projekta Študentski inovativni projekti za družbeno korist 2016-2020 za študijski leti 2018/2019 in 2019/2020

### 1. odpiranje

#### za namen objave in predstavitve na spletni strani sklada

##### 1. Polni naslov projekta:

Ocena prehranskega profila živil, ki so namenjena prehrani otrok in spodbujanje otrok in staršev k zdravi izbiri živil

- **V katero področje na prvi klasifikacijski ravni KLASIUS-P-16 se uvršča projekt glede na vsebinsko zasnovu (neustrezno področje izbrišite):**

0 – Osnovne in splošne izobraževalne aktivnosti/izidi

**2. V sodelovanju z:** (navede se univerza oz. samostojni visokošolski zavod, ki je prijavil projekt in članica, ki je nosilka projekta ter partner/ja – podjetje/ji oz. organizacija, ki je/sta bilo/i vključeno/i v projekt)

**Nosilka projekta: Univerza v Ljubljani, Pedagoška fakulteta in Zdravstvena fakulteta**

**Partnerska organizacija: Zveza potrošnikov Slovenije**

##### 3. Besedilo:

- Opreделите problem, ki se je razreševal tekom izvajanja projekta

Pomemben vpliv na potrošnikovo izbiro in nakup živil predstavlja oglaševanje živil. Nakupovanje in vključevanje živil z manj zdravim prehranskim profilom v prehrano, zlasti prehrano otrok, predstavlja problem, ki se kaže v spodbujanju in omogočanju dostopa do visoko mastne, sladke in slane hrane in pijače ter tako prispeva k pojavu različnih bolezni, kot so debelost, sladkorna bolezen in bolezni srca in ožilja. Zdravstvene težave se lahko pojavljajo že v otroštvu, mladostništvu in tudi kasnejših življenjskih obdobjih. Z ozaveščanjem in zagotavljanjem ustreznih informacij ter različnih oblik formalnega in neformalnega izobraževanja lahko pomembno vplivamo, da otroci in starši oblikujejo ustrezna stališča in usvojijo veščine, ki jih potrebujejo za razvoj kritičnega odnosa do oglaševanja in izbora ter nakupa živil z nezdravim prehranskim profilom. V nalogah projekta smo identificirali živila, ki s predstavitvijo in/ali sliko na embalaži nagovarjajo otroke (npr. slike priljubljenih junakov iz risanih filmov) in živila, ki imajo priloženo darilo (npr. igrača) oziroma na drugačen način nagovarja otroke k nakupu. Analizirali smo prehranski profil teh živil in oblike oglaševanja s katerimi se spodbuja otroke k izbiri in nakupu. Z namenom zaščite otrok in mladostnikov pred nezdravo izbiro smo izdelali oceno primernosti teh živil za otroke in oblikovali različne pristope k osveščanju in izobraževanju otrok, staršev in strokovnih delavcev v vzgojno-izobraževalnih ustanovah na temo bolj zdravih prehranskih izbir.

- Opišite potek reševanja problema oz. kratek povzetek projekta

Raziskave kažejo, da se otrokom pogosto oglašujejo živila z več maščobe, sladkorja in soli, kar predstavlja problem, kar spodbuja uživanje hrane z več maščobe, sladkorja in soli. Zdravstvene težave se lahko pojavljajo že v otroštvu, mladostništvu in tudi kasnejših življenjskih obdobjih. Z ozaveščanjem in zagotavljanjem ustreznih informacij ter različnih oblik formalnega in neformalnega izobraževanja lahko pomembno vplivamo, da otroci in starši oblikujejo ustrezna stališča in usvojijo veščine, ki jih potrebujejo za razvoj kritičnega odnosa do oglaševanja in izbora ter nakupa živil z

nezdravim prehranskim profilom. V projektu smo identificirali živila, ki s predstavitvijo in/ali sliko na embalaži nagovarjajo otroke (npr. slike priljubljenih junakov iz risanih filmov) in živila, ki imajo priloženo darilo (npr. igrača) oziroma na drugačen način nagovarja otroke k nakupu. Analizirali smo prehranski profil 90 živil in oblike oglaševanja s katerimi se spodbuja otroke k izbiri in nakupu. Z namenom zaščite otrok in mladostnikov pred nezdravo izbiro je bila pripravljena ocena primernosti teh živil za otroke. Na osnovi ugotovitev so bila oblikovana različna didaktična sredstva, ki spodbujajo starše in otroke k izbiri zdravih živil. S tem namenom sta bili posneti dve video sporočili za otroke in starše o odgovorni izbiri in nakupu živil. V okviru projekta so bile oblikovane različne vzgojno-izobraževalne dejavnosti za vrtčevske in osnovnošolske otroke. Rezultate projekta smo predstavili na mednarodni konferenci, objavljen pa je bil tudi strokovni članek v reviji ZPS test.

- Navedite in opišite rezultate projekta ter njihov doprinos k družbeni koristnosti

Najpomembnejši rezultati projekta, ki so jih dosegli študentje so povezani z vpisom živil v aplikacijo Veš kaj ješ in oceno oglaševanja in prehranskega profila teh živil. Študentje so izdelali video, katerega vsebina nagovarja otroke in starše k nakupovanju bolj zdravih živil. Pomemben rezultat projekta so tudi oblikovana didaktična sredstva, ki se uporabljajo pri vzgojno-izobraževalnem delu.

Študentje so s sodelovanjem v projektu pridobili bogate izkušnje, ki jih bodo lahko ponudili tudi na trgu dela. Pridobljeno znanje in izkušnje bodo vplivale na njihovo boljšo zaposljivost in tudi ozaveščenost o pomenu zdravega načina prehranjevanja, kritičnega odnosa do izbora in nakupa živil. Pridobljene izkušnje bodo študentom tudi pomagale k boljši organiziranosti in vodenju projektnega dela. Udeležba študentov na konferenci je pripomogla k spoznavanju postopkov, ki so potrebni za aktivno udeležbo na konferenci.

Produkti projekta (prehranski profil živil v bazi Veš, kaj ješ, video, didaktične priprave) bodo laični javnosti, staršem, otrokom, vzgojiteljem in učiteljem v pomoč pri sprejemanju odločitev za izbor in nakup zdravih živil, kar bo lahko pripomoglo k bolj zdravemu načinu življenja in oblikovanju zdravih prehranjevalnih navad.

Omenjene aktivnosti, ki vključujejo tudi vzgojno-izobraževalne dejavnosti bodo vplivale na ozaveščanje otrok in staršev o zdravem prehranjevanju, kar lahko prispeva k bolj zdravemu načinu prehranjevanja v družinah. Vzgojno-izobraževalne dejavnosti, ki so bile načrtovane in izvedene v okviru projekta so uporabne v formalnem in neformalnem prehranskem izobraževanju.

#### 4. Priloge:

- Slikovno gradivo: Priložite vsaj dve sliki npr. sliko končnega produkta, sliko študentov pri delu na projektu, sliko s sestankov ipd. Pri pošiljanju slik bodite pozorni, v kolikor gre za končni produkt, da bo zadoščeno zahtevam glede informiranja in obveščanja (ustrezni logotipi itd.).

# THE INCLUSION OF VIDEO CONTENT IN EDUCATIONAL ACTIVITIES INFORMING CHILDREN AND PARENTS ABOUT THE MARKETING OF FOOD PRODUCTS

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## ABSTRACT

An important aspect of nutrition literacy of children and parents is the ability to critically assess nutritional value, quality and make good decisions when buying food products. Children and their parents are increasingly exposed to different marketing techniques, with which they are influenced into buying certain items. It's important for the parents as well as children to possess the tools needed for critical assessment of those techniques. Aforementioned tools can be brought using different educational techniques and an important one among them is information and communications technology. With the production of two 70 second videos, the contents of which are promoting a more conscious acquisition of items, we wanted to inform children and parents about the influence of marketing on their purchasing decisions and the importance of careful examination of food items nutritional profiles in the process of shopping. Both videos were made using a classic filming technique, that show a situation all consumers face during shopping and an animation technique. Both video and drawn animation are intertwined and filled with a narrator's voice, telling the story unfolding on the screen and key messages. Video includes teaching means suitable for formal and informal education of children and parents. The content is suited to their needs and encourages children and parents to buy and consume healthier food options.

Key words: video, children, parents, purchasing food products, education

## INTRODUCTION

Nutrition literacy is defined as the integration of knowledge, skills and behaviours necessary to plan, happily select, prepare and consume food (Nigden and Gallegos, 2014). To achieve goals of nutrition education, various work methods have to be used in the education process. Video is a valuable tool to support learning and can be adapted for different groups of learners. It facilitates behaviour change, which is the goal of nutrition education (Whitaker, Sherman, Chamberlin and Powers, 2004).

This poster presents the contents, development and applicability of the video intended to inform children and parents about the influence of marketing on their purchasing decisions and the importance of careful examination of food items nutritional profiles in the process of shopping.

## METHODS

The project was designed to have 2 filming techniques (animation and film) intertwining with each other, using 3 different software programs to achieve it.

For the an Adobe InDesign was used, since it has the tools to make vector graphics. The finished animations of the vector drawings were done with Adobe After Effects. Using a Nikon D3200 camera the introductory and conclusion part of the video were filmed. The last phase consisted of organising the files into a single video and finishing it off with background music, sound effects and complementary text. To help with that the third program, Premiere was used.

## RESULTS

We estimated that the video facilitates achievement of the following goals:  
- video teaches consumers, primarily children and their parents, about the way the sales corporations promote their products.  
- it supplies the consumer with important facts about nutrition.  
- it helps the consumer to assess nutritional values of food products more critically.  
- it provides the parents some techniques with which they can promote healthy eating habits to their child.  
- it teaches children how to identify appropriate and inappropriate food products in a store, based on the packaging.

Table 1: The video informs children and their parents with useful, essential and healthy aspects on the food of the packaging. It consists:

SECTION	CONTENTS
Introduction	Children and their parents are increasingly exposed to different marketing techniques, with which they are influenced into buying certain items. It's important for the parents as well as children to possess the tools needed for critical assessment of those techniques.
Main part	The video shows a situation all consumers face during shopping and an animation technique. Both video and drawn animation are intertwined and filled with a narrator's voice, telling the story unfolding on the screen and key messages. Video includes teaching means suitable for formal and informal education of children and parents. The content is suited to their needs and encourages children and parents to buy and consume healthier food options.
Conclusion	The video teaches consumers, primarily children and their parents, about the way the sales corporations promote their products. It supplies the consumer with important facts about nutrition. It helps the consumer to assess nutritional values of food products more critically. It provides the parents some techniques with which they can promote healthy eating habits to their child. It teaches children how to identify appropriate and inappropriate food products in a store, based on the packaging.

Figure 1: Overview of important nutrients and their return that are all appropriate in our food items.



Figure 2: Mother and child in a shop with the help from a children on the great nutrition of the food.



Figure 3: Nutritional signs that allow what the consumer food purchase and a packaging of food items.



## DISCUSSION & CONCLUSION

For assessing adequate nutrition literacy different didactic tools can be used during formal and informal nutrition education. One of them is video, which supports learning and can be adapted for all learners. The goal of the video was to inform children and parents about the influence of marketing on their purchasing decisions and the importance of careful examination of food items nutritional profiles in the process of shopping.

In future, it will be necessary to evaluate video, which was made during the project and also to apply the video in formal and informal nutrition education.

## REFERENCES

MOGEN, H.A. and GALLEGOS, B., 2014. Defining food literacy and its components. *Appetite*, vol 76, pp. 38-48.  
WHITAKER, R.C., SHERMAN, S.N., CHAMBERLIN, I.A. and POWERS, E.W., 2004. Assessing the perceptions of public health professionals about childhood obesity using video with national group discussion. *Journal of the American Dietetic Association*, vol. 104, pp. 379-382.

# EVALUATION OF THE NUTRIENT PROFILES OF FOODS TARGETING CHILDREN

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## ABSTRACT

**Problem presentation:** With their products and product presentation, food industry has a significant impact on people's eating habits. Children are a particularly vulnerable group, as they are often encouraged by food industry to buy and eat food with an unhealthy nutritional profile. Purpose: In our study we have analysed the nutritional profile of randomly selected foods targeting children with packaging, from nine nutritional categories. The nutritional profile of each individual foodstuff was assessed using Nutritional Guidelines to form codes of conduct in protecting children against inappropriate advertising and traffic light labeling. Findings: Results showed that less than a fifth of the examined food products are suitable for children's diet according to the guidelines. Only foods from four categories, which includes nine meat products, four products from a group of cheeses, two beverages and one dairy spread could be promoted. Our research therefore concludes that mainly foods with high content of sugar, fat or salt (red light on a traffic light), are targeted to children and are therefore not suitable for daily consumption. We believe that described problem could be resolved by socially more responsible behaviour of the industry and by improvement of nutritional literacy of children and their parents.

**Key words:** children, nutritional profile, children's diet, food industry

## INTRODUCTION

Food products that address children with advertisements, presentations on the package or product design have a significant impact on their eating habits. Unfortunately food industry often encourages children to consume foods with an unhealthy nutrient profile.

In connection with Student Innovation Projects for Social Benefit (ŠIPK) we have analysed nutrient profiles of 90 randomly selected foods, belonging to nine nutritional categories, which were targeting children with their packaging.

## RESULTS



Figure 1. The adequacy of products according to the Nutritional Guidelines

Results, represented in the Figure 1, show that less than a fifth of the examined food products are suitable for children's diet according to the guidelines. Only foods from four categories, which include nine meat products, four products from the group of cheeses, two beverages and one dairy spread, could be promoted.

## METHODS

The nutritional profile was assessed using Nutritional Guidelines to form codes of conduct in protecting children against inappropriate advertising, prepared by the Ministry of Health, and food traffic light labeling.

Most foods which should not be encouraged are expectedly from the categories of Chocolate, candy and desserts, Biscuits and other sweet bakery products and Salty snacks and nuts.

It was surprising, however, that the nutrient profile of all foods examined from the categories Breakfast cereals and Yogurts and similar products was inadequate, mostly due to the high sugar content, and therefore not suitable for daily consumption.

The consumption of food from other categories should not be encouraged either due to the excessive content of sugar (Beverages), inadequate fat composition (Cheese and Meat and fish products) or excessive salt (Salty snacks and nuts and Meat and fish products).

## DISCUSSION AND CONCLUSIONS

During the review, we noticed that the presentation which addresses children is most often on foods that are rich in sugar, salt and fat, and can cause obesity in children. Rarely are such presentations found on fresh fruit and vegetables, ordinary dairy products and unsweetened cereals.

Together with the Alliance of consumers of Slovenia, the Faculty of Education of the University of Ljubljana, and in accordance with the guidelines, we are calling on producers to stop using presentations that address children, on their packaging for products that are rich in fat, sugar and salt.

Presented content is result of the Student Innovation Projects for Social Benefit (ŠIPK), financed by Ministry of Education, Science and Sport and European Union from the European Social Fund



# PROMOTING HEALTHY FOOD CHOICES AND CRITICAL EVALUATION OF FOOD ADVERTISING

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## ABSTRACT

In childhood, healthy nutrition is crucial for the growth and development of children. Therefore, in order to maintain and enhance the health of children, it is important that children in the family and educational institutions are encouraged to choose and eat healthy foods. Parents often buy food with children, and many factors, including advertising, affect their buying decisions. Children are uncritical in advertising less healthy foods and do not recognize the selling purpose of advertising. It is therefore necessary to implement education and activities that effectively raise children and parents about the importance of the critical evaluation of foods for healthy eating and are tailored to the cognitive development of children. For this purpose various educational activities were created, implemented and evaluated, which are stimulating participants to healthy choice and consumption of foods with a healthy dietary profile. Activities were aimed at kindergarten children, children of the first educational period and their parents. In carrying out activities, it was found that active didactic approaches encourage children to actively participate in the implementation of activities and increase the level of motivation for transferring skills to the home environment. Discussing the choice of buying food and critical evaluation of advertising messages in educational programs can significantly affect the motivation of children and parents to decide on the inclusion of healthy foods in the diet, so education in this area needs to be encouraged.

**Key words:** children, dietary education, advertising, healthy eating

## INTRODUCTION

More and more children and young people are daily reaching out to foods that are highly industrially processed and at the same time a source of excessive amounts of salt, sugar, fats and supplements, thus eroding eating habits. Parents and teachers can have a decisive influence on the child's nutrition later in the education process, which also affects on his eating habits later in life. In early childhood, the child is not yet aware of which food is healthy and unhealthy, so he chooses food based on their taste, appearance and also influence by the advertising of food, which is often associated with the advertising of highly industrially processed foods with excessive amounts of salt, sugar, fats and supplements (Poličnik, R. and Šenk Zidar, M., 2012). In order to promote healthy eating habits for children, we have implemented three activities for kindergarten children to encourage children to make healthy food choices and to critically evaluate food market ads.

### ACTIVITY DESCRIPTIONS

#### 1. ACTIVITY: CHOOSE YOUR BREAKFAST

The activity is based on the identification of healthy and less healthy cereals and breakfast grains and is intended for children aged 5 to 6 years. The aims of the activity are to:

- learn to identify healthy foods and foods with more sugar,
- aware of the harmfulness of sugars in foods,
- recognize advertising messages.

The teacher brings different breakfast cereals to the group. He presents the cereals with the help of a toy Sladkosneda. Kids choose the foods they would like to eat for breakfast. The teacher looks at the packaging of the food with the children and warns the children that the pictures are inviting to buy, but it is not necessary that the food is healthy. The teacher with bags of sugar presents the children the amount of sugar in the cereals and breakfast grains and warns them that they must consume foods with more sugar only occasionally.

#### 2. ACTIVITY: CRITICAL EVALUATION OF FOOD

The activity is intended for children age 5 to 6 years. In the process of activity, they are introduced with the food groups that are more appropriate in their diet (fruits, vegetables, whole grains, milk and milk products, meat) and less desirable in their diet (foods with more sugar, salt or trans fat). Children learn to critically evaluate foods according to their nutrient content.

Children group food pictures into two baskets. The green bin is for healthier foods and red bin is for less healthy ones. Later, they turn the playroom into a store and arrange groceries around the playroom. A doll called Lino comes to the store to buy groceries and the kids help Lino buy healthier foods.

#### 3. ACTIVITY: HEALTHY AND LESS HEALTHY FOODS

Through activities, children learn about healthy and less healthy foods. Kids from magazines cut out pictures of foods and decide whether to put them in a bag of healthy foods or in a bag of less healthy foods. An Elephant toy comes to the playroom, saying he ate a lot of candy and got sick to stomach. The teacher encourages the children to advise on which food would be better suited to Elephant toy.



Photo: Different type of cereals. Healthy and unhealthy foods.

## CONCLUSIONS

The implementation of the planned contents of the activities showed that appropriate methods were used to learn about healthy foods. Active working methods that included activities in which children developed their motor and cognitive abilities were well accepted among the children. The use of the dolls and toy and the involvement of children in solving the set problems were very useful. It turns out that children are very careful about the appearance of packaging when choosing food. When deciding which food to choose at the store, many children chose fruits, however, most children chose foods rich in sugar and fat. Children have learned that certain foods contain a lot of sugar and have appropriately labeled most basic foods as healthier or less healthy foods.

It is estimated that the activities presented successfully incorporated forms and methods of work that encouraged children to choose healthy foods. These and similar activities can be integrated into the nursery's educational work and thus encourage the formation of healthy eating habits for children.

REFERENCE: Poličnik, R. in Šenk Zidar, M. (2012). Otrci je jmo zdravo – Z naših vrtov, sadovnjakov na naše mize. Gradivo za učitelje v osnovnih šolah

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