



Primary food project: Serve a salad

Age: 9-10 years

Time: 6 hours

Introduction

This food project has been developed to help pupils learn about different types of salads and ingredients used in salads around the world. Pupils will learn about healthy eating (with a focus on fibre) and practise using food preparation skills, including the bridge hold and claw grip, safely and hygienically. The learning in this primary project will be delivered within the context of designing and making a salad for lunch.

Aims

- Pupils will use acquired healthy eating knowledge to design and make a salad which contributes to a healthy, varied diet.
- Pupils will explore a variety of salads and salad ingredients associated with different countries around the world.
- Pupils will develop and practise their food skills by preparing ingredients safely and hygienically.
- Pupils will design and make a salad for their intended recipient based on their experiences and research.
- Pupils will make and evaluate their salad.

Teaching and learning overview

Lesson	Learning objectives
1	To be able to: <ul style="list-style-type: none"> recall and discuss different types of salad. identify salad ingredients and sort them into the correct Eatwell Guide food groups. explain the key messages from each Eatwell Guide food group.
2	To be able to: <ul style="list-style-type: none"> explain that a third of the food we eat should come from the <i>Fruit and vegetable</i> group and a third should come from the <i>Potatoes, bread, rice, pasta and other starchy carbohydrates</i> group and explain the key messages from these two food groups. recall that foods in the two largest food groups provide fibre and explain the role of fibre in the diet. use the internet to research a selection of different salads.
3	To be able to: <ul style="list-style-type: none"> recall the get ready to cook steps, explain how they should be carried out and why they are necessary. prepare ingredients for a salad bar by safely using the bridge hold, claw grip and grating techniques.
4	To be able to: <ul style="list-style-type: none"> use a range of sensory vocabulary to describe a selection of foods. recall foods associated with a selection of countries around the world. create a questionnaire to research the requirements and preferences of their salad recipient.
5	To be able to: <ul style="list-style-type: none"> identify design criteria for a salad based around the requirements of an individual and purpose. apply their knowledge, experience and research findings to design a salad which meets their design criteria. communicate their salad design through notes and sketches.
6	To be able to: <ul style="list-style-type: none"> make the salad they have planned safely and hygienically. select the correct equipment for different food preparation tasks. evaluate their salad against the design criteria and feedback from others.

Curriculum links

England	<p>Design and technology - Cooking and nutrition (Key Stage 2)</p> <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed <p>Design and technology</p> <p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>RSE and Health Education</p> <p>By the end of primary school</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals.
Northern Ireland	<p>Personal Development and Mutual Understanding</p> <p>KS2 (Year 5 and 6)</p> <p>Strand 1: Personal Understanding and Health</p> <p>Health, Growth and Change</p> <ul style="list-style-type: none"> • understanding the benefits of a healthy lifestyle, including physical activity, healthy eating, rest and hygiene; <p>Keeping safe</p> <ul style="list-style-type: none"> • developing a pro-active and responsible approach to safety, for example, at home, near water, on the internet, watching television, in school, on the farm, around equipment, in the sun, near fireworks <p>Strand 2: Mutual Understanding in the Local and Wider Community</p> <p>Relationships with the Wider World</p> <ul style="list-style-type: none"> • developing an awareness of the experiences, lives and cultures of people in the wider world; • recognising the similarities and differences between cultures, for example, food, clothes, symbols, celebrations

Scotland	<p>Health and wellbeing</p> <p>Food and health – Nutrition</p> <p>Second</p> <ul style="list-style-type: none"> • By applying my knowledge and understanding of current healthy eating advice I can contribute to a healthy eating plan. (HWB 2-30a) • I understand that people at different life stages have differing nutritional needs and that some people may eat or avoid certain foods. (HWB 2-32a) <p>Food and health - Safe and hygienic practices</p> <p>Second</p> <ul style="list-style-type: none"> • Having learned about cleanliness, hygiene and safety, I can apply these principles to my everyday routines, understanding their importance to health and wellbeing. (HWB 2-33a) <p>Second</p> <ul style="list-style-type: none"> • When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability. (HWB 1-35a / HWB 2-35a) <p>Second</p> <ul style="list-style-type: none"> • By investigating food labelling systems, I can begin to understand how to use them to make healthy food choices. (HWB 2-36a) <p>Technologies</p> <p>Food and Textile Technology – Food and Textile</p> <p>Second</p> <ul style="list-style-type: none"> • I am developing dexterity, creativity and confidence when preparing and cooking food (TCH 2-04a) • I can extend and explore problem solving strategies to meet increasingly difficult challenges with a food or textile focus (TCH 2-04c) • I can discuss, debate and improve my ideas with increasing confidence and clear explanations (TCH 2-04d) <p>Sciences</p> <p>Biological systems - Body systems and cells</p> <p>Second</p> <ul style="list-style-type: none"> • By investigating some body systems and potential problems which they may develop, I can make informed decisions to help me to maintain my health and wellbeing. (SCN 2-12a) • I have explored the structure and function of sensory organs to develop my understanding of body actions in response to outside conditions. (SCN 2-12b)
Wales	<p>Health and Well-being</p> <p>Statement of what matters:</p> <p>Developing physical health and well-being has lifelong benefits</p> <p>Progression step 3</p> <ul style="list-style-type: none"> • I can explain the importance of a balanced diet and nutrition and the impact my choices have on my physical health and well-being. I can plan and prepare basic, nutritious meals. <p>Science and technology</p> <p>Statement of what matters:</p> <p>Design thinking and engineering offer technical and creative ways to meet society's needs and wants.</p> <p>Progression step 3</p> <ul style="list-style-type: none"> • I can draw inspiration to design from historical, cultural and other sources. • I can creatively respond to the needs and wants of the user, based on the context and on the information collected. • I can identify and consider factors when developing design proposals. • I can use design thinking to test and refine my design decisions without fear of failure.

- I can apply my knowledge and skills when making design decisions in order to produce specific outcomes.
- I can consider how my design proposals will solve problems and how this may affect the environment.
- I can use design communication methods to develop and present ideas, and respond to feedback.
- I can combine component parts, materials and processes to achieve functionality and improve the effectiveness of my outcomes.
- I can select and safely use appropriate tools, materials and equipment to construct purposeful outcomes.

Science and technology

Statement of what matters:

Matter and the way it behaves defines our universe and shapes our lives.

Progression step 3

- I can recognise that changes in materials affect their properties and uses under different conditions.

Primary food project: Serve a salad

Lesson 1: Finding out about salad

Time: 1 hour

Learning

Learning objective To be able to:	Learning outcomes	
recall and discuss different types of salad.	All pupils will ...	recall an example of a type of salad.
	Most pupils should ...	recall and discuss different types of salad.
	Some pupils could ...	recall, discuss and share their thoughts and opinions about different types of salad.
identify salad ingredients and sort them into the correct Eatwell Group food groups.	All pupils will ...	with support, identify some salad ingredients and sort them into the correct Eatwell Guide food groups.
	Most pupils should ...	identify salad ingredients and sort them into the correct Eatwell Guide food groups.
	Some pupils could ...	Identify a broad range of salad ingredients and sort them into the correct Eatwell Guide food groups.
explain the key messages from each Eatwell Group food group.	All pupils will ...	explain some of the key messages from a few of The Eatwell Guide food groups.
	Most pupils should ...	explain the key messages from each The Eatwell Guide food group.
	Some pupils could ...	explain in detail the key messages from each The Eatwell Guide food group.

Teaching and learning activities

Activity	Resources and equipment
<p>Note: It would be useful to provide a selection of prepared salads for children to analyse during the main part of the lesson. Approximately six should be sufficient (one for each table/group). Make sure they are in transparent containers so the children can look at the ingredients. Try to choose a variety of examples which contain different ingredients. (For example, <i>caesar salad</i>, <i>Greek salad</i>, <i>salad niçoise</i>, <i>mixed bean salad</i>, <i>couscous salad</i>, <i>potato salad</i>, <i>coleslaw</i>, <i>layered salad</i>, <i>noodle salad</i>.) If you are not able to provide prepared salads, you could print and use the images from the Salad presentation (slides 4-14).</p> <p>Starter Explain to the children that over the next few weeks they will be learning about different types of salads and ingredients used in salads around the world. They will also be learning about healthy eating and how to prepare foods safely. They will then use what they have learned to design and make a salad for a member of staff at school.</p> <p>Divide the class into groups and ask them to spend a few minutes thinking of as many different types of salad as they can. Encourage them to think beyond lettuce and tomato. (For example, <i>salads they have eaten at home, seen in a café or restaurant, seen on a cooking programme or advert, had on a special occasion</i>.)</p> <p>If children have difficulty thinking of salads, you may wish to show them the Salad presentation, or printed images from the presentation, to help.</p> <p>Discuss the different types of salad they have thought of and ask them to suggest how they could be grouped.</p>	<u>Salad presentation</u>

<p>For example:</p> <ul style="list-style-type: none"> • as a main meal; • as a side dish; • with/without lettuce; • with/without mayonnaise; • with foods from the <i>Beans, pulses, fish eggs, meat and other proteins</i> group; • with foods from the <i>Potatoes, bread, rice, pasta and other starchy carbohydrates</i> group. 	
<p>Main</p> <p>Explain to the children that they will be analysing some prepared salads (or using the salad images from the presentation) to see what ingredients they contain and how they can contribute to a healthy diet. The children will need a copy of the Blank Eatwell Guide worksheet.</p> <p>Organise the children in to six groups and give each group a salad (or salad image from the presentation). Explain to the children that they should look at the ingredients and note them on their Blank Eatwell Guide worksheet in the correct food group. They will need to allocate a colour to each salad and mark each ingredient from that salad with the same colour. They can create a key to show which colour relates to which salad. This will allow them to identify (at a glance) how each salad contributes to the Eatwell Guide.</p> <p>Swap the salads (or salad images) around the groups and allow the children to analyse some or all of the salads.</p> <p>Show the Eatwell Guide presentation. For each food group, ask the children to provide two or three examples of ingredients from the salads that belong in the group. Ask the children if they can explain the health message/s for the group (before they appear on the slide):</p> <ul style="list-style-type: none"> • <i>Fruit and vegetables</i> – have at least five portions every day. • <i>Potatoes, bread, rice, pasta and other starchy carbohydrates</i> – have foods from this group with every meal. • <i>Beans, pulses, fish, eggs, meat and other proteins</i> – have some food from this group every day. • <i>Dairy and alternatives</i> – have some foods from this group every day. • <i>Oils and spreads</i> – eat in small amounts. <p>Ask the children if they noticed any <i>Foods high in fat, salt and sugars</i> in the salads. Explain that salad dressings, such as mayonnaise, can be high in fat so belong in this group (these types of foods are not needed for health). If dressings are added to salads, it is healthier to choose reduced fat varieties.</p> <p>Draw children's attention to the <i>Potatoes, bread, rice, pasta and other starchy carbohydrates</i> group and the <i>Fruit and vegetable</i> group. Explain to the children that each of these groups makes up around a third of the Eatwell Guide. This means around a third of what we eat should come from the foods in the <i>Fruit and vegetable</i> group and around another third should come from <i>Potatoes, bread, rice, pasta and other starchy carbohydrates</i> group. Explain to the children that when they make their salad they will need to include plenty of foods from these two food groups.</p>	<p>Blank Eatwell Guide worksheet</p> <p>Salad presentation</p> <p>Salads (prepared) x 6 or the salad images form the presentation</p> <p>Eatwell Guide presentation</p>
<p>Plenary</p> <p>Show one of the salads from the Salad presentation. Question the children:</p> <ul style="list-style-type: none"> • Which of the four main Eatwell Guide food group/s are not included in this salad? 	

<ul style="list-style-type: none"> • What else could be eaten with, or added to, the salad so the meal includes food from each of the four main Eatwell Guide food groups? <p>Explain to the children that every meal does not have to match the Eatwell Guide, but it is useful to try and keep a day's diet in proportion with the Guide, so we can make sure we are getting a healthy, varied diet.</p> <p>Challenge the children to find out about the origin/history of one or more of the following salads, before the next lesson.</p> <ul style="list-style-type: none"> • Salad niçoise • Waldorf salad • Caesar salad • Tabbouleh salad 	
<p>Related activity ideas</p> <p>Encourage the children to collect salad images and recipes (e.g. <i>from magazines, supermarket recipe cards</i>). They could look for examples of salads served in restaurants and collect menus or look at restaurant menus online.</p> <p>Challenge the children to find salad recipes on the <i>Food – a fact of life</i> website (links adjacent). You could provide copies of some of the salad recipe for children to make them at home with their parent/carers.</p> <p>Task the children to find out which salads their families like, have seen or would like to try.</p> <p>Use Eatwell Challenge computer game to help children revise key information about the Eatwell Guide.</p>	<p>Salad recipes on <i>Food – a fact of life</i>:</p> <p>Couscous Royal rice Coleslaw Stripy salad pot Crunchy winter salad</p> <p>Eatwell Challenge (scroll to bottom of page)</p>

Primary food project: Serve a salad

Lesson 2: Finding out about fibre

Time: 1 hour

Learning

Learning objective To be able to:	Learning outcomes		
explain that around a third of the food we eat should come from the <i>Fruit and vegetable</i> group and a third should come from the <i>Potatoes, bread, rice, pasta and other starchy carbohydrates</i> group and explain the key messages from these two food groups.	All pupils will ...	with support, recall the key messages from <i>Fruit and vegetable</i> group and the <i>Potatoes, bread, rice, pasta and other starchy carbohydrates</i> with support.	
	Most pupils should ...	explain that a third of the food we eat should come from the <i>Fruit and vegetable</i> group and a third should come from the <i>Potatoes, bread, rice, pasta and other starchy carbohydrates</i> and explain the key messages from these two food groups.	
	Some pupils could ...	explain that a third of the food we eat should come from the <i>Fruit and vegetable</i> group and a third should come from the <i>Potatoes, bread, rice, pasta and other starchy carbohydrates</i> group. Talk about the proportion of the diet that should come from the remaining <i>The Eatwell Guide</i> food groups.	
recall that foods in the two largest food groups provide fibre and explain the role of fibre in the diet.	All pupils will ...	recall that foods in the two largest food groups provide fibre.	
	Most pupils should ...	recall that foods in the two largest food groups provide fibre and explain the role of fibre in the diet.	
	Some pupils could ...	recall that foods in the two largest food groups provide fibre and explain the role of fibre in the diet. Explain how wholegrain varieties and skin on potatoes can increase the fibre provided by foods.	
use the internet to research a selection of different salads.	All pupils will ...	with support, use the internet to research a selection of different salads.	
	Most pupils should ...	use the internet to research a selection of different salads.	
	Some pupils could ...	use the internet efficiently to research a broad range of different salads.	

Teaching and learning activities

Activity	Resources and equipment
<p>Note: This lesson involves using the nutritional analysis tool, Explore Food, in the starter. Take some time to test out this tool before the lesson. You may also find it useful to have a look at the Using explore food worksheet.</p> <p>Using explore food To get started click on 'calculate a recipe'. You will then need to give the 'recipe' a name. You can then add foods to be analysed. As you start to type, options will appear. You will need to choose the best fit from these and then add a weight for each ingredient. A nutritional break down will be supplied. For results relating to fibre (dietary fibre), use the blue arrow at the bottom of the screen and scroll right.</p> <p>You will need the computer room for the main part of the lesson so children can research different salads.</p>	<p>Explore Food (nutritional analysis tool)</p> <p>Using explore food worksheet</p>

<p>Starter</p> <p>Ask the children to tell you which are the two largest <i>Eatwell Guide</i> groups and what this means (around a third of what we eat should come from each of these groups). Ask the children to recall the health message for each of these groups (as discussed in lesson 1).</p> <ul style="list-style-type: none"> • <i>Fruit and vegetables</i> – have at least five portions every day. • <i>Potatoes, bread, rice, pasta and other starchy carbohydrates</i> – have foods from this group with every meal. <p>Ask the children to give you some examples of foods in each group.</p> <p>Explain to the children that both of these food groups provide fibre. Ask the children if they know how fibre helps our bodies. Explain that we need fibre to keep our digestive system healthy. It can also help reduce the risk of heart disease, diabetes and some cancers. (More background information for teachers about fibre can be found on the British Nutrition Foundation's website www.nutrition.org.uk)</p> <p>We can add more fibre to our diet if we choose wholegrain varieties of foods from the <i>Potatoes, bread, rice, pasta and other starchy carbohydrates</i> group, such as wholemeal bread, brown rice and pasta, and if we eat potatoes with their skins on. We also get fibre from fruit and vegetables, which is one of the reasons why having at least five portions of fruit and vegetables a day is important. Most of us need more fibre in our diet.</p> <p>Use Explore food to demonstrate to children how choosing wholegrain varieties (and eating potatoes with their skins on) increases the amount of fibre provided. Do this by entering the same weight of the two varieties of each food into the tool and then check the 'dietary fibre' results. Here are some suggestions of foods to compare:</p> <ul style="list-style-type: none"> • brown rice with white rice; • wholemeal spaghetti with white spaghetti; • white bread with brown bread; • baked potato flesh only with baked potato flesh and skin. <p>Explain to the children that when they design their salads they may like to consider using wholegrain varieties of food from the <i>Potatoes, bread, rice, pasta and other starchy carbohydrates</i> group to increase the fibre provided by their salads, e.g. wholewheat pasta, brown rice.</p>	<p>Fibre (British Nutrition Foundation's website)</p>
<p>Main</p> <p>Explain to the children that they will work in pairs and use the internet to research salads from different countries around the world. Provide children with the Salad research sheet.</p> <p>Allow the children to do their research and complete their sheets.</p> <p>Discuss the research with the children.</p> <ul style="list-style-type: none"> • What was the most interesting salad you found? Explain why. • Which countries did the salads you found come from? • How were the salads presented? <p>Ask children for examples of salads they found which included a starchy food from the <i>Potatoes, bread, rice, pasta and other starchy carbohydrates</i> group. Ask the children how the fibre could be increased in these salads (<i>using wholegrain or skin on varieties of the foods from the Potatoes, bread, rice, pasta and other starchy carbohydrates group, adding more fruit and vegetables</i>).</p>	<p>Salad research sheet</p>

<p>If there are salads that contain mayonnaise and other dressings, take the opportunity to remind the children that mayonnaise and dressings can be high in fat. Ask the children if they can remember the messages about the <i>Foods high in fat, salt and sugars</i> section of the Eatwell Guide. (<i>These foods are not needed for health and should be eaten less often and in smaller amounts.</i>) Summarise that if they plan to add any dressing to their salad, it should only be a small amount and a reduced fat variety.</p> <p>Note: Olives (sometimes used in salads) can be high in salt. Children aged 7 to 10 years should eat no more than 5g salt a day.* You could talk to children about this and challenge them to research the salt content in a selection of different types of olives.</p> <p>*NHS</p>	
<p>Plenary</p> <p>Give the children a Nutrient card each. There are 20 in total so some children may need to share. Explain that the cards show the energy and nutrients found in 100g of different foods.</p> <p>Ask the children to look at the amount of fibre in 100g of the food on their card. The cards also show what size a portion of the food would be.</p> <p>Ask the children to order themselves (holding their cards) from lowest to highest in fibre. When they have done this, question them:</p> <ul style="list-style-type: none"> • What do you notice? • Which foods are lowest in fibre? • Which food groups do the foods lowest in fibre belong? (<i>Dairy and alternatives group, Beans, pulses, fish, eggs, meat and other proteins group and Oils and spreads group.</i>) • Which types of food contain fibre? • Which food groups do the foods containing fibre belong? (<i>Potatoes, bread, rice, pasta and other starchy carbohydrates and Fruit and vegetables.</i>) • Which foods are the highest in fibre? (Wholemeal bread, peas and apricots.) <p>Ask the children to identify the serving size of the food on their card (bottom left). Make the point that we have been comparing 100g of each of the food but we do not always eat this amount of every food. Ask some of the children to share the serving sizes on their cards. Challenge them to give an approximate amount of fibre for the serving size of their food rather than 100g.</p> <p>Note: The children will probably notice that the crisps contain fibre. The reason for this is that they are made from potatoes and the water has been removed so they are more concentrated (hence a higher concentration of fibre). However, it is important to note that because of the amount of fat crisps contain, they belong in the <i>Foods high in fat, salt and sugars</i> section of The Eatwell Guide so we would not eat them as a source of starchy food or fibre. If you think this might be a difficult concept for the children, remove the crisp card before you undertake the activity.</p>	<p>Nutrient cards</p>
<p>Related activity ideas</p> <p>Try some of the activities from the Fibre February activity pack, such as the Fibre race.</p> <p>You may like to teach the children about the energy provided by different foods using the <i>Food – a fact of life</i> Energy resources.</p>	<p>Fibre February activity pack</p> <p>Energy resources</p>

Primary food project: Serve a salad

Lesson 3: Food skills - bridge hold, claw grip and grating

Time: 1 hour

Learning

Learning objective To be able to:	Learning outcomes	
recall the get ready to cook steps, explain how they should be carried out and why they are necessary.	All pupils will ...	with support, recall the get ready to cook steps and explain how they should be carried out.
	Most pupils should ...	recall the get ready to cook steps, explain how they should be carried out and why they are necessary.
	Some pupils could ...	recall the get ready to cook steps, explain how they should be carried out and why they are necessary, in detail.
prepare ingredients for a salad bar by safely using the bridge hold, claw grip and grating techniques.	All pupils will ...	with support, prepare ingredients for a salad bar by safely using the bridge hold, fork secure and grating techniques
	Most pupils should ...	prepare ingredients for a salad bar by safely using the bridge hold, claw grip and grating techniques
	Some pupils could ...	prepare ingredients for a salad bar by safely and confidently using the bridge hold, claw grip and grating techniques

Teaching and learning activities

Activity	Resources and equipment
<p>Notes:</p> <p>You will be demonstrating food skills in this lesson. Make sure you are prepared by watching the food skills videos (Videos: Peel, chop and grate), reading the Food skills guide and Demonstration guide and practising yourself before the lesson.</p> <p>During this lesson and others in this project, the children will be tasting and handling ingredients. Remember to send out the Ingredient check letter to check for any food allergies/ intolerances and/or other dietary requirements that may mean children cannot handle or taste certain foods.</p>	<p>Videos: Peel, chop and grate</p> <p>Food skills guide</p> <p>Demonstration guide</p> <p>Ingredient check letter</p>
<p>Starter</p> <p>Ask the children what they need to do to prepare themselves to cook. Take their thoughts and then show the Get ready to cook presentation. Discuss each step is why it is undertaken.</p> <ul style="list-style-type: none">• Tie back long hair – to prevent it falling in food or touching it with our hands while we are preparing food. (This should be undertaken before washing hands.) Chefs and others who work with food wear hair nets or hats!• Roll up long sleeves – to prevent bacteria and contaminants (e.g. <i>fluff, pet hair, dirt</i>) on sleeves getting in to the food we are preparing. (It also stops food getting on our sleeves.)• Wear an apron – like with sleeves, to prevent bacteria and contaminants (e.g. <i>fluff, pet hair, dirt</i>) on cloths getting in to the food we are preparing. (It also stops food getting on our clothes.)	<p>Get ready to cook presentation</p>

<ul style="list-style-type: none"> • Remove jewellery – to prevent bacteria or contaminates on or under jewellery (e.g. <i>rings, bracelets, watches</i>) getting into the food we are preparing and to prevent jewellery such as earring falling in to food and being consumed. • Wash your hands - to prevent bacteria or contaminates getting in to the food we are preparing. Hands need to be washed with warm water and soap/handwash. We need to wash our palms, backs of hands, wrists and fingers and thumbs. Finally, hands should be thoroughly dried. 	
<p>Main</p> <p>Explain to the children that they will be practising some food skills in this lesson. The children will watch you demonstrate three skills and then practise them. The food the children prepare will then be used to create a salad bar, which they will be able to select and taste from at the end of the lesson.</p> <p>Demonstrate the following skills to the children. Show each skill on two or three different ingredients (suggestions below) to help embed the processes.</p> <ul style="list-style-type: none"> • Bridge hold • Claw grip (The fork secure is an alternative option if you do not feel your class are ready to use the claw grip. A fork is used to hold the food in place as an alternative to the hand.) • Grating <p>Set up two tables for each of the three skills below (six tables in total). Place two or three sets of equipment (for four to six children working in pairs) on each table. Provide the ingredients listed below for each skill. Wash the ingredients before the lesson.</p> <p>Bridge hold Cherry tomatoes Cucumber (2cm high chunks) Canned potatoes (drained)</p> <p>Claw grip (and/or fork secure) Celery sticks (trimmed) Lettuce (leaves separated) Pepper (cheeks)</p> <p>Grating Carrots (topped, tailed and peeled) Courgettes (topped and tailed) Cheddar Cheese (small blocks to be grated)</p> <p>Explain to the children that they will work in pairs. One person will practise a skill, while the other watches to check they are working safely. When both children in the pair have completed a skill, they should move on to another table try the next skill. They must leave all the equipment on the table when they have finished – it should not be carried around the classroom. Each child must practise all three of the skills.</p> <p>Note: There are a few food options for each skill. The children only need to practice each skill with one food. The options have been provided so there will be a variety of foods for the salad bar at the end.</p>	<p>Equipment:</p> <ul style="list-style-type: none"> -Aprons -Tablecloths -Chopping boards -Vegetable knives -Graters -Forks (if using the fork secure) -Tubs for prepared items (one tub per ingredient) -Spoons for serving -Paper bowls for tasting - Wooden forks for tasting -Washing up bowls for stacking equipment to be washed <p>Ingredients:</p> <ul style="list-style-type: none"> -Cherry tomatoes -Cucumbers -Canned potatoes -Celery -Lettuces -Peppers -Carrots -Courgettes -Cheddar cheese

Instruct the children to get ready to cook. When all the children are ready, instruct them to start preparing the ingredients. As children prepare the ingredients, they should place them in a bowl (one per ingredient type) on the table where they have been prepared.

When all the children have finished, remove all the vegetable knives. Then ask some of the children to carefully take the remaining used equipment from each table and place it in the washing up bowls at the side of the room.

Prepared ingredients of the same kind can be transferred in to tubs so there is just one container of each ingredient. These can be displayed on a table to create a salad bar!

Allow the children to serve themselves from the 'salad bar'. Explain that they must use the spoons provided and not their hands to serve the foods. You may wish to limit the number of ingredients they can have in their salad.

Discuss the combinations the children have chosen. Ask them to explain their choices. Talk about which other foods (besides the potatoes provided) from the *Potatoes, bread, rice, pasta and other starchy carbohydrates* group would go well with foods from the salad bar. Which food from this group would they add to the salad they have just put together for themselves?

Allow the children to taste their salads. Ask them to talk about what they like about the combination of ingredients they have chosen and what else they would add in the future.

Plenary

Demonstrate to the children how a peeler can be used to create carrot or courgette ribbons which could be an attractive addition to a salad. If this is something the children wish to do for their own salads in lesson 6, they will need to be carefully supervised as they undertake this technique.

A julienne peeler can also be used to make thin vegetable ribbons so you could do a demonstration with one of these if you have it available. This type of peeler is very sharp and can be tricky to use so is perhaps best not to allow the children to use this themselves.

Talk to the children about the ends of the carrots and courgettes, and any vegetable peelings. Explain how these should be placed in a food waste bin or compose, to avoid them going into landfill.

Related activity ideas

Using the internet or looking in shops or supermarkets, the children could investigate the types of dressings that are available and look for healthier varieties (e.g. *low fat, reduced sugar*).

Primary food project: Serve a salad

Lesson 4: Tasting

Time: 1 hour

Learning

Learning objective To be able to:	Learning outcomes	
use a range of sensory vocabulary to describe a selection of foods.	All pupils will ...	use a limited range of sensory vocabulary to describe a selection of foods.
	Most pupils should ...	use a range of sensory vocabulary to describe a selection of foods.
	Some pupils could ...	use a broad range of sensory vocabulary to describe a selection of foods.
recall foods associated with a selection of countries around the world.	All pupils will ...	with support, recall some foods associated with one or two countries around the world.
	Most pupils should ...	recall foods associated with a selection of countries around the world.
	Some pupils could ...	recall a number of foods associated with a variety of countries around the world.
create a questionnaire to research the requirements and preferences of their salad recipient.	All pupils will ...	with support, create a basic questionnaire to research some of the requirements and preferences of their salad recipient.
	Most pupils should ...	create a questionnaire to research the requirements and preferences of their salad recipient.
	Some pupils could ...	create a well-considered questionnaire to research the requirements and preferences of their salad recipient.

Teaching and learning activities

Activity	Resources and equipment
<p>Note: Children will be tasting ingredients associated with specific countries in this lesson. You will need to organise these ingredients in advance. As in lesson 3, check that the children can taste the ingredients you will be providing. It might also be useful to display a world map so you can look at where the countries are located with the children.</p> <p>The main part of this lesson will be in two parts. In the first part, the children will do a tasting activity. In the second part, they will create a questionnaire to give to the person for whom they will be designing the salad.</p> <p>Take a look at the Tasting guide to help you run this lesson.</p> <p>Starter Recap with the children what they have been learning over the last three lessons. You could use the following as prompts:</p> <ul style="list-style-type: none">• Name/describe a type of salad.• Which food groups contain fibre?• Why should we include plenty of fibre in our diet?• Describe a technique for cutting food safely.	Tasting guide
<p>Main Explain to the children that they will be tasting some ingredients from different countries to help give them new experiences and flavour ideas for when they design and make their own salad.</p>	Foods to taste (see the flavour plates suggestions in the

<p>Organise a ‘flavour’ plate from each country for each table (as detailed below). Ensure there is a sample for each person of each food. Each child will also need a cup of water to clear their mouth after tasting the foods. You could use all or just one or two of the food suggested for each country.</p>	<p>body of the lesson plan, below)</p>
<p>Explain to the children that they will be using their senses to describe the foods they taste. Use the Sensory vocabulary poster to check that children understand:</p>	<p>Sensory vocabulary poster</p>
<ul style="list-style-type: none"> • the terms appearance, odor, taste and texture; • the senses they will use to evaluate the foods; • examples of sensory vocabulary. 	<p>Sensory vocabulary cards</p>
<p>Display the Sensory vocabulary cards.</p>	<p>Sensory evaluation sheet</p>
<p>Work through one or two of the foods together to get the children started. They can complete the Sensory evaluation sheet to record their experiences.</p>	
<p>Flavour plate suggestions</p>	
<ul style="list-style-type: none"> • Italian: mozzarella, sun dried tomatoes, basil. • Chinese: bean sprouts, water chestnuts, noodles, soya beans. • Mexican: avocado, kidney or cannellini beans (canned), green pepper. • Turkish: bulgur wheat (cooked), parsley, mint, feta (Feta cheese is Greek and has a PDO). 	
<p>After the children have completed their tasting, move on to the second part of this lesson.</p>	
<p>Explain to the children that in lesson 6, they will be working in groups of two or three to make a salad for the member of staff. They now need to decide for which member of staff they will be making their salad. You may like to have a list of staff displayed for the children to choose from or you may like to allocate staff to the children.</p>	
<p>When the children know their member of staff, they need to write a questionnaire for that person. Discuss with the children the type of information they will need in order to design a salad especially for their member of staff.</p>	
<p>Thoughts might include:</p>	
<ul style="list-style-type: none"> • acceptable foods for the person based on allergy, intolerance, belief; • likes and dislikes; • when it will be eaten; • interests/hobbies (to provide a theme/style for the salad or an occasion for when it might be eaten); • favourite holiday destinations/cuisines. 	
<p>Allow the children to write their questionnaires. Once these are complete, the children will need to write a letter to the member of staff explaining the reason for the questionnaire and checking the staff member is happy to be involved in the project. They should include a deadline for receipt of the completed questionnaire.</p>	
<p>You or the children could then pass these on to the staff or put them in pigeonholes.</p>	

<p>Plenary Ask the children to suggest foods that could be used on a 'flavour plate' for another country (e.g. <i>England, Scotland, India, Poland, Jamaica</i>).</p>	
<p>Related activity ideas Homework: Find out how these ingredients are produced:</p> <ul style="list-style-type: none"> • Mozzarella • Sundried tomatoes • Bean sprouts 	

Primary food project: Serve a salad

Lesson 5: Planning a salad

Time: 1 hour

Learning

Learning objective To be able to:	Learning outcomes		
identify design criteria for a salad based around the requirements of an individual and purpose.	All pupils will ...	with support, identify design criteria for a salad based around the requirements of an individual and purpose.	
	Most pupils should ...	identify design criteria for a salad based around the requirements of an individual and purpose.	
	Some pupils could ...	independently identify design criteria for a salad based around the requirements of an individual and purpose.	
apply their knowledge, experience and research findings to design a salad which meets their design criteria.	All pupils will ...	with support, apply their knowledge, experience and research findings to design a salad which meets their design criteria.	
	Most pupils should ...	apply their knowledge, experience and research findings to design a salad which meets their design criteria.	
	Some pupils could ...	apply their knowledge, experience and research findings to design a salad which meets their design criteria, fully.	
communicate their salad design through notes and sketches.	All pupils will ...	communicate their salad design through notes and sketches.	
	Most pupils should ...	communicate their salad design effectively through notes and sketches.	
	Some pupils could ...	communicate their salad design through detailed notes and sketches.	

Teaching and learning activities

Activity	Resources and equipment
<p>Note: The children will need the completed questionnaires from school staff for this lesson.</p> <p>Starter Give the children a few minutes in their pairs/threes to review the information they have received from their staff member. Ask the children to share one piece of information from their staff questionnaire that they think will be important to consider when they design the salad (e.g. an allergy).</p> <p>As well as what the staff member has said, ask the children if they have any thoughts on what should be included in the salad and why. Encourage a general recap discussion about the Eatwell Guide food groups and that a third of our diet should come from the <i>Potatoes, bread, rice, pasta and other starchy carbohydrates</i> group and a third from the <i>Fruit and vegetable</i> group and the reasons why. Recap the importance of fibre in the diet and how this can be increased by eating wholegrain varieties and potatoes with their skins on.</p> <p>Explain to the children that in this lesson they will be designing their salad. To help them do this, they are going to start by writing some 'design criteria'. Explain that the criteria will be a checklist to make sure their salad is suitable for their staff member and the meal occasion when it will be eaten (lunch).</p> <p>Here are some ideas which you may wish to talk around with the children to help them form their salad design criteria.</p>	

<ul style="list-style-type: none"> • Person: will it be suitable for their needs (e.g. intolerances, religious beliefs, preferences, dislikes); • Occasion: will it be suitable for lunch and its role in the lunch (e.g. side dish, main dish); • Healthy eating: will it follow The Eatwell Guide guidelines (be based on a starchy food, contribute to 5 A DAY), will it contain increased fibre (wholegrain varieties/skin on potatoes); • Appeal: will it look attractive (e.g. ingredient preparation, presentation). <p>Give children a copy of the Salad planning sheet. (This resource has two sheets. Print it double sided along the short edge so it can be folded in half to form an A5 booklet.) Instruct them to work in pairs/threes to write 3-5 design criteria on the correct part of the sheet. They will need to look closely at their teacher questionnaire to do this and also consider other points they think are important, e.g. <i>healthy eating guidelines, presentation</i>.</p>	<u>Salad planning sheet</u>
<p>Main</p> <p>Before the children start designing their salads, recap what they have learnt over the last few weeks which will help them with their planning.</p> <p>Children have learnt about:</p> <ul style="list-style-type: none"> • different salads and ingredients from around the world; • the Eatwell Guide messages about each food group; • foods that provide fibre, why fibre is important and how to increase the amount of fibre in our diets; • how to use the bridge hold, claw grip and grating safely to prepare foods. <p>You may wish to decide on what ingredients you will make available for the children and display a list of these for their reference. You can explain to the children that they may bring their own additional ingredients if they wish but you will supply those listed.</p> <p>Note: If children do bring their own ingredients, ensure they inform you in advance so you can check there are no allergies to these ingredients in the class.</p> <p>Instruct the children to design their salads. Remind them to think about their design criteria while they are doing their designs and that their design should meet all the design criteria.</p>	
<p>Plenary</p> <p>Ask the children to share some of their designs. Talk through an example which meets all its design criteria.</p>	
<p>Related activity ideas</p> <p>The children could use the Explore food nutritional analysis tool to work out how much fibre is in their salad.</p> <p>Design a sleeve or label for their salad. Use Explore food to create a nutrition label. (Add the ingredients and their weights, click on the green 'View summary' button and then click on 'Create label'.)</p>	<u>Explore food</u> (nutritional analysis tool)

Primary food project: Serve a salad

Lesson 6: Making and evaluating

Time: 1 hour

Learning

Learning objective To be able to:	Learning outcomes	
make the salad they have planned safely and hygienically.	All pupils will ...	with support, make the salad they have planned safely and hygienically.
	Most pupils should ...	make the salad they have planned safely and hygienically.
	Some pupils could ...	Independently, make the salad they have planned safely and hygienically.
select the correct equipment for different food preparation tasks.	All pupils will ...	with support, select the correct equipment for different food preparation tasks.
	Most pupils should ...	select the correct equipment for different food preparation tasks.
	Some pupils could ...	select the correct equipment for different food preparation tasks and use it confidently.
evaluate their salad against the design criteria and feedback from others.	All pupils will ...	with support, evaluate their salad against the design criteria.
	Most pupils should ...	evaluate their salad against the design criteria and feedback from others.
	Some pupils could ...	evaluate their salad against the design criteria and feedback from others and suggest ways their dish could be modified and/or improved.

Teaching and learning activities

Activity	Resources and equipment
<p>Note: In advance of this lesson, the children will need to write an invitation for their staff member to come and eat the salad. It might be useful to undertake this lesson just before lunch so the staff member can come at lunchtime. Encourage the children to think about how they will set out a table to enhance the dining experience for the member of staff (e.g. tablecloth, serviette, flowers).</p> <p>Check the children's designs and organise the ingredients they have planned to use (from those you listed in the previous lesson).</p> <p>Starter Gather the children together. Talk them through the ingredients they will be using.</p> <p>Recap the three food skills they will be using – bridge hold, claw grip and grating. Have a selection of equipment available and ask the children which items they would select to do the various preparation tasks.</p> <p>Recap the getting ready to cook steps and ask the children to explain each of these. You may like to display the Let's get ready to cook poster as a reminder.</p> <p>Instruct the children to get themselves ready to cook.</p>	<p><u>Let's get ready to cook poster</u></p> <p>Ingredients: As decided in lesson 5.</p> <p>Equipment:</p> <ul style="list-style-type: none">-Aprons-Table cloths-Chopping boards-Vegetable knives-Graters-Forks (in case using fork secure)-Peelers (supervise children with these if you are allowing them to create vegetable ribbons)-Tubs for prepared items (one tub per ingredients)-Spoons for serving-Plates or bowls to present the salads-Cutlery

	<p>-Washing up bowls for stacking equipment to be washed</p>
<p>Main</p> <p>Remind the children they will be working in pairs/threes to make their salads. Remind them they will be working together so they will take turns preparing the food and checking each other are working safely.</p> <p>Remind the children to be as accurate as possible with their preparation. Think about the appearance, size and shape of the ingredients they are preparing.</p> <p>Let the children make their salads. Watch them carefully to check they are working safely. You may wish to organise an extra staff member to assist you with this lesson. They could act as a general support or perhaps supervise any children who wish to create vegetable ribbons with a peeler.</p>	
<p>Plenary</p> <p>Gather the children together to look at the finished dishes. Encourage them to identify positive features of the different salads others have made. Ask the children if they think they have met all their design criteria.</p> <p>You could take some photos of the salads for the children to keep as a record and support their evaluation.</p> <p>The children should now set out their table and salad ready for the member of staff to arrive and eat the salad.</p> <p>After the staff member has eaten their salad, the children will need to ask them about the experience to help them complete their salad evaluation.</p> <p>Set aside some time for the children to complete their salad evaluation using their Salad planning sheet.</p>	<p>Salad planning sheet</p>
<p>Related activity ideas</p> <p>Plan and make an improved version of their salad.</p>	