



YOUNG CHEF OF THE YEAR AWARD: LESSON 3

Learning Objectives:	Success Criteria:
<p>To introduce a healthy diet - food groups and their nutritional value. To make and evaluate a healthy drink. To adapt a recipe to change appearance, taste, texture and aroma.</p>	<p>Children to understand that a healthy diet is made up of a variety and balance of different food and drink. Children to know that different food and drink contain different substances - nutrients, water and fibre - that are needed for health. Children to realise that recipes can be adapted to meet dietary needs.</p>
Subject/Unit:	D&T: Cooking and Nutrition
Lesson Duration:	1 hour 30 min
Lesson Overview:	
To learn what constitutes a healthy diet and to recognise the different food groups and their value.	
Introduction:	
<p>Identify food items they have brought in and find where they are sourced -IWB</p> <p>Map work to highlight distances (see weblink below). Revisit carbon footprint.</p>	
Main Teaching:	
<p>Show video 5 - 'A Healthy Diet' – nutritional value of food groups. Refer to posters:</p> <ul style="list-style-type: none"> • 'Nutritional Food Plate.' Children complete Healthy 'HERO' Eating Plate, in 'My Journal' page 13 <p>Children can write, draw and label or cut and glue images of ingredients onto the plate (See resource page online).</p> <ul style="list-style-type: none"> • 'Think Allergy' <p>Discuss and check understanding about macro and micronutrients and how to ensure balance for one's 'HERO'.</p>	



Teacher Led and Independent Group Task:

Design and Make (DMEA)

Display a selection of fruit and vegetables including some food the children have brought in. Display 'Rainbow of Fruit and Vegetables' PP Discuss possible combinations:

- Choose a fruit to create a tasty drink and justify, using precise vocabulary e.g. pineapple for sweetness; banana for a creamy texture or berries for colour. Record choices on whiteboard.

What vegetable could be added? Justify choices made e.g. beetroot, carrot or kale for colour and vitamins. Record on board.

Teacher to explain that some liquid must be added e.g. apple juice

Children vote on the best combination to make a drink.

Invite some children to prepare fruit and vegetables, using knife skills, to make a tasty drink.

Revisit hand washing.

Safety guidance for knife use.

Teacher to demonstrate blending the ingredients to create the drink.

Activities:

1. Taste test - children given small sample to taste.
Record evaluation of the drink, (taste, texture, appearance, aroma) in 'My Journal' page 11.
2. Children to look at a variety of smoothie recipes to discuss:
 - ingredients
 - quantities
 - formatSelect ingredients to design a drink to accompany their meal 'My Journal' page 11.
3. Plan a menu (see My 'HERO' menu template)
 - refer to Nutritional Food Plate in 'My Journal' page 12
 - refer to cooking methods and utensils, in 'My Journal' page 10 or video 'Chef Harry's Cooking Methods'
 - research costings - using the internet

Plenary ALF Focus:

Highlight teaching points – nutritional value of the menu.

Feedback on planning: methods of cooking: chosen ingredients and costing's.

Discuss home learning - where could you buy your ingredients? e.g. supermarket, greengrocer, butcher, fishmonger, farm shop. Which would be the cheapest option?

Collect in children's menus (to be saved and displayed alongside their finished menu on week 6/7 as part of their place setting).

Home Learning:

To further research varieties of smoothies available in the shops. Research best source of menu ingredients e.g. greengrocer or supermarket, farm shop etc. Look at prices whilst shopping with a parent.

Distribute smoothie recipe cards.



Resources/Facts for the Teacher:

Basic resources	Utensils	Recipe Cards	Other
access for all to internet, IWB, journals	knives, peelers, chopping boards, J cloths, shot glasses, blender, bowls for peel	smoothie recipe	a variety of fruit and vegetables (suitable for blending) apple juice, 'Think Allergy' poster, 'Nutritional Food Plate' poster, My 'HERO' menu template - printed one per child, 'My Hero Eating Plate' resource page
Video	PowerPoint	Weblinks	
A Healthy Diet, Chef Harry's Cooking Methods	A Rainbow of Fruit and Vegetables	www.mapsnworld.com/worldmap_kids.html	

Nutrition Journal ('My Journal' page 12):

The human body has a whole range of nutritional needs to function. The foods that make up our diet are essential to addressing our needs and these nutrients are split into 2 groups; the macronutrients (fat, protein and carbohydrates) and micronutrients, which are vitamins and minerals that are required in smaller quantities.

The three macronutrients all have their own role and function in the body and are required in larger amounts. Fats are an essential part of a healthy diet. They support brain development, cell structure and act as a transport mechanism for micronutrients in our food. Examples of healthy fats include; nuts, seeds, avocado's, oily fish and olive oil.

Protein is essential for the growth and repair of our body tissues and cells, immune system and hormones. Protein sources can be animal or plant based such as meat, fish, eggs, milk (animal), nuts, seeds, lentils and beans (plant).

Carbohydrates are broken down in our digestive system to produce glucose, which acts as the body's primary fuel source. Carbohydrates in a well-balanced diet can come from root vegetables and wholegrains such as oats, rice, bread and pasta alongside plenty of leafy greens, salads and other vegetables. A well - balanced plate will contain 50% vegetables.

Vitamins and minerals are micronutrients are also essential for health. These include (fat soluble vitamins found alongside fat in nature) vitamins A, D, E and K, B vitamins, vitamin C and minerals such magnesium, zinc and iron. To ensure these are part of your diet it's important to eat a variety of foods wide range of different colours – 'Eat a Rainbow'.

Well planned nutritional balance will include a protein source (approximately ¼ of the plate), some wholegrains or root veg (approximately ¼ of the plate) and half a plate of leafy greens, salads and/or other vegetables and fruit (as per ('My Journal' page 12).



Safety guidance for knife use- **CHOP**

C ONCENTRATE

H OLD HANDLE CORRECTLY

O N TO THE BOARD

P UT DOWN WHEN NOT IS USE

EXAMPLE