



YOUNGER CHEF OF THE YEAR AWARD LESSON 2

Learning Objectives:	Success Criteria:
To understand why we get hungry. To learn that eating a balance of protein and fibre is important for health. To make and evaluate a healthy sandwich.	Children know why they get hungry. Children know some protein and fibre food sources. Children make a healthy sandwich. Children realise that sandwiches can be adapted to meet dietary needs.
Subject/Unit:	D&T: Cooking and Nutrition
Lesson Duration:	2 hours
Previous Learning:	
Understand why we eat. Hygiene in food preparation. Safety using knives. Know how to make and evaluate a healthy snack.	
Lesson Overview:	
How do we know when we are hungry? To learn that eating a balance of protein and fibre is important for our health.	
Introduction:	
Recap on the main objectives of the 'Family/Friend' challenge, which is planning and making different dishes each week for their chosen family or friend.	
Display PP 'Lesson 2 How do we know when we are hungry?' Listen to feedback from independent research undertaken at home, which was to choose who they are going to create their lunch for (slide 2). Share which dip and crudite their 'Family/Friend' would prefer (slide 3).	
Children to begin to plan their choices to 'My healthy lunch is for...' page 2 in 'My Journal' (slide 4). Include <ul style="list-style-type: none">• Friend/Family• Starter/Dip• Polite selection	
Through quick fire questioning, revisit previous learning on why we eat. Refer to 'Who can remember?' in 'My Journal' page 13 as an aid memoir.	
Main Teaching:	
Display and introduce the day's learning objectives and outcomes (slides 5 and 6). Revisit the children's understanding of 'healthy' and how the body uses our food (slides 7 and 8). Consider when we eat (slide 9). Pose the question: How do you know you are hungry? (slides 10 and 11).	
Explain how eating a snack of fibre mixed with protein gives our bodies a range of nutrients that ... <ul style="list-style-type: none">• helps us to feel full• keep our digestion healthy• balance our blood sugars• keep our energy levels high See (slide 12) and Facts for the Teacher.	
Consider foods rich in protein (slide 13). Consider foods rich in fibre (slide 14). Elicit familiar food combinations that have protein and fibre.	

Refer to the previous week's dip recipes. Did they have a balance of protein and fibre? (slide 15 and 16). Introduce bread as a staple food all over the world (slide 17 and 18). Explain how it can be high in fibre if wholemeal or granary.

Elicit from the children the different types of bread they know. Show examples e.g. loaf, bagel, brioche, pizza, corn tortilla wrap, ciabatta, sliced, soda, naan.

Click on the link and display the world bread map (see weblink/slide 19). Consider the variety of breads, those the children have tasted, their country of origin and some interesting facts about them.

Activity - Using the world bread map for reference, ask the children to select some breads and record where they come from in 'My Journal' page 7 (slide 20). Listen to feedback.

Revision: hand washing.

Tasting session

Distribute small samples of several breads and encourage the children to taste the different breads and post share their likes and dislikes using taste and texture words from 'My Journal' page 7.

Highlight:

- some breads contain more fibre than others and therefore make healthier choices
- most breads contain gluten, to which some people are intolerant (see Facts for the Teacher)
- If you are gluten intolerant, there are alternative options available e.g. corn tortilla, lettuce wrap, nori wrap or gluten free bread

Ask the children which bread they would choose to make a sandwich.

Teacher Led and Independent Group Task:

Watch Chef Skills video: **'How to make a sandwich'**

Discuss.

Elicit favourite sandwich fillings.

Consider what fillings a sandwich might have to ensure it is healthy i.e. it has a balance of protein and fibre.

Fibre - tomato, cucumber, lettuce

Protein - cheese, tuna, ham, egg

Display slide 20 and remind the children what we need to make a sandwich.

Show sandwich filling ingredients – tomato, cucumber, cheese, carrot and lettuce.

Elicit the names to prepare them.

Revisit video **'Chef Skills 1 – Cutting skills'**, before preparing cucumber and tomato.

Discuss knife skills (slide 22 and 23).

Ask: Which technique would be best for cutting the cherry tomato? (bridge technique)

Invite a child to demonstrate the correct use of the bridge technique to the class.

Ask: Which technique would be best for slicing a cucumber into round slices and shredding lettuce? (claw technique) Invite a child to demonstrate the correct use of the claw technique.

Focus Practical Task (FPT)

FPT 1 - To cut a tomato and slice a cucumber safely.

Before beginning, re-emphasise safety guidance when using knives (see Facts for the Teacher).

- Children to work in groups of 6 with one knife station per group - chopping board, J cloth and a knife
- Only the child using the knife can be standing
- Apply CHOP
- Vegetables distributed
- Each child to use the bridge technique to cut a tomato

- While one child cuts using the bridge method, the others assess their cutting skills e.g. holding the knife correctly, on the board, uniformity of size
- When each child has had a turn, continue as before using the claw technique to slice some cucumber and shred some lettuce

Once each child has had a turn listen to feedback.

Introduce video: **'Chef Skills 2 – Grating'** before selecting and preparing the cheese and carrot.

Consider the skill they are learning. What ingredients they might use? When they might grate?
 Invite a child to demonstrate grating some cheese (soft food).
 Invite a child to grate some carrot (hard food). Compare.

Children to work in groups of 6 with **one** grating station - chopping board, J cloth, grater, 2 bowls.

FPT 2 – to use chef skills safely to grate cheese and carrot.
 Re-emphasise safety guidance when using the grater.

- Children to work as before, in groups of 6 with **one** grating station per group - chopping board, J cloth and two bowls
- Only the child using the grater can be standing
- Ingredients distributed
- Each child to grate some cheese into a shared bowl
- While one child grates the cheese, the others assess their grating skills e.g. holding the grater correctly, on the board
- When each child has had a turn, continue as before grating carrot into a shared bowl

Once each child has had a turn listen to feedback.

FPT 3 - Make a sandwich.

Display 'How to make a sandwich' (slide 24).

Complete the cloze procedure as a class introducing the spread options – butter or cream cheese (hummus as dairy free option).

Children to work independently with their table groups to follow the instructions and make their own sandwich.

Display the steps

Display 'I made some healthy choices when I made my sandwich' (slide 25).

Children to record their choices in 'My Journal' page 8.

Plenary ALF Focus

Photograph children's sandwiches and discuss successes and what they have learnt.
 Remind the children that eating a balance of protein and fibre is important for health.

Ask: Would your sandwich make a healthy lunch? Why?

Who can remember?

Look at 'How do you know when you are hungry?' in 'My Journal' page 13. Record what they have learnt.

I can do... Week 2 in 'My Journal' page 14 and self-assess skills learnt today

Share sandwiches - children to pair share their likes and dislikes.

Distribute recipe card. Explain they will have a recipe card for Pitta Pockets, to try at home

Home Learning:

Pitta Pockets recipe card. When visiting the supermarket/bakery look at the different types of bread on sale. Think about what type of sandwich your 'Family/Friend' might like – consider the bread, the spread and the filling.

Resources/Facts for the Teacher:	
Basic Resources: <ul style="list-style-type: none"> <input type="checkbox"/> Access to internet <input type="checkbox"/> IWB <input type="checkbox"/> Journals <input type="checkbox"/> Access to hand washing facilities 	Essentials: <ul style="list-style-type: none"> <input type="checkbox"/> 100g butter <input type="checkbox"/> 5 knives <input type="checkbox"/> 5 chopping boards <input type="checkbox"/> 5 J cloths <input type="checkbox"/> 5 trimming bowls <input type="checkbox"/> 5 large plates for selection of vegetables <input type="checkbox"/> 5 graters <input type="checkbox"/> 5 small plates for hard cheese <input type="checkbox"/> 10 small bowls for spreads (2 per table group) <input type="checkbox"/> 30 small plates <input type="checkbox"/> 10 table knives <input type="checkbox"/> 5 large plates for bread tasting
Recipe Cards (all in lesson resources online): <ul style="list-style-type: none"> <input type="checkbox"/> Pita Pocket 	Other: <ul style="list-style-type: none"> <input type="checkbox"/> Variety of breads, to include wholemeal granary and seeded if possible <ul style="list-style-type: none"> o Enough to sample during bread tasting o Enough for each child to make a sandwich o (e.g. 1 packet of corn tortilla, a baguette, a ciabatta, a packet of pitta pockets, a granary sliced loaf, a packet of bagels) <input type="checkbox"/> 30 cherry tomatoes <input type="checkbox"/> 3 cucumbers <input type="checkbox"/> 5 peeled carrots <input type="checkbox"/> block of cheddar cheese per group <input type="checkbox"/> butter <input type="checkbox"/> cream cheese <input type="checkbox"/> hummus
Videos (all in lesson resources online)/Weblinks: <ul style="list-style-type: none"> <input type="checkbox"/> How to make a sandwich <input type="checkbox"/> Chef Skills 1 – Cutting skills <input type="checkbox"/> Chef Skills 2 - Grating <input type="checkbox"/> Most Popular Breads in the World: https://www.tasteatlas.com/Breads 	Printouts (all in lesson resources online): <ul style="list-style-type: none"> <input type="checkbox"/> Lesson 2 How do we know when we are hungry? (PDF)
Nutrition Know How: <p>Blood sugar balance is important for many reasons including maintaining stable mood, energy, concentration and to support weight management. To maintain balanced blood sugar we need to choose foods that will support a gradual rise in blood sugar levels rather than provide a ‘quick spike’. This gradual rise will help to sustain our energy levels and concentration until the next meal-time. The key to blood sugar levels is including protein and fibre with all meals and snacks. Protein and fibre are key to reducing the absorption of the sugar, therefore helping to keep blood sugar levels more even. For example some breakfast choices, such as processed cereals and fruit yoghurts can be very high in sugar and contribute to that ‘quick spike’, so opt for eggs, fruit and Greek yoghurt, porridge, oat cakes with yoghurt, mini frittatas or wholewheat toast and nut butter.</p> <p>Protein is a macronutrient (required in large quantities by the body) for the growth and repair of body tissues and for hormones and enzymes. Food sources include meat, dairy, legumes such as beans, chickpeas and lentils and nuts and seeds.</p> <p>Fibre is a macronutrient (required in large quantities by the body) and is important for digestive health, lowering cholesterol and regulating appetite. Food sources include whole grains, legumes, fruit, vegetables nuts and seeds. High fibre bread is a whole wheat or whole grain bread.</p> <p>Sugars are basically simple carbohydrates that depending on the source come in different forms such as fructose, glucose and sucrose.</p>	

Fructose is otherwise known as fruit sugar and is also found in maple syrup and honey. It is very sweet and is thought to boost appetite.

Glucose can be found abundantly in fruits, honey and starchy root vegetables.

Sucrose, which is common table sugar, is added to many processed and manufactured foods and drinks and is also found naturally in some fruits.

It is also worth noting that when complex carbohydrates, such as oats, rice, and rye have been processed so much of their goodness has been removed and they act in a similar way to simple carbohydrates in the body. This includes white rice, pasta and bread. The impact of high sugar diets has been associated with increased weight gain, increased inflammation in the body, risk of type 2 diabetes, heart disease, strokes, some cancers and tooth decay. Aside from these long-term risks the impact on mood, energy, behaviour and cognition for children is significant.

Gluten is a protein found in cereals such as wheat, rye and barley. It is found in foods like bread, pasta, cereals, flour, cakes and biscuits. For someone who is gluten intolerant or a coeliac, this protein can cause digestive problems such as gassiness, abdominal pain or diarrhoea so it is best if they avoid it. Alternative flours, pastas and cereals are available including buckwheat, rice and gluten free oats.

Sandwich History:

The earliest bread was made around 8000 BC in Egypt. Grain was crushed using a grinding stone and a mern and the bakers made bread like chapattis (India) or tortillas (Mexico).

The sandwich was named after John Montagu, 4th Earl of Sandwich, an eighteenth-century English aristocrat. It is said that he ordered his valet to bring him meat tucked between two pieces of bread and others began to order the same, calling it a sandwich!

