



IO2 – Economic and Consumer literacy
education material and guidelines

Module: Product safety

Introduction of the module

It is very common for students to purchase products but not have adequate knowledge of product safety. This module provides teachers with meaningful activities that will help them teach students how to identify safe products and how to be more aware when purchasing goods. The exercises will influence students' behavioral patterns.

The activities are divided into two parts, taking into account the age of the students:

- Students 7-12 old
- Students 13-18 years old

For each age group a curriculum provides an overall frame of the developed activities with details such as timeframe, learning outcomes, study material and background information for teachers which is the basis for the activities.

List of activities

Ages 7 -12

	Activity Title	Duration in Minutes
1	CE – let's get familiar with the symbol!	45 min
2	Safety symbols around us	45 min
3	Classroom operating manual	45 min
4	Dance routine	45 min
5	Writing an operating manual	45 min

Total duration: 3 hours and 45 minutes

Ages 13--18

	Activity Title	Duration in Minutes
1	Let's get familiar with the labels!	45 min
2	Physics and chemistry: LABELS	45 min
3	Recognize the correct labeling for a safe product	45 min
4	Batch code	1h
5	The difference between expiry dates and Best before...	45 min

Total duration: 4 hours

Summary of the module

This module provides information on product safety. It contains a number of practical exercises that can be used in the classroom to teach in this area. Through the practical exercises, students will be able to visualise exactly what the law relating to product safety works on and how to identify safe products. This will be especially important to increase students' awareness in this area.

The module uses:

- Hands-on learning experiences that will help students learn about labels related to product safety and how to identify them.
- Practical exercises that practice group work skills as well as communication skills.
- Additional learning materials that will increase students' knowledge of the topic.

Curriculum – Ages 7 -12

The title of the curriculum	Health&Safety
The curriculum group	Health&Safety
The learning outcomes	<ul style="list-style-type: none"> - Students will get familiar with the sign and understand that the CE is something valuable and highly appreciated and needed. - Introduce the safety labels and symbols that are used on everyday products around us - the importance of following the instructions. - show the importance of instructions and following them and help students write and understand instructions.
The requirements to be met for the commencement of studies, if they are a prerequisite for the accomplishment of the learning outcomes	There are no special requirements before starting using educational material that is included in this module.
The total volume of studies, including the proportions of classroom, practical and independent work	Educational material and activities cover up to 3 hours and 45 minutes for primary schools.
The content of studies	The educational material includes practical exercises for students
A description of the study environment	Activities can be done both face-to-face and through online classes
A list of study materials, if these are intended for the completion of the curriculum	Study material provided through the activities: <ul style="list-style-type: none"> - CE – let’s get familiar with the symbol! - Safety symbols around us - Classroom operating manual - Dance routine - Writing an operating manual
The conditions for completion and the documents to be issued	There are no special certificates issued for the participants of the extra curriculum activities.

A description of the qualifications, learning or work experience required for the provision of the continuing education under the particular curriculum

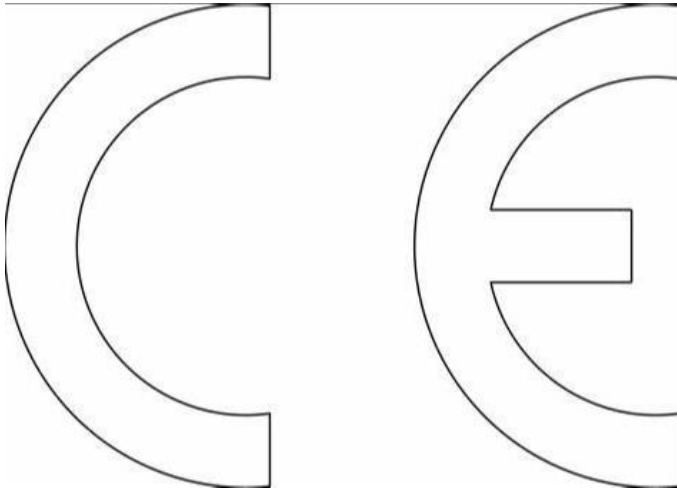
Trainers should have experience on conducting consumer or economic lessons.

Module Title	Product Safety
Activity Title	CE – let’s get familiar with the symbol!
Activity target group	Children aged 7-12 (especially younger pupils, aged 7-10).
Introduction	Students will get familiar with CE symbol. At this stage explaining the detailed methodology connected to Product Safety is not needed – the most important outcome of the activity should be the focus on the symbol itself so that the students have positive association when seeing the sign – also on products available in shops.
Aim of the activity	The aim of the activity is to introduce the CE symbol to the children. Students will get familiar with the sign and understand that the CE is something valuable and highly appreciated and needed. The positive association is crucial here.
Activity preparation	Teacher should prepare a Power Point Presentation with pictures (CE products) or bring the real life object into the classroom. A worksheet will also be needed (for the “hidden CE” activity - see an example below).
Materials & hand-outs	Worksheet (hidden CE), real life products with CE sign on them or a Power Point Presentation with pictures, CE logo
Duration of the activity	45 minutes
Group size(s)	1 class – around 20 students
Activity instructions	<p>The very first part of the activity (10 minutes) should focus on real life examples – Teacher can bring some products to the classroom in order to show the CE symbol on them. Teacher explains what the CE sign means, that this is a guarantee of a nice/ safe product according to regulations. A different way would be a short Power Point Presentation that would include the pictures with CE sign on it.</p> <p>Finding the CE logo (20 minutes)</p> <p>The next stage is getting students to move around the classroom. This way the experience will be more of a fun activity or game. Additionally, it will develop the motor skills of the pupils. At this stage the Teacher asks students to close their eyes while he/ she hides some CE logos in the classroom (behind the whiteboard, on the windowsill, behind the flower, under the Teacher’s desk etc). The Teacher can use one or many logos to be distributed and then hidden within the classroom space. The class then chooses one Student who is searching for the logo/ logos. However, the student cannot</p>

	<p>search on his/ her own but needs to listen to the instructions given by the classroom. Teacher should control the process and choose one instruction at a time (if there is more than 1 suggestion given by the class) so that the delegated student can follow the instruction. It is a good example to choose a pattern for giving instruction e.g. “Please check behind the flower”; “Please check under the table”. This way Teacher makes sure that discipline is still there – it is crucial especially while working with younger pupils (7-8 year-old) to avoid chaos in the classroom. This should be a fun game and various students will be delegated to participate.</p> <p>The remaining 15 minutes will be individual work of the pupils. This stage will consist of two activities. The first one: finding the two letters “CE” that would be hidden (see the example of this activity below). The next task would be colouring the CE letters – it is good to encourage students to colour it the way they want to, Teacher should encourage them to be creative and add certain graphic elements to the letters so that every student will develop an individual CE logo.</p>
Tips for performing the activity	It is very important for the Teacher to be the observer. Nevertheless, the Teacher should also keep an eye on discipline, especially during the movement game within the classroom.
How to evaluate the activity?	Teacher may ask some questions like: “Where can you find CE symbol?” “Why is it so important to have it on the product – what do you think?” Another idea (for older pupils, aged 11-12), is a homework that can be assigned at the end of the lesson: Teacher can ask students to search for some products that would have CE sign on them and take pictures with their mobile phones so that next time they meet they can discuss the CE products they found.
Further information	

Materials & hand-outs for activity: CE – let’s get familiar with the symbol!

1. CE symbol that can be used for creating a CE logo (individual work of students)



2. CE logo that can be used – hidden within the classroom (movement activity)



3. Worksheet – hidden CE symbol activity

Module Title	Product Safety
Activity Title	Safety symbols around us
Activity target group	Children aged 7-12

R A T L E A
 A N E A N L
 I C R N A I
 N E C D T T
 C W E C I Y
 E I P E O C
 D N O C N E

Introduction	Pupils will learn about symbols on products – especially warning signs.
Aim of the activity	The aim of the lesson is to introduce the safety labels and symbols that are used on everyday products around us. Extra attention should be paid on “warning symbols” which indicate that a given product can be dangerous for our lives if treated in inappropriate way.
Activity preparation	Teacher should prepare a radio/ song; a balloon with a “keep away from fire” warning sign on it and present the symbols using real life object or pictures
Materials & hand-outs	Balloon, music (song), Safety Symbols (+ worksheet)
Duration of the activity	45 minutes
Group size(s)	20 pupils
Activity instructions	<p>Teacher shows pupils some signs/ symbols on the real life objects (or some pictures of the products) that have some warning signs on it e.g. she/ he shows a deodorant with a “keep away from fire” sign on it. They discuss together some signs that can be found on the products – the attention should be given to the warning signs which indicate that the product may be dangerous for us if treated not in the right way. (10 minutes)</p> <p>After the presentation of the signs the students should match the signs with definitions. After doing so they can colour the signs according to the pattern – this way they will practise colours and numbers (see example below). Both activities should take around 15 minutes.</p> <p>The next part of the lesson should be based on movement and fun games. The first game is “freeze” game with the warning signs. Teacher starts the game. The Teacher turns around and starts counting from 1 to 10 (or 100 if pupils are older). This way the Teacher’s back is turned and so students cannot see his/ her face. The Teacher faces the wall in front of him/ her. At the same time pupils gather in the second end of the classroom and start to move forwards very slowly (in the direction of a Teacher). Suddenly the Teacher turns around so that he/she faces the students. The teacher chooses one sign e.g. the warning sign and the students need to “freeze” so that they don’t make any moves. The Teacher is walking around the classroom searching for some movement. Once she/ he spots a student that moves she/ he shows him the symbol and the student needs to answer correctly what kind of sign that is. Then the game continues. The student who first touches the wall (Teacher stands just</p>

	<p>next to the wall) is the winner. He/ she can now replace the Teacher and the game starts from the beginning. (10 minutes)</p> <p>A different form of this game can be students walking around the classroom while the music is on. Suddenly the music stops and the students cannot make any movement. If someone moves then again – teacher shows him a symbol that the student needs to identify.</p> <p>The last activity is to sit in a circle on the floor. Students pass on a balloon which has a “keep away from fire” warning sign on it. While the music is on they pass the balloon. Once the music stops (teacher stops it) then the Teacher gives some task to the children. It can be a mathematical task e.g. “count to ten” or linguistic task “ tell me the names of weekdays in English” or identifying safety product symbols. (10 minutes)</p>
Tips for performing the activity	The Teacher can choose as many safety symbols as he/ she wishes. It is good to show pictures of the symbols during all the various stages of the lesson so that students can remember many of them.
How to evaluate the activity?	The best evaluation here will be based on showing pictures of the symbols and identifying the meaning of a given sign.
Further information	

Materials & hand-outs for activity:

1. An example of matching symbols to definitions:

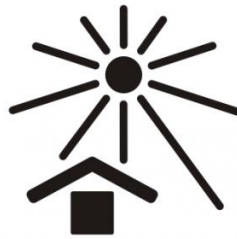


- a) This label means that you can wash a product in a dishwasher
- b) This label means that you should keep your product away from fire
- c) This label means that you should keep your product away from water

2. An example of colouring activity (with pattern):



3. Examples of symbols used during movement (freeze) activities:



Module Title	Product Safety
Activity Title	Classroom operating manual

Activity target group	Children aged 7-12
Introduction	This activity combines the importance of instructions with classroom rules.
Aim of the activity	The aim of this activity is to teach students the importance of following the instructions. (This is also needed in everyday life, when we buy a product we need to follow the operating manual rules). Since students (especially 7 year-old ones) are still young and discovering the world around them the aim of the lesson is to show them the importance of instructions.
Activity preparation	Teacher needs some paper – A2 format, paints pencils etc.
Materials & hand-outs	Paper (A2) and any plastic/ art materials that will be then used to create a poster – Classroom Operating Manual
Duration of the activity	45 minutes
Group size(s)	20 pupils
Activity instructions	<p>The activity starts (10 minutes) with creating some general rules/ operating manual on how to behave in the classroom. It is a good idea to sit down with students in a circle (younger pupils) or arrange the student’s desks in a non-standard form e.g. a horseshoe layout. This will encourage group work and brainstorming. T should collect students’ ideas (write them down).</p> <p>The next stage (10 minutes) should be giving students an “operating manual” example. T should prepare a worksheet, that would consist of a short text (classroom manual example) with gaps. The task here is for the students to complete the gaps and thus create the sentences (classroom rules). An example of the worksheet is presented below. The students can work in pairs and compare their answers. The final stage is to check their answers and share ideas. Teacher is the observer at this stage.</p> <p>The last stage (25 minutes) is group work. Students work together and prepare the Classroom Manual – that would be a form of a poster. The size of the poster should depend on the amount of students. If the class is big (20 students) they should work on A2 form and if it is just a group of students (5) then they could work on a smaller format. Teacher should encourage creativity skills at this stage. Students can use pencils or paints or even plasticine. They are free to colour the poster, draw on it, so that it shows their personality. The Classroom Manual should include a part of personality of each and every student. Teacher should make sure all</p>

	<p>students are engaged in this activity.</p> <p>A nice idea is to choose (the end of the activity) some points that are very important for the students, e.g. "You should show respect to other students. Say "hi" and be polite" and they can put CE sign next to this point. On the other hand they can use some warning signs (like the one with fire that we can see on products that shouldn't be kept close to the fire) and this warning sign can be put next to the "warning" rules like: "Do not open the window. Ask your Teacher first".</p>
Tips for performing the activity	It is important to encourage creativity of the students.
How to evaluate the activity?	Evaluation would be asking questions: "Which rules are needed in the classroom?" "Which rule do you find the most important?"
Further information	

Materials & hand-outs for activity:

1. An example of Classroom Operating Manual Worksheet to be prepared by the Teacher:

1..... a queue on the corridor (form)

2.....patiently (wait)

3.Be to each other while waiting in the line
(nice)

4..... 'Good Morning' to the Teacher (say)

5..... the classroom (Enter)

6.....rush into the classroom - for your
turn to enter the room (Don't/ wait)

7.Sit Down

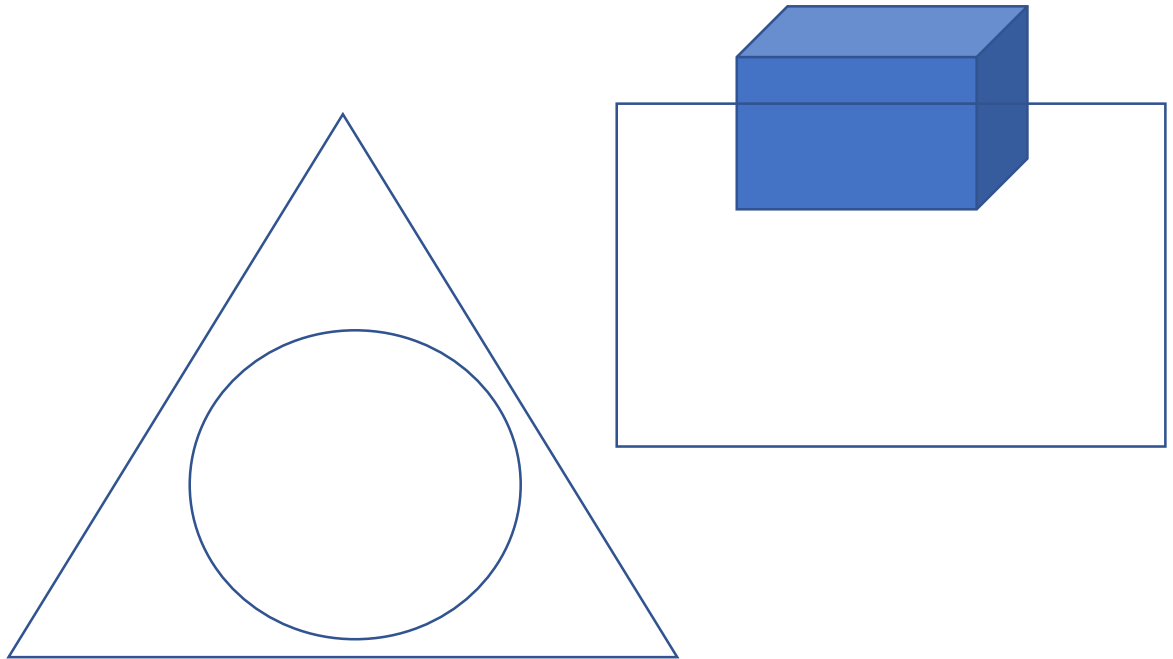
8.....your books (Open)

Module Title	Product Safety
Activity Title	Dance routine
Activity target group	Pupils 7-12 years old
Introduction	This activity combines the importance of following/ giving instructions in life with some fun dance activities.
Aim of the activity	The aim is to follow instructions in order to create a dance routine - this activity is to teach students the importance of following the instructions. (This is also needed in everyday life, when we buy a product we need to follow the operating manual rules). Since students (especially 7 year-old ones) are still young and discovering the world around them the aim of the lesson is to show them the importance of instructions.
Activity preparation	T prepares the sequence of simple movements to be repeated by the students.
Materials & hand-outs	A picture of geometrical figures prepared by the Teacher (example below), collection of songs
Duration of the activity	45 minutes
Group size(s)	20 pupils
Activity instructions	The main point of the lesson is following the instructions. The very first task is based on drawing simple geometrical signs (circles, triangles and more advanced forms like cuboids, pyramids, trapezoids etc). The Teacher gives instructions while the students should draw it exactly the way it was planned by the Teacher. At the same time the Teacher delegates two or three students (depending on the size of the class) who monitor the drawings (they walk around the classroom). It is a good idea if the Teacher gives them the instructions (pictures) before the start of the activity. The monitoring students check the drawings as the Teacher is giving instructions. The instruction can be "Draw a triangle in the very middle of the page. There is a circle in the triangle. Behind the triangle there is another circle. On the left there are two triangles etc" The students should draw exactly what the Teacher says. If the monitoring students spot someone who is not drawing exactly what the Teacher is saying (for example drawing a triangle instead of a circle) they will give him a warning sign (or a STOP sign – see example below). That means the student receiving this sign should pay more attention to the instructions given by the Teacher. At the same time student who follows the instruction is given a CE sign. The aim of this game is to collect as many CE as possible

	<p>and as little warning signs (or no warning signs). This is an introductory stage – the outcome should be students paying attention to the instructions and following it (15 minutes)</p> <p>The next stage is giving instructions to students who must move accordingly. For example the Teacher may say: “Stand up. Clap your hands twice. Sit down. Clap your hands just once now. Stand up. Turn around. Clap your hands twice again”. It is important for the Teacher to have the routine ready. It does not need to be complex and complicated – moves can be/ should be easy for the students and pupils can repeat one sequence all the time but in different pace (quickly and very slowly). Students practise the routine without music, just following the instructions of the Teacher. (10 minutes).</p> <p>The next stage is writing down the instructions given by the Teacher. This is to help students who has had problems with remembering the sequence of movement so that they do this in correct order. If the pupils are not very fluent with writing (younger pupils) they can rewrite the instructions from the whiteboard so that they practise writing skills as well. (10 minutes).</p> <p>The remaining 10 minutes is to practise the routine with music. Students can choose their favourite song and dance to it or Teacher can choose a few different songs (different pace) and students can practice the routine.</p>
Tips for performing the activity	Remember not to choose very complicated movements.
How to evaluate the activity?	Asking Students to repeat a movement.
Further information	

Materials & hand-outs for activity:

1.Example of a picture with geometrical figures:



2.The STOP sign to be used during the first activity:



Module Title	Product Safety
Activity Title	Writing an operating manual
Activity target group	Students 7-12 years old
Introduction	This lesson is to help students understand the meaning of giving instructions.
Aim of the activity	The aim is to show the importance of instructions and following them – and help students write and understand instructions.
Activity preparation	Some instructions cards (see below) and a picture that will be used by the Teacher in order to prepare the lesson and give instructions.
Materials & hand-outs	Some instructions cards (see below) and a picture that will be used by the Teacher in order to prepare the lesson and give instructions.
Duration of the activity	45 minutes
Group size(s)	20 students
Activity instructions	<p>The first stage (15 minutes) is giving the students instructions (operating manuals) of every day object. The thing here is that the instruction is not in order. Students must decide about the order so they create a “ready to use manual”. It can be in a form of colourful cards (one card=one sentence/ instruction) and can be prepared using Canva. Please see the example below.</p> <p>The next stage is for the students to write a short operating manual of an everyday object. They will then present it to the classroom in a form of a guessing game so that the class needs to identify the object a student is referring to, e.g.: “You walk into the kitchen. You come close to it. You open the door. You take the apple. Then you should close the door. Remember to close the door. You can now eat the apple.” (instruction on how to use the fridge). The time needed: 15 minutes.</p> <p>The last stage is Teacher giving instructions. The Teacher has a picture ready in front of him/her that he/she describes (see an example below). The Teacher describes the picture: “There is a tree in the middle. Behind the tree there is a child. She is a blond girl. She is holding a teddy bear. Next to her there is a small boy etc” The thing with these kind of exercises is that usually everyone draws something different to what the Teacher holds in front of him/ her even though the</p>

	instructions are clear. This is because we all have different perception and ideas inside of our minds. Thus, the aim of the task is to check and find the students' drawings that matched to the original picture of the Teacher the most (those will be given a CE sign).
Tips for performing the activity	Encourage Students to write their own Operating Manuals
How to evaluate the activity?	Ask questions like: "What is a good Operating Manual like?" "Why do we need such Manuals and instructions?" "Do you think your Manual is good enough?" "Does it really help the user?"
Further information	

Materials & hand-outs for activity:

1.Example of instructions (fridge)



**Remember to not keep
for too long vegetables
in the fridge**



**Remember close the
door to**



2.Example of a picture to be used to give instructions on how to draw



Curriculum – Ages 13 -18

The title of the curriculum	Health&Safety
The curriculum group	Health&Safety
The learning outcomes	<ul style="list-style-type: none"> - Knowledge of product safety - Awareness of choosing products wisely on store shelves - Increased knowledge of how to read product labels - Knowledge of product expiration - Basic knowledge of label reading
The requirements to be met for the commencement of studies, if they are a prerequisite for the accomplishment of the learning outcomes	There are no special requirements before starting using educational material that is included in this module.
The total volume of studies, including the proportions of classroom, practical and independent work	Educational material and activities cover up to 4 hours for secondary schools.
The content of studies	The educational material includes practical exercises for students
A description of the study environment	Activities can be done both face-to-face and through online classes
A list of study materials, if these are intended for the completion of the curriculum	<p>Study material provided through the activities:</p> <ul style="list-style-type: none"> - Let's get familiar with the labels! - Physics and chemistry: LABELS - Recognize the correct labeling for a safe product - Batch code - The difference between expiry dates and Best before... <p>Further information and inspiration: What is Product Safety? https://www.rnelectronics.com/resources/what-is-product-safety.html International Safety Symbols https://www.safetysign.com/international-safety-symbols</p>

	<p>How To Distinguish A Real CE Mark</p> <p>https://support.ce-check.eu/hc/en-us/articles/360008642600-How-To-Distinguish-A-Real-CE-Mark-From-A-Fake-Chinese-Export-Mark</p> <p>How to read a cosmetic label?</p> <p>http://kindwellbeing.com/cosmetics/how-to-read-a-cosmetic-label/</p> <p>The difference between Best Before and Expiry Dates</p> <p>https://www.foodsafety.ca/blog/difference-between-best-and-expiry-dates</p>
The conditions for completion and the documents to be issued	There are no special certificates issued for the participants of the extra curriculum activities.
A description of the qualifications, learning or work experience required for the provision of the continuing education under the particular curriculum	Trainers should have experience on conducting consumer or economic lessons.

Module Title	Product safety
Activity Title	Etykiety
Activity target group	Secondary school students 13-18
Introduction	This exercise can be done both in the classroom and online. Its main purpose is to raise awareness about product safety. Students will look at labels, and then answer whether a product is safe or not. They will learn how to use safety data sheets to identify possible hazards at home.
Aim of the activity	<ul style="list-style-type: none"> - Increase awareness of hazardous products - Acquire the ability to read product labels.
Activity preparation	Use the materials below to complete the activity. You can also prepare physical products so that each group of students has their own product.

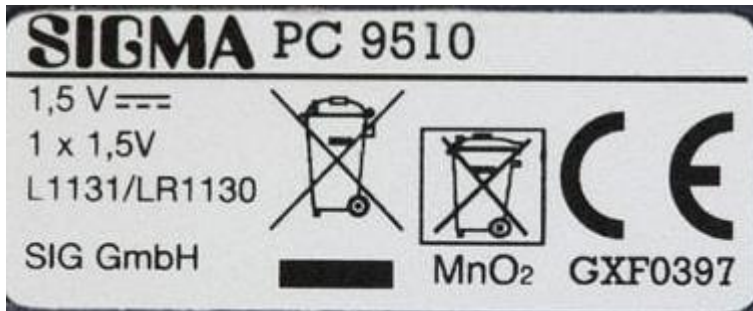
Materials & hand-outs	Let's get familiar with the labels!
Duration of the activity	1 teaching hour of 45 minutes
Group size(s)	Students will work in groups.
Activity instructions	<p>Warm up (10 minutes): Ask students if they have ever wondered if the products they purchase are safe. Familiarize them with the term and definition of product safety and then proceed with the exercise</p> <p>Instructions (10 minutes): Tell students that each group will get one product. Then each group must justify whether or not they think the product is safe.</p> <p>Practice (20 minutes): Students work in groups. Then a representative from each group speaks about the product. Each answer should be justified; if it is not, the teacher should interject and justify why it is so.</p> <p>Review and closing (5 minutes): Summarize the activity and place a strong emphasis on product safety awareness. Then ask students to find one safe product in their home when they get home and describe it.</p>
Tips for performing the activity	If you see that students are having difficulty recognizing whether a product is safe or not, give them some tips.
How to evaluate the activity?	This exercise can be assessed on each student's ability to work in a group, as well as their communication skills. This exercise will give you a general idea of how your students are aware of product safety knowledge.
Further information	<p>What is Product Safety?</p> <p>https://www.rnelectronics.com/resources/what-is-product-safety.html</p>

Materials & hand-outs for activity: Let's get familiar with the labels!

1)



2)



3)



Module Title	Product safety
Activity Title	International Safety Labels
Activity target group	Secondary school students 13-18
Introduction	Students will be given different pictures (labels). Their task will be to identify a potential hazard.
Aim of the activity	The purpose of the exercise is to learn to recognize signs that are placed on products that may indicate that the product is unsafe.
Activity preparation	We suggest using the resources below for this exercise. There are other examples of labels in the additional resources.
Materials & hand-outs	Physics and chemistry: LABELS
Duration of the activity	1 teaching hour of 45 minutes
Group size(s)	Students will work in groups.
Activity instructions	<p>Warm up (10 minutes): As a warm-up, ask students if they know of any labels that say a product is unsafe. Then you can show one product that has this information on the instruction manual.</p> <p>Instructions (10 minutes): Hand out cards with symbols on them that indicate the product may be hazardous.</p> <p>Practice (20 minutes): Students work in groups and try to describe the labels.</p> <p>Review and closing (5 minutes): After working in groups, the teacher listens to all students and then gives a thorough definition of labels along with examples of products on which the label may be found.</p>
Tips for performing the activity	The exercise can be done either in class or in an online session
How to evaluate the activity?	<p>Evaluation of group work</p> <p>Evaluation of communication</p> <p>Evaluation of product safety knowledge.</p>
Further information	<p>International Safety Symbols</p> <p>https://www.safetysign.com/international-safety-symbols</p>

Materials & hand-outs for activity: Physics and chemistry: LABELS



Module Title	Product safety
Activity Title	Recognize the correct labeling for a safe product
Activity target group	Secondary school students 13-18
Introduction	Every now and then, unsafe health products appear on the market that have not been tested and certified. Therefore, it is important to recognize the appropriate signs that symbolize that the product is certified and safe.
Aim of the activity	The purpose of the exercise is for students to become familiar with the CE symbol, which signifies compliance with EU standards.
Activity preparation	For this exercise, we suggest using the materials below. Also, you can prepare some products and the students' task will be to recognize which products have the correct label.
Materials & hand-outs	Recognize the correct labeling for a safe product
Duration of the activity	45 min
Group size(s)	3 groups of 5 participants
Activity instructions	<p>Warm up (5 minutes): First, introduce students to the CE mark, using the projector to give everyone a closer look. Ask students to describe it in detail</p> <p>Instructions (10 minutes): Then give the students the products in which some of them will have proper labeling and some of them will have the Chinese CE stamp (China Export Logo)</p> <p>Practice (20 minutes): Give students 20 minutes to think about and group together products that are properly labeled and those that contain the incorrect CE mark.</p> <p>Review and closing (5 minutes): Then show students the China Export Logo and ask students if they can see the difference.</p>
Tips for performing the activity	Have physical objects ready so students can look closely at the stamp.
How to evaluate the activity?	Perceptive assessment, Group work assessment, Communication assessment
Further information	How To Distinguish A Real CE Mark https://support.ce-check.eu/hc/en-us/articles/360008642600-How-To-Distinguish-A-Real-CE-

Materials & hand-outs for activity: Recognize the correct labeling for a safe product



Module Title	Product safety
Activity Title	Batch code
Activity target group	Secondary school students 13-18
Introduction	There are a huge number of products on the market, so it is important to know where to find the batch number in order to identify where and when it was produced and to establish its legitimacy.
Aim of the activity	The purpose of this exercise is to find the batch code on cosmetic products with a shelf life of 30 months or less. Products that are past their expiration date can be hazardous to health, so it is important for students to be aware of this.
Activity preparation	For this exercise, you can use cosmetic products that you hand out to students and ask them if they think the products are suitable for use
Materials & hand-outs	Cosmetic products, a table to describe cosmetic products
Duration of the activity	1h
Group size(s)	3 groups of 5 participants
Activity instructions	<p>Warm up (10 minutes): Ask students if they know how they can look up a lot code and if they even know the definition of a lot code. Then give the exact definition and divide students into groups.</p> <p>Instructions (10 minutes): Each group will get 3 items. Their task is to find the batch code on each of them and fill in the table they get.</p> <p>Practice (15 minutes): Students work in groups for 15 minutes and complete the table.</p> <p>Review and closing (25 minutes): The teacher reviews each product carefully with the students and points out the correct answers</p>
Tips for performing the activity	The exercise can also be done online, in which case each student should find one cosmetic item in their home and describe it according to the guidelines in the table.
How to evaluate the activity?	<p>Assessment of perceptiveness,</p> <p>Assessment of group work</p> <p>Assessing awareness of product labeling</p>

Further information	How to read a cosmetic label? http://kindwellbeing.com/cosmetics/how-to-read-a-cosmetic-label/
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Materials & hand-outs for activity: Batch code

Product	Batch code	Expiry date	Country of Origin	PAO

Module Title	Product safety
Activity Title	The difference between expiry dates and Best before...
Activity target group	Secondary school students 13-18
Introduction	All food companies have a responsibility to provide the customer with food that is safe to eat. Therefore, food safety protocols are established to ensure that food is not spoiled or expired.
Aim of the activity	The purpose of the exercise is to learn about food safety protocols, and to learn the difference between "Expiry date" and "best before"
Activity preparation	For this exercise, we can prepare some food items and also prepare a presentation on the difference between expiry date and best before.
Materials & hand-outs	Food products, a table to describe the products
Duration of the activity	45 min
Group size(s)	3 groups of 5 participants
Activity instructions	<p>Warm up (5 minutes): Ask students if they know the difference between expiry date and Best before. Then ask on which products we might see the above labels. Give a precise definition and divide the students into groups</p> <p>Instructions (10 minutes): Each group gets a few items of food that should be labeled.</p> <p>Practice (20 minutes): Students work in groups for 20 minutes and complete the table.</p> <p>Review and closing (5 minutes): The teacher reviews each product carefully with the students and points out the correct answers</p>
Tips for performing the activity	The exercise can also be done online, in which case each student should find one food item in their home and describe it according to the guidelines in the table.
How to evaluate the activity?	<p>Assessment of perceptiveness,</p> <p>Assessing group work</p> <p>Assessment of awareness about the importance of products.</p>
Further information	The difference between Best Before and Expiry Dates

	https://www.foodsafety.ca/blog/difference-between-best-and-expiry-dates
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Materials & hand-outs for activity: The difference between expiry dates and Best before

Product	Best Before	Packaging date	Expiry date