



Primary food project: Grab and go

Age: 10-11 years

Time: 6 hours

Introduction

This food project has been developed to help pupils investigate products to inform the designing and making of their own *on the go* product. Pupils will learn about nutrients and how a healthy, varied diet (as shown by the Eatwell Guide) is needed to provide these. Pupils will practise food preparation skills and cooking safely and hygienically. Pupils will explore nutrition information labels and how they help us understand and make choices about what we eat (with a particular focus on reducing fat intake). The learning in this primary project is delivered in the context of designing and making a healthier all-in-one style product to be eaten *on the go*.

Aims

- Pupils will learn about nutrients and their role in a healthy, varied diet.
- Pupils will read and interpret nutrition information labels.
- Pupils will investigate products and undertake research to generate ideas for their own healthier product.
- Pupils will discuss the purpose and features of advertisements.
- Pupils will design and make a product safely and hygienically for an intended purpose, based on design criteria.
- Pupils will evaluate their product.

Teaching and learning overview

Lesson	Learning objectives
1	To be able to: <ul style="list-style-type: none"> give examples of <i>on the go</i> products and discuss their characteristics. name a selection of nutrients, their functions in the body and foods that provide the nutrients. recall that we can get the nutrients we need by having a healthy, varied diet, as shown by the Eatwell Guide.
2	To be able to: <ul style="list-style-type: none"> read and interpret nutrition information labels. use guidelines to identify foods that are high or low in fat, salt and sugars. analyse a selection of products and express their opinions about ingredients using sensory vocabulary.
3	To be able to: <ul style="list-style-type: none"> demonstrate that they know the getting ready to cook steps. explain the role of the getting ready to cook steps in ensuring food is hygienically prepared and safe to eat. perform food skills safely and as instructed to make a spring roll (e.g. <i>peel, grate, cut using the bridge hold and fork secure/claw grip</i>).
4	To be able to: <ul style="list-style-type: none"> research an <i>on the go</i> product and how it is made. discuss the purpose and features of advertisements.
5	To be able to: <ul style="list-style-type: none"> write a list of design criteria for an <i>on the go</i> product. design an <i>on the go</i> product based on the design criteria. write a recipe to make an <i>on the go</i> product.
6	To be able to: <ul style="list-style-type: none"> make their <i>on the go</i> product according to the plan. perform food skills safely and as instructed (e.g. <i>peel, grate, cut using the bridge hold and fork secure/claw grip</i>). evaluate their <i>on the go</i> product against the design criteria.
Optional food packaging lesson	To be able to: <ul style="list-style-type: none"> design a suitable package for their product which includes key information (e.g. <i>ingredients, weight, cost</i>).

Curriculum links

England	<p>Design and technology - Cooking and nutrition</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 <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>Science – Animals including humans (Year 6)</p> <ul style="list-style-type: none"> • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans <p>RSE and Health Education (compulsory from Sep 2020) – Healthy Eating</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. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Northern Ireland	<p>The World Around Us</p> <p>KS2</p> <p>Place – Science and Technology</p> <ul style="list-style-type: none"> • Why materials are chosen for their use. <p>Change over time - Science and Technology</p> <ul style="list-style-type: none"> • How waste can be reduced, reused or recycled and how this can be beneficial. <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>Food and health - Food and the consumer</p> <p>Second</p> <ul style="list-style-type: none"> Through exploration and discussion, I can understand that food practices and preferences are influenced by factors such as food sources, finance, culture and religion. (HWB 2-34a) <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) I can understand how advertising and the media are used to influence consumers. (HWB 2-37a) <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 Statement of what matters: Developing physical health and well-being has lifelong benefits Progression step 3 <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> <p>Science and technology Statement of what matters: Design thinking and engineering offer technical and creative ways to meet society's needs and wants. Progression step 3 <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. I can use prototyping as a link between my designing and making. I can take into account the impact my making may have on the environment. </p> <p>Science and technology Statement of what matters: Matter and the way it behaves defines our universe and shapes our lives. Progression step 3 <ul style="list-style-type: none"> I can recognise that changes in materials affect their properties and uses under different conditions. </p>
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Lesson 1: Exploring *on the go* products and nutrients

Time: 1 hour

Learning

Learning objective To be able to:	Learning outcomes	
give examples of <i>on the go</i> products and discuss their characteristics.	All pupils will ...	give examples of <i>on the go</i> products.
	Most pupils should ...	give examples of <i>on the go</i> products and discuss their characteristics.
	Some pupils could ...	give examples of a range of <i>on the go</i> products, discuss their characteristics and express their observations.
name a selection of nutrients, their functions in the body and foods that provide the nutrients.	All pupils will ...	with support, name some of the nutrients.
	Most pupils should ...	name a selection of nutrients, their functions in the body and foods that provide the nutrients.
	Some pupils could ...	name all the nutrients taught, their functions in the body and foods that provide the nutrients.
recall that we can get the nutrients we need by having a healthy, varied diet, as shown by Eatwell Guide.	All pupils will ...	with support, recall that we can get the nutrients we need by following the Eatwell Guide.
	Most pupils should ...	recall that we can get the nutrients we need by having a healthy, varied diet, as shown by Eatwell Guide.
	Some pupils could ...	recall that we can get the nutrients we need by having a healthy, varied diet, as shown by Eatwell Guide and talk about the nutrients provided by foods in some of the food groups.

Teaching and learning activities

Activity	Resources and equipment
<p>Starter</p> <p>Explain to the children that they will be designing and making a savoury all-in-one product which can be eaten <i>on the go</i>. As part of this work, they will be learning about nutrients and how a healthy, varied diet is needed to provide these.</p> <p>Question the children:</p> <ul style="list-style-type: none">• What do you think an <i>on the go</i> product is?• When might <i>on the go</i> products be eaten? (E.g. at break or lunchtime at school, on a picnic, at a sports event, at a celebration such as a birthday party or on a school trip.)• What do you think the important features of an <i>on the go</i> product might be? (E.g. can be eaten without cutlery, not too big, not too messy, could be eaten hot or cold, held in the hand.)• Can anyone suggest examples of <i>on the go</i> products, not including sandwiches and wraps*? (E.g. sausage/cheese and onion roll, Cornish pasty, spring roll, scotch egg, samosa.) <p>*Sandwiches are the focus of the <i>Lovely lunch</i> project, so are not covered in this project to avoid repetition.</p>	

<p>Show the <i>On the go presentation</i> (slides 1-9). Question the children about the foods shown:</p> <ul style="list-style-type: none"> • What is this called? • Have you tried it before? (What was it like?) • What ingredients are used to make this product? • Can you think of other <i>on the go</i> foods like these? <p>This section of the presentation also revises the names of the Eatwell Guide food groups, foods that belong in the groups and the key health messages.</p>	<p><u><i>On the go presentation</i></u></p>
<p>Main</p> <p>Resume showing the <i>On the go presentation</i> (slides 10-18) and use it to talk to the children about nutrients, their functions in the body and foods that provide them.</p> <p>Explain that water is also an essential as part of a healthy diet and is necessary to keep us hydrated.</p> <p>Provide each group of children with a set of the <i>Nutrient matching cards</i> (cut out). Instruct them to:</p> <ul style="list-style-type: none"> • set out each nutrient name (e.g. carbohydrate, protein); • shuffle the remaining cards and turn them face down; • take turns to take a card (showing foods or the function of a nutrient) and match it to the correct nutrient name. <p>Note: There are six blank cards in the set. You could remove these or ask the children to draw a food on each card that provides one of the nutrients.</p> <p>The activity can be repeated, or the children can record the nutrient, its function, and foods that provide the nutrient, in their workbooks or as a poster.</p>	<p><u><i>Nutrient matching cards</i></u></p>
<p>Plenary</p> <p>Hand out the <i>Nutrient cards</i>. Note: These are different to the <i>Nutrient matching cards</i> used in the main part of this lesson.</p> <p>Ask the children to look at their card. Call out a few of the nutrient names (e.g. carbohydrate, vitamin C) and ask different children to tell you how much of the nutrient is provided by their food. The amounts are given in grams (g), milligrams (mg) or micrograms (µg)</p> <p>Explain that the information is given for 100g of each food, so the same amounts of the different foods can be compared. However, we don't eat all foods in the same amounts. You can direct the children to the serving sizes shown on the cards to illustrate this.</p> <p>Explain to the children that you will call out different nutrients and they should order themselves from highest to lowest in each. After you have said the nutrient, but before the children line up, ask them which types of foods they would expect to be the highest in the nutrient, based on their learning in the lesson. For example, if you called out protein, the children might be able to recall that protein is provided by foods like beans, pulses, fish, eggs and meat. Therefore, we would expect these foods to be the highest in protein – at the front of the line up. When the children line up with their food cards, they should notice that other foods may contain some protein too, but in less significant amounts.</p>	<p><u><i>Nutrients cards</i></u></p>

<p>Summarise by explaining to the children that no one food can provide all the nutrients we need, which is why we need to have a healthy, varied diet, as the Eatwell Guide shows us.</p>	
<p>Related activity ideas Task the children to find examples of other vitamins and minerals, foods that contain them and their functions.</p>	

Primary food project: Grab and go

Lesson 2: Analysing products

Time: 1 hour

Learning

Learning objective To be able to:	Learning outcomes	
read and interpret nutrition information labels.	All pupils will ...	with support, read and interpret nutrition information labels.
	Most pupils should ...	read and interpret nutrition information labels.
	Some pupils could ...	read and interpret nutrition information labels and discuss their observations.
use guidelines to identify foods that are high or low in fat, salt and sugars.	All pupils will ...	with support, use guidelines to identify foods that are high or low in fat, salt and sugars.
	Most pupils should ...	use guidelines to identify foods that are high or low in fat, salt and sugars.
	Some pupils could ...	use guidelines to identify foods that are high or low in fat, salt and sugars and make comparative between foods.
analyse a selection of products and express their opinions about ingredients using sensory vocabulary.	All pupils will ...	With support, analyse some products and express their opinions about the ingredients.
	Most pupils should ...	analyse a selection of products and express their opinions about ingredients using sensory vocabulary.
	Some pupils could ...	express their opinions about ingredients using a wide range of sensory vocabulary.

Teaching and learning activities

Activity	Resources and equipment
<p>Note: Undertake the following before you start this lesson.</p> <p>Send home 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>Remember to check the labels on any packaging to check products are suitable for the children in the class.</p> <p>Take a look at the Tasting guide for more information about how to run the tasting part of this session.</p> <p>Organise four <i>on the go</i> products for the children to taste in this lesson. For example:</p> <ul style="list-style-type: none">• Samosas• Spring rolls• Sausage or vegetable rolls• Cornish pasties• Scotch eggs/vegetarian alternatives• Empanadas <p>Photocopy the nutrition label on each product. Each table/group of children will need a copy of the label for each product. (Alternatively, you could look</p>	<p><u>Ingredient check letter</u></p> <p><u>Tasting guide</u></p> <p>Four different <i>on the go</i> products – enough for all the class to taste each one.</p>

<p>on supermarket websites as these often provide the nutrition information for products. These could then be displayed or copied for the groups of children.)</p>	
<p>Starter Show the <i>On the go presentation</i> (slides 19 -27) to talk to the children about food labels and making healthier products.</p>	<p><u>On the go presentation</u></p>
<p>Main Explain to the children that they will be tasting some <i>on the go</i> products. They will be evaluating the products using their senses to describe their appearance, odour, taste and texture. Check that the children understand these terms.</p> <p>Provide the children with four different samples to try, and a copy of the Analysis sheet to complete.</p> <p>As part of the activity, the children will also look at the fat and saturated fat content for each product, per 100g. Explain to the children that after they have completed the tasting part of the task, you will provide them with copies of the food labels from the products, so they can complete the last two columns of their Analysis sheet.</p> <p>You could display the Sensory vocabulary cards to help the children with their sensory descriptions of the products.</p> <p>Before tasting, the children must wash and dry their hands thoroughly using anti-bacterial soap or hand wash. Children should have a paper plate or paper towel on which to rest their samples. Serving cutlery or equipment should only be used to serve the food and must not be eaten from. (See the Tasting guide for further information.)</p> <p>Children should taste the samples and complete their sheets. You may wish to do one sample with the children to get them started and thinking of sensory descriptions for the food they taste.</p> <p>After the children have finished tasting, give each group of children a copy of the food label for each product. Task them to look for the fat and saturated fat content of each product and record this, and their observations, on the sheet.</p> <p>The nutrition information on the product labels may be listed rather than presented in a table. You may wish to give the children a copy of the Nutrition information labels sheet so they can put the information in to a table to make it easier to review.</p>	<p><u>Analysis sheet</u></p> <p><u>Sensory vocabulary cards</u></p> <p>Tasting resources: -Equipment to prepare the tasting sample -Paper towels -Cutlery</p> <p><u>Nutrition information labels sheet</u></p>
<p>Plenary Talk through each product and ask the children to share what sensory words they used to describe each one.</p> <p>Ask the children about the amount of fat and saturated fat in the products they tasted and any observations they had.</p> <p>Ask the children to suggest ways in which the fat in the products might be reduced. For example:</p> <ul style="list-style-type: none"> • baking them instead of frying; • using less pastry; • swapping the pastry casing for an alternative, such as bread. 	

<p>Explain to the children that most people in the UK need to eat less fat and have more fruit and vegetables and fibre. Ask them to suggest ways of increasing the fruit or vegetables and fibre in <i>on the go</i> products. For example:</p> <ul style="list-style-type: none"> • use wholemeal bread or wholemeal flour to make the casing; • add beans and pulses to fillings; • add more vegetables – fresh, frozen or canned. <p>You could remind the children about foods that provide fibre by showing slide 13 from the <i>On the go</i> presentation.</p>	<p><u>On the go presentation</u></p>
<p>Related activity ideas</p> <p>Ask the children to find four foods at home or online. Task them to read the nutrition labels on the foods to complete the Nutrition information labels sheet. They can use the guidelines on the sheet to check if the products they have found are high or low (or somewhere in between) in fat, salt and sugars.</p> <p>Challenge the children to find out what the recommendations are for salt and sugars for people their age. (This information can be found on the NHS website.)</p> <p>Explain to the children that quite often supermarkets and manufacturers also put a front of pack label on foods as a quick guide. Front of pack labels usually use traffic light colours to show if the product is high (red), medium (amber) or low (green) in different nutrients. Challenge the children to find and draw some front of pack labels and make notes about how they differ from the nutrition information labels they have been learning about.</p>	<p><u>Nutrition information labels sheet</u></p>

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Lesson 3: Making spring rolls

Time: 1 hour

Learning

Learning objective To be able to:	Learning outcomes (what we are looking for)	
demonstrate that they know the getting ready to cook steps.	All pupils will ...	with support, demonstrate that they know the getting ready to cook steps.
	Most pupils should ...	demonstrate that they know the getting ready to cook steps.
	Some pupils could ...	demonstrate that they know the getting ready to cook steps and can carry them all out correctly.
explain the role of the getting ready to cook steps in ensuring food is hygienically prepared and safe to eat.	All pupils will ...	with support, explain the role of some of the getting ready to cook steps in ensuring food is hygienically prepared and safe to eat.
	Most pupils should ...	explain the role of the getting ready to cook steps in ensuring food is hygienically prepared and safe to eat.
	Some pupils could ...	explain and discuss the role of the getting ready to cook steps in ensuring food is hygienically prepared and safe to eat.
perform food skills safely and as instructed to make a spring roll (e.g. <i>peel, grate, cut using the bridge hold and fork secure/claw grip</i>).	All pupils will ...	with assistance, perform food skills safely and as instructed to make a spring roll.
	Most pupils should ...	with some assistance, perform food skills safely and as instructed to make a spring roll.
	Some pupils could ...	Independently, perform food skills safely and as instructed to make a spring roll.

Teaching and learning activities

Activity	Resources and equipment
<p>Note: Before the lesson, read the Food skills guide and the Demonstration guide and watch the Videos: Peel, chop and grate to ensure you are confident about demonstrating key food skills safely.</p>	<p>Food skills guide</p> <p>Videos: Peel, chop and grate</p> <p>Demonstration guide</p>
<p>Starter</p> <p>Explain to the children that they will be cooking in this lesson. Question the children to check they remember what they need to do to get ready to cook.</p> <p>Use the Get ready to cook presentation to remind them that they need to:</p> <ul style="list-style-type: none">• tie back long hair;• roll up long sleeves;• remove any jewellery, including watches;• put on an apron;• wash and dry hands thoroughly using anti-bacterial soap/handwash. <p>Ask the children to explain why these steps are needed.</p>	<p>Get ready to cook presentation</p>

<p>Main</p> <p>Explain to the children that they will be making an example of a baked <i>on the go</i> product in groups. They will be making spring rolls and practising peeling, grating, snipping and assembling. Show the children the Simple spring roll presentation.</p> <p>Demonstrate how to make a spring roll following the Simple spring roll recipe. Take care to demonstrate how to peel and grate the carrot safely. The recipe says to top and tail the carrot, but it may be useful to leave the top on the carrot for the children to hold while they are grating.</p> <p>In groups of four, instruct the children to work together to make the spring roll filling and then assemble two spring rolls each. Remind the children to keep their workspace tidy, avoid touching their face and hair and also avoid eating whilst preparing/cooking.</p> <p>When the spring rolls have been made, they can be baked.</p> <p>Whilst the spring rolls are baking, the children should clean the surfaces and wash up the equipment. If washing up in the classroom is not possible, equipment should be stacked in containers to be washed later.</p>	<p>Simple spring roll presentation</p> <p>Simple spring rolls recipe</p> <p><u>Ingredients</u> as stated on the recipe</p> <p><u>Equipment</u> as stated on the recipe and:</p> <ul style="list-style-type: none"> - Tablecloths - Aprons - Access to an oven
<p>Plenary</p> <p>Use slides 28 to 30 from the On the go presentation to compare a supermarket spring roll with the spring rolls the children have made.</p> <p>It may be useful to explain that the supermarket spring roll in this case was precooked, so most likely fried. It can then be eaten cold or warmed up at home. In comparison, their spring roll was brushed with a little oil and baked.</p> <p>When the spring rolls are cooked and slightly cooled, allow the children to taste them.</p> <p>Question the children.</p> <ul style="list-style-type: none"> • What did you like about the spring roll you made today? (They should be specific and talk about appearance, odour, taste and texture.) • What did you dislike about the spring roll? (Again, they should be specific.) • If you made a spring roll again, what would you change about the recipe? 	<p>On the go presentation</p>
<p>Related activity ideas</p> <p>You could make the Mexican pockets recipe with the children, as another example of a healthier <i>on the go</i> product, or perhaps give them the recipe to make at home.</p> <p>This recipe can easily be adapted to suit the availability of ingredients. If alternative ingredients are used, the same quantities should replace those given in the original recipe. The Mexican pockets are a great way to use up leftover food – helping to reduce food waste. Talk to the children about this and how they could swap some of the ingredients for those they already have available at home.</p>	<p>Mexican pockets recipe</p>

Primary food project: Grab and go

Lesson 4: Researching products

Time: 1 hour

Learning

Learning objective To be able to:	Learning outcomes	
research an <i>on the go</i> product and how it is made.	All pupils will ...	find out some information about an <i>on the go</i> product.
	Most pupils should ...	research an <i>on the go</i> product and how it is made.
	Some pupils could ...	undertake detailed research about an <i>on the go</i> product and how it is made.
discuss the purpose and features of advertisements.	All pupils will ...	with support, discuss the purpose and features of advertisements.
	Most pupils should ...	discuss the purpose and features of advertisements.
	Some pupils could ...	discuss the purpose and features of advertisements, citing examples.

Teaching and learning activities

Activity	Resources and equipment
<p>Starter</p> <p>Explain to the children that they will be researching different <i>on the go</i> products and how they are made (e.g. <i>pasties</i>, <i>samosas</i>, <i>spring rolls</i>).</p> <p>In pairs, task the children to use the internet to research one of the following <i>on the go</i> products (you may wish to allocate the options to the pairs):</p> <ul style="list-style-type: none">• Cornish pasty (Cornwall, England);• samosa (India);• spring roll (China);• bao bun (China);• Jamaican patty (Jamaica);• sausage/vegetable roll (England);• bridie (Scotland);• empanada (Argentina);• byrek (Albania) <p>Alternatively, if the children know of other similar products, perhaps ones they eat at home or that are traditional to their family, they could research these instead.</p>	Computer suite or laptops required

<p>Main</p> <p>Task the children to undertake their research and then produce a factsheet or poster which includes:</p> <ul style="list-style-type: none"> • a description of the product; • where it is traditionally made; • traditional fillings; • an image. <p>Ask some of the children to share information about their product.</p>	
<p>Plenary</p> <p>Ask the children if they can recall any adverts they have seen for food products. Question them:</p> <ul style="list-style-type: none"> • What type of advert was it? (E.g. poster, television, on a screen) • Where did you see it? • What was it advertising? • What do you think was the purpose of the advert? • Why have you remembered it? • Did it make you want to try/eat the product? Why? 	
<p>Related activity ideas</p> <p>Find two adverts for food products. List the ways the adverts try to sell or promote the foods.</p> <p>Using a map of the world, identify where in the world each of the products researched are traditionally made. Ask the children if they have tried any of the products or visited any of the countries.</p>	

Primary food project: Grab and go

Lesson 5: Designing a product

Time: 1 hour

Learning

Learning objective To be able to:	Learning outcomes	
write a list of design criteria for an <i>on the go</i> product.	All pupils will ...	with support, write some design criteria for an <i>on the go</i> product.
	Most pupils should ...	write a list of design criteria for an <i>on the go</i> product.
	Some pupils could ...	independently, write a list of design criteria for an <i>on the go</i> product.
design an <i>on the go</i> product based on the design criteria.	All pupils will ...	with support, design an <i>on the go</i> product based on the design criteria.
	Most pupils should ...	design an <i>on the go</i> product based on the design criteria.
	Some pupils could ...	design an <i>on the go</i> product based on the design criteria and explain how they have taken into account other considerations for a successful product.
write a recipe to make an <i>on the go</i> product.	All pupils will	with support, write a recipe to make an <i>on the go</i> product.
	Most pupils should	write a recipe to make an <i>on the go</i> product.
	Some pupils could	independently, write an accurate recipe to make an <i>on the go</i> product.

Teaching and learning activities

Activity	Resources and equipment
<p>Starter</p> <p>Explain to the children that they will now be designing their all-in-one product that is suitable for an <i>on the go</i> lunch during a school trip. They can choose who will be eating their product. They will make their product in the next lesson.</p> <p>Note: It may be more manageable if the children work in pairs to design and make their product.</p> <p>In this lesson, they will need to write design criteria, design their product and write a recipe.</p> <p>To support their thinking and planning, show the children slides 32-35 from the <i>On the go presentation</i>. In addition, give each group of children copies of a selection of recipes for <i>on the go</i> products, e.g. Mexican pockets, Simple spring rolls, Vegetable samosas. This will help them think about ingredient quantities and instructions for making their product.</p> <p>They are going to start by writing some 'design criteria'.</p> <p>Here are some ideas which you may wish to talk around with the children to help them form their design criteria.</p> <ul style="list-style-type: none">• Occasion: Will it be suitable to be taken on a school trip and eaten on the go?	<p><u>On the go presentation</u></p> <p><u>Mexican pockets</u></p> <p><u>Simple spring rolls</u></p> <p><u>Vegetable samosas</u></p>

<ul style="list-style-type: none"> • Person: Will it be suitable for the person/people eating it (e.g. intolerances, religious beliefs, preferences, dislikes)? • Healthy eating: Will it follow the Eatwell Guide, contribute to 5 A DAY and having more fibre? Will it be lower in fat, salt and sugars? • Appeal: Will it look attractive (e.g. ingredient preparation, presentation)? <p>Task the children to write 3-5 design criteria for their product. They can record the design criteria and other planning on the <i>On the go product planning sheet</i>.</p>	<i>On the go product planning sheet</i>
<p>Main</p> <p>Explain to the children that they now need to design and plan their product based on their design criteria. They can work through their <i>On the go product planning sheet</i> to do this.</p> <p>Note: You will need to look at the children's plans before the next lesson and organise the ingredients they will need. You could task some of the children to create a class shopping list. Remember to check that any ingredients you will be bringing into the classroom for the next lesson are safe and suitable for all children in the class, e.g. allergies, intolerances.</p>	<i>On the go product planning sheet</i>
<p>Plenary</p> <p>Ask the children to peer review another person or pairs recipe.</p> <ul style="list-style-type: none"> • Is it easy to follow? • Does anything need to be added or changed? 	
<p>Related activity ideas</p> <p>It might be useful to build in an extra food skills lesson where the children can practice some of the cutting skills they will need to make their product. For example:</p> <ul style="list-style-type: none"> • Bridge hold • Claw grip • Fork secure • Grating <p>They could prepare a selection of fruit and vegetables which could be used to create a salad bar for the class to enjoy.</p>	<i>Food skills guide</i> <i>Videos: Peel, chop and grate</i> <i>Demonstration guide</i>

Primary food project: Grab and go

Lesson 6: Making an *on the go* product

Time: 1 hour

Learning

Learning objective To be able to:	Learning outcomes		
make their <i>on the go</i> product according to the plan.	All pupils will ...	with support, make their <i>on the go</i> product according to the plan.	
	Most pupils should ...	make their <i>on the go</i> product according to the plan.	
	Some pupils could ...	independently, make their <i>on the go</i> product according to the plan.	
perform food skills safely and as instructed (e.g. <i>peel, grate, cut using the bridge hold and fork secure/claw grip</i>).	All pupils will ...	with assistance, perform food skills safely and as instructed.	
	Most pupils should ...	with some assistance, perform food skills safely and as instructed.	
	Some pupils could ...	independently, perform food skills safely and as instructed.	
evaluate their <i>on the go</i> product against the design criteria.	All pupils will ...	with support, evaluate their <i>on the go</i> product against the design criteria.	
	Most pupils should ...	evaluate their <i>on the go</i> product against the design criteria.	
	Some pupils could ...	evaluate their <i>on the go</i> product against the design criteria and suggest ways their dish could be modified or improved.	

Teaching and learning activities

Activity	Resources and equipment
<p>Note: Before this lesson you will need to plan and organise the ingredients and equipment the children will require.</p>	
<p>Starter Explain to the children that they will be making their <i>on the go</i> product. Remind them that they must follow their design and that the end product must meet the design criteria they wrote. Give the children five minutes to review their design criteria and recipe. They should then place these somewhere they can be referred to during the lesson. Choose two volunteers and give them roles - one will be the teacher and one a child. Ask the 'teacher' to instruct the child to 'get ready to cook'. This should include:</p> <ul style="list-style-type: none">• tie back long hair;• roll up long sleeves;• remove any jewellery, including watches;• put on an apron;• wash and dry hands thoroughly (use anti-bacterial soap or hand wash).	

<p>Main Ensure that the children and classroom are ready for practical work.</p> <p>Each child or pair should make their <i>on the go</i> product following their recipe. Teachers should spot demonstrate any cutting or preparation techniques if necessary and ensure that children are following safety guidelines at all times.</p> <p>Note: If you plan to ask the children to use Explore food to do a nutritional analysis of their product at another time, make sure they weigh all their ingredients and record the information. (See <i>Related activity ideas</i> below.)</p> <p>Once the children have made their products, they should be placed on a baking tray lined with greaseproof paper with their initials on the corner. The products should then be baked and cooled.</p> <p>Remember to take a photograph of each of the finished products.</p> <p>Children should then wash up and clear away as appropriate.</p>	Ingredients Equipment
<p>Plenary Ask the children to evaluate their products against their design criteria and also get feedback from others. They can use their On the go product planning sheet to record their evaluation.</p> <p>Ask some of the children to share their product evaluations.</p>	<p><u>On the go product planning sheet</u></p>
<p>Related activity ideas The children could create a food label for their product using Explore food (nutritional analysis tool).</p> <p>Notes:</p> <ul style="list-style-type: none"> • To do this the children will need to know the weight of all the ingredients used to make their product (including liquids or pastes). • The nutritional analysis will show the total weight of all the ingredients inputted, rather than per 100g. You will need to help the children calculate their recipe per 100g. This will enable them to review their recipe using the guidelines for high and low in fat and sugars. (Explore food does not provide information about salt content.) • The children could record the nutrition information for their product on a blank label from the Nutrition information labels sheet. 	<p><u>Explore food</u> (nutritional analysis tool)</p> <p><u>Nutrition information labels sheet</u></p>

Optional food packaging lesson

Designing packaging for an *on the go* product

Time: 1 hour

Learning

Learning objective To be able to:	Learning outcomes		
design a suitable package for their product which includes key information (e.g. <i>ingredients, weight, cost</i>)	All pupils will ...	with support, design a package for their product.	
	Most pupils should ...	design a suitable package for their product which includes key information (e.g. <i>ingredients, weight, cost</i>).	
	Some pupils could ...	design a suitable package for their product which includes key information (e.g. <i>ingredients, weight, cost</i>) and give examples of information that is legally required on food packaging.	

Teaching and learning activities

Activity	Resources and equipment
Starter Explain to the children that they will be learning about food packaging and labelling. They will then design their own net and packaging for the product they made last lesson, which includes the key label information (e.g. <i>ingredients, weight, cost</i>).	
Ask the children why food products are packaged. <ul style="list-style-type: none">• To contain the product.• To protect from damage.• To protect from contamination (bacterial, chemical and physical).• To provide information to the consumer.• To enable storage and delivery of the product. Main Explain that there are a variety of materials used to package foods and drinks and each one has its advantages and disadvantages. Ask the children to name materials used in packaging and talk about the advantages and disadvantages. Some examples are: <ul style="list-style-type: none">• Glass – see-through, recyclable, can withstand heat but is fragile.• Plastic – light-weight, cheap, easy to mould into shapes but cannot always be recycled and degrades slowly in landfill.• Metal (mostly aluminium) – light, strong, can be recycled but uses a lot of raw materials and energy to make.• Brick carton/Tetra packs – light, airtight, made of several layers but this can mean it is difficult to recycle.• Cardboard – strong, light and cheap. Used mainly for secondary packaging (e.g. <i>large cardboard boxes that hold a number of smaller boxes</i>).• Paper/paperboard – strong, light and cheap but not water resistant. Ask the children what sort of packaging material would be most suitable for their <i>on the go</i> product. Ask the children what information they think should be included on a food package/label. Do they think it is legally required?	

<p>Explain that some information has to be included on packaging by law. (For the most up to date information, see the Food Standards Agency website www.food.gov.uk) Discuss some of this required information these with the children.</p> <p>There are quite a number of legal requirements for packaging. For the purpose of this activity, discuss with the children what five key pieces of information they will put on their packaging.</p> <p>Using a net template (or the children can draw their own), ask the children to produce a piece of packaging that includes the five key pieces of information you have chosen.</p> <p>They could include the photograph of their finished product taken last lesson, or cut a window to show the product inside. Highlight to the children that they should also consider that as well as being functional, packaging should appeal to the consumer, so they want to buy the product. Remind them of your discussions in previous lessons about the purpose and features of advertisements.</p> <p>The children will need to cut out the net before adding the information, so that they can work out where the information should appear.</p>	<p>Net templates</p>
<p>Plenary</p> <p>Ask some of the children to share their packaging designs.</p> <p>Question the children to recap lesson information.</p> <ul style="list-style-type: none"> • Why is food packaged? • What materials can be used for food packaging? • What is the disadvantage of using glass for packaging? • What is an advantage of using plastic? • What examples can you remember of information is legally required on packaging? • What food product that would have a 'use by' date on the label? • What food product that would have a 'best before' date on the label? 	