

<p><b>DT</b> Y1/2 Cycle A Balanced Diet Making a healthy wrap.</p>	<p><b>Concept</b></p>	<p><b>Enquiry Objective</b></p>	<p><b>Activities</b></p>	<p><b>Vocabulary</b></p>	<p><b>Resources</b></p>
<p><b>Week 1 &amp; 2</b> <b>N.B. The purpose of this lesson is to raise awareness of hidden sugars in food and not to suggest that sugary foods are always unhealthy. Teachers will want to be sensitive if a pupil in their class lives with type 1 diabetes for whom quick access to sugary drinks and food can be a lifesaver.</b></p>	<p>Research</p>	<p>I can find out what makes a balanced diet?</p> <p><b>I know what 'hidden sugars' are?</b> I know where to find the nutritional information on a drinks container I know that there are five food groups, made up of: fruit and vegetables starchy carbohydrates proteins dairy oils and spreads I know roughly how much of each food group I should eat each day.</p> <p>I can use the Change 4 Life Food Scanner app to find sugar content in drinks.</p> <p>I can locate sugar content in drinks using the information on packaging.</p> <p>I can identify foods from the 5 main food groups and recognise that a combination of these lead to a balanced diet.</p> <p>I know that a portion is a 'fist full'.</p>	<p><b>Watch</b> •Teacher video: Hidden sugars and taste testing Presentation: Hidden sugars</p> <p>Show slides 2-3 and ask the children: •What they know about sugar. •Why do we often say that sugar is bad for us. •What do we consume that has sugar in it.</p> <p><b>Explore</b> (15 minutes) Show the children what 100g of sugar looks like to give them an understanding of the following activity. Put four empty drinks containers on each table. Try to include some sugar-free drinks, fruit juices and those marketed as 'healthy', like sports drinks, flavoured water etc.</p> <p><b>Activity:</b> Ask the children to look at the drinks containers and find the information about the contents of the drink. The information will be presented as 'g of sugar' per can/carton/bottle and also per 100ml portion. The children should record the information from the packages into their copy of the Activity: Drinks sugar content results table. Whichever activity you have followed, the children should now compare the sugar content of the drinks using the last column of the Activity: Drinks sugar content results table, using the mathematical signs &lt; (more than), &gt; (less than) and = (equal to/same as). •Did the sugar-free drinks always contain less sugar? •Were you surprised at how much sugar is in some drinks?</p> <p><b>Investigate</b> (15 minutes) Explain to the children that although sugar is found in a lot of our foods, sugar is not a 'food group'. Ask the children if they know what a food group is. Using the NHS Eatwell guide, explain to the children that food can be put into various categories known as food groups: • Carbohydrates • Proteins • Fruit and vegetables • Dairy • Oils and spreads</p> <p>Explain that a healthy diet should be balanced and made up of foods from each of the groups. Every day we should aim to eat: • Two portions of fruit.</p>	<p>Balanced diet Design criteria Ingredients Fruit Protein Vegetables</p>	<p>Have ready •Four drinks in cans, cartons or bottles including a fruit juice and a sugar-free counterpart of one of the drinks •100g of sugar •Four empty drinks containers per table (put a sign and bag in the staff room to collect empties) •Tablets (one between two pupils) installed with the 'Change4Life Food Scanner' app (downloadable at 'NHS Sugar swaps for kids -Change4Life Food Scanner' (optional) •Whiteboards and pens (one between two pupils) •Link: 'NHS - Eat well guide' •Presentation: Hidden sugars (see Attention grabber) Print •Activity: Food sorting plate (see Classroom resources) – one per child, ideally A3 •Activity: Foods to sort (see Classroom resources) – one per child, ideally A4 •Activity: Drinks sugar content results table (see Classroom resources) – one per child, printed on A4</p>

			<ul style="list-style-type: none"> <li>• At least three portions of vegetables.</li> <li>• Some carbohydrates.</li> <li>• Some proteins.</li> <li>• A small amount of oils and spreads.</li> </ul> <p>A portion is a 'fist full,' so it changes in size as we grow.</p> <p>Give each child a copy of the Activity: Food sorting plate and a copy of the Activity: Foods to sort. The children need to put foods into the correct groups. Some children may need a printout of the NHS guide so that they can refer to this and complete the activity independently.</p> <p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>•Where does sugar come from?</li> <li>•What do you think the ingredients are of each drink?</li> <li>•Do you think the drink will taste sweeter?</li> <li>•How much sugar do you think the drink will include – more or less than...?</li> <li>•What food group might this be in?</li> <li>•How might we know?</li> </ul>		
<p><b>Week 3 &amp; 4</b>  <b>Consider food allergies before this lesson and adapt as appropriate.</b></p>	<p>Research</p>	<p>To taste test food combinations</p> <p>I can remember what foods fall into what food groups</p> <p>I know how to experience food through touch and smell</p> <p>I can consider and review food combinations</p> <p>I know that the most ideal ingredient combinations for my wrap will contain foods from more than one food group</p>	<p><b>Recap</b></p> <p>What food group do I belong in?          (You may want to take children to a larger space to play this game.)</p> <p>Label areas of the room:</p> <ul style="list-style-type: none"> <li>• Fruit and vegetable</li> <li>• Carbohydrate</li> <li>• Protein</li> <li>• Dairy</li> <li>• Oils and spreads</li> </ul> <p>Call out a food type (for instance: baked beans, bananas or chicken fillets).          The children must move to the area of the room that they think the food belongs to.          Repeat several times, discussing each food item in turn.</p> <p><b>Research (10 minutes)</b></p> <p>Explain that the children are going to test the taste of some foods and ask the children what senses other than taste, you use to experience food (touch, smell, sight).          Ask the children to close their eyes and give them a piece of one of the food samples to first touch, then smell and finally taste. Ask them to describe what they felt, smelt and tasted and record the general consensus on the board.          Repeat with the other pieces of food.</p> <p><b>Make (20 minutes)</b></p> <p><b>Presentation: School lunches letter</b>          Show on your interactive whiteboard.</p> <p>The Presentation: School lunches letter shows a letter from the 'Government's School Lunches Department'. Read as a class.</p>	<p>Balanced diet          Dairy          Design Criteria          Diet          Fruit          Ingredients          Protein          Sugar          Vegetable</p>	<ul style="list-style-type: none"> <li>•Presentation: School lunches letter (see Main event)</li> <li>•Check for food allergies</li> <li>•Plates of food pieces for a blind taste test, so that you can hand out the pieces to the children to blind taste as a class activity: use a range of vegetables, proteins and dairy products and keep the pieces of food very small (see Main event)</li> <li>•Three tasting plates for each table, one for each of the following food categories:             <ul style="list-style-type: none"> <li>o vegetables and fruits</li> <li>o protein</li> <li>o dairy</li> </ul> </li> </ul> <p>Use a range of vegetables or fruits, proteins and dairy products and include two or three different types of food for the category; have enough piece of each food for each child, cut the pieces very small so the children can use cocktail sticks to skewer more than one</p>

			<p>Get the class to agree on a 'design brief' for a new wrap based on the letter. The design brief could include all or any of the following points:</p> <ul style="list-style-type: none"> <li>•The wrap must be healthy</li> <li>•The wrap should include a protein, vegetable or fruit and a dairy product</li> <li>•The children should like the wrap</li> <li>•The wrap should be tasty but not expensive</li> </ul> <p>Keep this design brief for the next lesson. Explain that before they each start designing their wraps, the children need to do some taste testing to see what flavours combine well. Explain to the children that the carbohydrate element of the wrap will be the wrap itself and they need to test the taste combinations for the fillings.</p> <p><b>Activity:</b> Put out the three testing plates on each table, each plate representing a different food group, with each plate containing two to three different foods. For example:</p> <ul style="list-style-type: none"> <li>•Vegetables and fruits (cucumber, tomato, lettuce, onion)</li> <li>•Protein (tuna, ham, egg, hummus)</li> <li>•Dairy (cheddar cheese, cream cheese)</li> </ul> <p>Ask the children to use cocktail sticks to skewer two or three different combinations so that they can find the best flavour combinations. Explain that it would be ideal if they could take one food type from each plate to make it a balanced wrap. Give each child a copy of the Activity: Taste combinations and ask the children to record five food combinations, marking with an 'x' if they do not include a particular food group and giving each combination a mark out of five.</p> <p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>•What food group is it in?</li> <li>•What ingredients have been used?</li> <li>•Where do the products grow?</li> <li>•How do the sensory characteristics affect your liking the food?</li> </ul>		<p>piece to test different food combinations</p> <p>Remember to check first for food allergies</p> <ul style="list-style-type: none"> <li>•Cocktail sticks (with the sharp ends snipped off) – one per child (see Main event)</li> </ul> <p>Print</p> <ul style="list-style-type: none"> <li>•Activity: Taste combinations (see Classroom resources) – one per child</li> <li>•Activity: Taste combinations with adjectives (see Classroom resources) – optional for pupils working at greater depth</li> </ul>
<p><b>Week 5 &amp; 6</b></p>	<p>Plan Design</p>	<p>To design a healthy wrap</p> <p>I can remember which food combinations work well together</p> <p>I can design three possible wraps based on these combinations</p> <p>I can choose one of these to make as my 'Final Design'</p> <p>I know how to slice food safely using the bridge or claw grip</p>	<p><b>Watch</b></p> <ul style="list-style-type: none"> <li>•<b>Teacher video:</b> Designing and making a wrap</li> </ul> <p>Recap the design brief . Establish with the class:</p> <ul style="list-style-type: none"> <li>•Who they think is the target audience.</li> <li>•What the design needs to do.</li> </ul> <p>Food storage/safety: (Look in Kapow planning for presentation on this)</p> <ul style="list-style-type: none"> <li>•What do we need to do before we prepare food?</li> <li>•Do we know anything about storing food?</li> <li>•Would we store fruit and meats in the same place?</li> <li>•What do we need to store in the fridge?</li> </ul>	<ul style="list-style-type: none"> <li>•Balanced diet</li> <li>•Design criteria</li> <li>•Diet</li> <li>•Fruit</li> <li>•Ingredients</li> <li>•Protein</li> <li>•Sugar</li> <li>•Vegetable</li> </ul>	<ul style="list-style-type: none"> <li>•Presentation: School lunches letter (see Attention grabber)</li> <li>•Design brief (from Lesson 2 ('Design &amp; Technology, Year 2, Food: A balanced diet Lesson 2: Taste testing combinations')</li> <li>•A4 paper</li> <li>•A knife and ingredients to demonstrate safe cutting techniques</li> </ul> <p><b>Print</b></p>

			<p><b>Model:</b> Show children how to use the bridge or claw grip to slice foods safely (see Teacher video: Designing and making a wrap).</p> <p>Remind the children of the design brief that they agreed in the last lesson. It should include all or any of the following points:</p> <ul style="list-style-type: none"> <li>•The wrap must be healthy</li> <li>•The wrap should include a protein, vegetable and dairy product</li> <li>•The children should like the wrap</li> <li>•The wrap should be tasty but not expensive</li> </ul> <p><b>Plan (20 minutes)</b> Give each child a copy of the Activity: Ideas template on which to draw three wrap ideas. Each idea should be based on the individual child's three favourite food combinations that they tasted in lesson 2.</p> <p>When complete, ask the children to swap their design sheets with a partner to review and comment on.</p> <p>Based on their own preferences and their partner's comments, the children should pick their final design, which will be the one that they will actually make.</p> <p><b>Final design (10 minutes)</b> Children draw their final design on A4 paper, labelling ingredients and their textures, tastes and smells.</p> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>•What ingredients have been used?</li> <li>•What food groups do they belong to?</li> <li>•What should we do before we work with food?</li> <li>•How do we select the ingredients?</li> <li>•How could we make it appealing to eat?</li> <li>•How do we make it a balanced diet?</li> </ul>		<ul style="list-style-type: none"> <li>•Activity: Ideas template (see Classroom resources) – one per pupil</li> </ul>
<p><b>Week 7</b></p>	<p>Make Evaluate</p>	<p>To make a healthy wrap</p> <p>I can remember how to prepare food safely</p> <p>I can make a healthy wrap</p> <p>I know how to review my design</p>	<ul style="list-style-type: none"> <li>•What they will need to do before anything is prepared? (Clean surfaces, equipment and hands.)</li> <li>•What they will need to do to the ingredients to prepare them: will they need to wash, peel or slice any of the ingredients?</li> </ul> <p><b>Watch</b></p> <ul style="list-style-type: none"> <li>•Teacher video: Designing and making a wrap – this is the same as for lesson 3</li> <li>•Pupil video: Making and evaluating</li> </ul> <p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>•What do we need to do before we start preparing food?</li> <li>•How do we chop safely?</li> <li>•How do we ensure that we are hygienic in the kitchen?</li> </ul>	<ul style="list-style-type: none"> <li>•Balanced diet</li> <li>•Design criteria</li> <li>•Ingredients</li> <li>•Fruit</li> <li>•Protein</li> <li>•Vegetables</li> </ul>	<p>Have ready</p> <ul style="list-style-type: none"> <li>•Presentation: School lunches letter</li> <li>•Design brief</li> <li>•Instructions on food hygiene and using a knife and rolling a wrap, prepared from Lesson 3 (see 'Design &amp; Technology Year 2, Food: A balanced diet Lesson 3: Designing and making a wrap' )</li> <li>•A4 paper</li> </ul>

•What do we do if we drop food?

**Make (20 minutes)**

Give each child their final design .  
Children should work in table groups to prepare their ingredients for use.

When the ingredients have been cut, model making an example wrap, demonstrating to the children not to over or under fill it.

**Pupil video: Making and evaluating**  
**Consider leaving to run on a continuous loop so the children can refer to whilst you are circulating**

Pupils assemble their wraps and roll them.  
When the children have finished making their wraps, they need to secure them using tin foil to make a skirt. This is modelled in the Pupil video: Making and evaluating.  
Children should clean and tidy their work areas.

**Evaluate (10 minutes)**

Move the children to sit at a table where they can taste a variety of wraps filled with different ingredients. Cut each child's wrap into the same number of pieces as there are children on each table.

Give each child a copy of the Activity: Wrap review and model to the children how to complete reviews of each wrap in turn. You may want to adapt this review process depending on the children in your class.

**Wrapping up**

**Explain that as a class we now need to come up with one master design that includes everything that we have learnt from this project to submit to the government.**

**Show the children the Presentation: School lunches letter.**

•A knife and ingredients to demonstrate safe cutting techniques

•Knives suitable for the children to use to cut up their ingredients

•Tables set up with ingredients for the children to use (see Main event)

•Tin foil – a piece sufficient for each child to use as a 'skirt' for their wrap to hold it together (see Main event)

Print

•Activity: Wrap review (see Classroom resources) – one per pupil

