

Abstract

In developed countries, the majority of the population perceives food only from the viewpoint of a consumer. Few know its origin, production technology and composition, and they can't critically evaluate, which products are beneficial in terms of proper nutrition. Therefore, this work deals with the development of consumer literacy in the area of food, i.e. food literacy among pupils of second stage of elementary school, where is not systematic given attention to this theme. As an appropriate example for teaching were chosen milk and dairy products, which are an essential part of healthy eating mostly in childhood. In line with the objectives of this work has been created structured summary of the findings of these foods serving as a theoretical background for teachers. It was also done research survey about knowledge and attitudes to milk and dairy products among pupils of second stage of elementary school. It turned out that in the surveyed sample, most of the pupils consume milk and basic dairy products (butter, cheese, yoghurt), but the consumption of other fermented dairy products is considerably lower. Most respondents considered milk and dairy products beneficial to our health, however they were almost unaware of its production technology and were not interested in their origin and composition. The main outputs of this work are time-tested educational materials including a methodology for their use. Selected learning activities comprehensively develop the competences of students as consumers of food products by linking knowledge of chemistry, biology and health education.

Keywords:

Food literacy, elementary school, milk, health education, educational project