

Learning Objectives

- Recall the main messages from each of the Eatwell Guide food groups and understand why the groups are different sizes
- Explain what a healthy lunch should include by referring to foods from the four main food groups
- Identify and classify ingredients in composite dishes (e.g. sandwiches, pasta, pizza) according to the Eatwell Guide food groups

Resources And Preparation

Whiteboard

Eatwell Guide Assembly:

<https://www.phunkyfoods.co.uk/workshop/eatwell-whole-school-assembly/>

EatWell Guide Poster or Giant Floor Mat:

<https://www.phunkyfoods.co.uk/resources/posters-charts/>

PhunkyFoods Energy Cards:

<https://www.phunkyfoods.co.uk/resources/activity-cards/>

Sheets x 6: Food Group Pictures

Selection of sandwiches

PhunkyFoods Healthier Choices Flashcards:

Lunch 1a and 1b, 2a and 2b, 3a and 3b:

<https://www.phunkyfoods.co.uk/resources/activity-cards/>

Design And Technology: Year 3/ Primary 4: A Healthy Lunch

	Activities
Introduction 15 minutes	<p>Explain to the children that over the next few weeks they will be learning about healthy eating with a focus on lunchtime: what affects food choices; seasonal food and the ways that we can make sure we get a variety of healthy food in our diet. They will be learning different food preparation skills and preparing a healthy lunchtime dish.</p> <p>Revise the Eatwell Guide with the children by using the Eatwell Guide PowerPoint which looks at each food group in turn and its key messages.</p> <p>Give the children the opportunity to determine where a selection of different foods belong on the Eatwell Guide.</p> <p>Use the PhunkyFoods Energy Cards and ask the children to say where they belong or place them on the Eatwell Guide Mat. Discuss their responses and correct any errors.</p>
Main Activities 35 minutes	<p>1. Composite Lunchtime Meals</p> <p>Display the Eatwell Guide poster for reference. Explain to the children that they have been sorting one food at a time into The Eatwell Guide groups but we mostly eat dishes and meals which are made of foods from more than one food group. These are called 'composite dishes' because they are dishes made from foods from more than one food group.</p> <p>Clear a space in the classroom and spread out the 6 Food Group Pictures. Produce a plate of sandwiches with a variety of fillings. Ask for a volunteer to take apart a sandwich and put the different components in the right sections of the Eatwell Guide, discussing it as you go.</p> <p>Explain that sometimes foods from the Dairy and alternatives group are not included. What else could they include at lunch from the Dairy group? (a yoghurt or glass of milk).</p> <p>Ask the children if they can give an example of another composite dish and talk through the ingredients and where they belong on the Eatwell Guide e.g. Pizza – bread base, tomato sauce, vegetables and cheese.</p>

Design And Technology: Year 3/ Primary 4: A Healthy Lunch

2. Healthy Lunch Choices

Using the **Healthier Choices Flashcards** from the PhunkyFoods resource box, arrange the children into three groups. Give each group one of the **Lunch 1a, Lunch 2a and Lunch 3a cards**. Explain to the children that these cards show us an example of a lunch, and that they should discuss what 'healthier choices' they could all make to these lunches to ensure a healthier meal.

Do they include the four main food groups?

Ask some children to feedback their healthier suggestions and see how they compare to the **Healthier Choices Flashcards Lunch 1b, 2b and 3b**.

Plenary

10 minutes

Recap of the **Eatwell Guide PowerPoint**. Question the children to ensure they have understood the key messages:

- Why are the food groups different sizes?
- Which groups should we eat most food from?
- What do we know about how much we should eat from the two largest groups? (Fruit and vegetables – strive for 5, Starchy carbohydrates – eat foods from this group at every main meal.)
- Which food groups do we need 'some' foods from every day? (Dairy and Proteins)

Extension Activity

Ask the pupils to draw a lunch box and create their own healthy lunch, ensuring it provides a balanced meal.

Carbohydrates



Fruit And Vegetables



Proteins



Oils And Spreads



Dairy



Eat Less Often And In Small Amounts



Learning Objectives

- Discuss lunch time and meal choices and explain some of the reasons that can affect food choice e.g. time, taste, money, beliefs
- Explore different recipes and variations on a dish (couscous examples)
- Prepare a range of vegetables by safely and hygienically using slicing, grating and snipping skills

Resources And Preparation

Box of couscous

Ingredients:

Peppers, tomatoes, spring onions, carrots, rice cakes, soft cheese, raisins

Whiteboard for recording thoughts

Couscous recipes:

<https://www.phunkyfoods.co.uk/recipe/super-salmon-salad-a-mega-minty-dressing/>

<https://www.phunkyfoods.co.uk/recipe/tuna-couscous/>

Food preparation skills videos:

<https://www.phunkyfoods.co.uk/resources/cookery-skills-snippets/>

Equipment:

Graters, scissors, knives (for spreading and slicing, the latter to be kept in a box), peelers (if needed)

Design And Technology: Year 3/ Primary 4: A Healthy Lunch

	Activities
Introduction 10 minutes	<p>Ask the children to discuss what their favourite lunch is and explain why. Make notes on the whiteboard and share so children can see that there is a whole variety of choices and tastes that people choose and like.</p> <p>Then ask the children why do people eat different foods? Cover the following possible reasons – personal taste preferences, medical reasons, beliefs, availability, lifestyle (time, skill, money).</p> <p>Summarise that it is really important to think about what others can and like to eat, when we are planning food for them or we may make something they cannot eat.</p>
Main Activities 40 minutes	<p>1. Introducing Couscous</p> <p>Show the children a box of couscous. Have they heard of it or eaten any before? Explain that this is a type of grain so it belongs in the carbohydrate section of the Eatwell Guide. What other starchy carbohydrates do we eat at lunch?</p> <p>Explain that couscous is very quick and easy to make and you can add lots of different ingredients and tastes to suit needs. Show the pictures of two different couscous recipes and gauge the children's reactions.</p> <p>2. Food Preparation Skills - making Rice Cake Faces</p> <p>Explain that in order to make their own couscous dish and lots other dishes, food preparation skills are needed, such as snipping, slicing and grating (peeling could also be included for the carrots, but washed/scrubbed carrots will be fine without being peeled). Note: Snipping could replace grating for the hair/beard. Spreading will not be included in the final couscous dish but is a good skill to practise.</p> <p>Watch the bridge hold and claw grip techniques in the Cookery Skills Snippets, to teach the class safe ways to cut.</p> <p>At their tables, children should have access to the food and a grater, scissors, spreading knife and sharp knife (to be kept in a box). Only allow the children to use a sharp knife if they have had sufficient practise at cutting with a table knife.</p>

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	<p>Show the children an example of a completed rice cake face that they are going to create and point out the different ingredients:</p> <ul style="list-style-type: none">• Soft cheese- spreading• Grated carrot for the hair/beard- grating• Spring onions for the hair/beard- snipping• Raisins for placing eyes• Half a baby tomato for the nose-slicing• Red pepper slice for the mouth- slicing <p>Children use the skills to create the faces – this will need supervision and support as and when required.</p>
<p>Plenary 10 minutes</p>	<p>Ask the children about their experiences of making their faces. Which part was the hardest? Have they learned a new skill? Did they like the taste?</p>
<p>Extension Activity</p>	<p>Write a recipe for the Rice Cake Faces, including the ingredients, equipment and method used.</p>

Learning Objectives

- Explore examples of foods available in different seasons and explain the benefits of choosing seasonal food
- Carry out research
- Explain where a selection of ingredients come from and how they are processed

Resources And Preparation

PowerPoint: Eat The Seasons:

<https://www.phunkyfoods.co.uk/resources/powerpoint-presentations/>

Whiteboard: to find images/labels of common food imported from other countries

Tablets/ access to the internet: for children to research ingredients

Worksheet: Couscous Questions

Couscous recipes:

<https://www.phunkyfoods.co.uk/recipe/super-salmon-salad-a-mega-minty-dressing/>

<https://www.phunkyfoods.co.uk/recipe/tuna-couscous/>

Worksheet: Ingredients: Where Are They Grown And Produced?

PowerPoint: How Does Our Food Begin?

<https://www.phunkyfoods.co.uk/resources/powerpoint-presentations/>

Design And Technology: Year 3/ Primary 4: A Healthy Lunch

	Activities
Introduction 10 minutes	<p>Ask the class the names of the four seasons. Do they know what we mean by 'seasonal' foods?</p> <p>Why might it be good to eat foods in season? Explain that when foods are in season it means they:</p> <ul style="list-style-type: none">• have finished growing and are ready to eat so they should taste at their best• are often cheaper because there are plenty available so shops and supermarkets sell them for less to make sure they are all bought <p>Watch the Eat The Seasons PowerPoint.</p> <p>The children might have noticed that even when some fruit and vegetables are not in season, they still see them in shops and supermarkets. Have they ever looked at labels on food to find out where food is from?</p> <p>Explain that when foods are not in season in the UK they might be grown inside or brought over from other countries. Explain that some food cannot be grown in the UK so always has to come from other hotter countries e.g. bananas, oranges. As a class using the whiteboard, research the country of origin for different fruit and vegetables.</p>
Main Activities 40 minutes	<p>1. Researching couscous</p> <p>Explain to the children that they will be doing research about the ingredients they can use in their lunchtime dish.</p> <p>Children answer the Questions about Couscous, using the internet to help. Share the pupils' findings and discuss the key points.</p> <p>2. Exploring ingredients</p> <p>Look again at the two PhunkyFoods couscous recipes and compare the ingredients. Comparing two different recipes shows that couscous is an adaptable ingredient.</p>

Design And Technology: Year 3/ Primary 4: A Healthy Lunch

	<p>Ask the children to complete the worksheet Ingredients: Where Are They Grown And Produced?</p> <p>Using some of the ingredients from the recipes, plus some from the Rice Cake Faces recipe, consider where the ingredients come from. Watch the PowerPoint: How Does Our Food Begin? Pupils are then to use the internet to research each ingredient to find out how it is grown, where it comes from and how it is processed so it is ready to be used.</p>
<p>Plenary 10 minutes</p>	<p>Invite the pupils to share their findings from the research. Discuss how it's clear that there are a whole host of fruit or vegetables that can go into a couscous dish. How do they feel about including fruit such as apricots or raisins with the vegetables?</p>
<p>Extension Activity</p>	<p>Pupils can choose different food items to research which season they grow in and produce a table with the seasons as the four headings.</p>

Couscous Questions

1. What is couscous made from?

2. Where did couscous first come from?

3. What is couscous a symbol of?

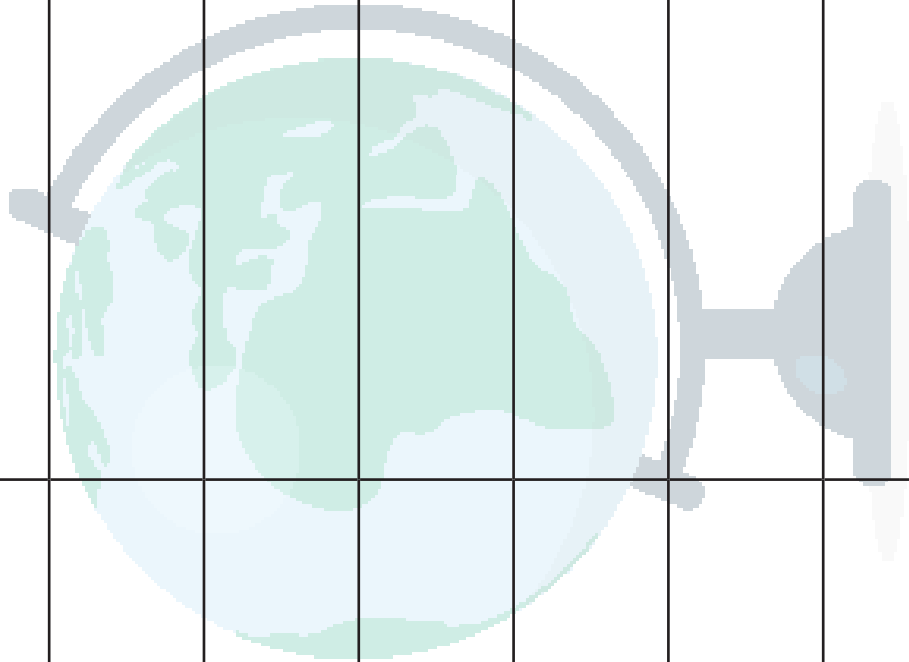
4. What is the smallest type of couscous called?

5. What food group does couscous belong to?

6. What needs to be added to couscous before we can eat it?

Ingredients: Where Are They Grown And Produced?

Food	Where Do They Grow?	Where In The World Are They From?	How Are They Produced?
Carrots	In the ground	Lots of different countries. China is the largest carrot producer in the world.	They are grown on farms and harvested before being sold in shops or made into other products in factories.
Spring Onions			
Couscous			
Sweetcorn			
Tomatoes			
Peas			
Tuna			
Raisins			



Learning Objectives

- Develop their own design criteria with guidance
- Design their own couscous dish based on research and design criteria

Resources And Preparation

Whiteboard

Worksheet: Couscous Recipe Plan

List of ingredients that will be available for the children to choose from e.g:

Tomatoes, peppers, carrots, spring onions, sweetcorn, peas, tinned tuna, chickpeas, olive oil, lemon juice, soy sauce

Design And Technology: Year 3/Primary 4: A Healthy Lunch

	Activities
Introduction 15 minutes	<p>Explain to the children that in this lesson they will be planning the couscous dish for someone in their family to eat at lunchtime.</p> <p>Ask the children what they think we need to consider before we plan our dishes. Together, on the whiteboard, create the checklist below as this will help make sure the meal they design is right for the person in their family. Consider:</p> <ul style="list-style-type: none">• Who will be eating it?• The needs of the person eating the couscous.• The type of lunch occasion when the couscous will be eaten e.g. school/work packed lunch or at home.• If it has a variety of ingredients and looks appealing.• If it contributes to a healthy diet and follows the Eatwell Guide, containing foods from the largest groups? <p>Encourage expansion and reasoning of thoughts and record the ideas on the whiteboard. These notes can be used as a reminder to the class when they are planning and as a checklist when the couscous has been made.</p>
Main Activities 35 minutes	<ol style="list-style-type: none">1. As a class, research various couscous recipes and ready-made couscous products. Discuss the ingredients used and how appealing the food looks and note which products are healthiest and why.2. Give the children a copy of the Couscous Recipe Plan sheet to complete. <p>Explain that first, they will need to decide upon their design criteria and how they will meet it. Ask the children to answer the Questions To Spark Ideas. This will create their design criteria. Explain that they need to leave the last column blank and they will fill this in after they have made their dish.</p> <p>Next the children need to choose their ingredients, considering the design criteria. They need to practise their grating, slicing and snipping skills so they need to think about choosing ingredients that allow them to try these.</p> <p>On the whiteboard provide a list of ingredients that will be available.</p>

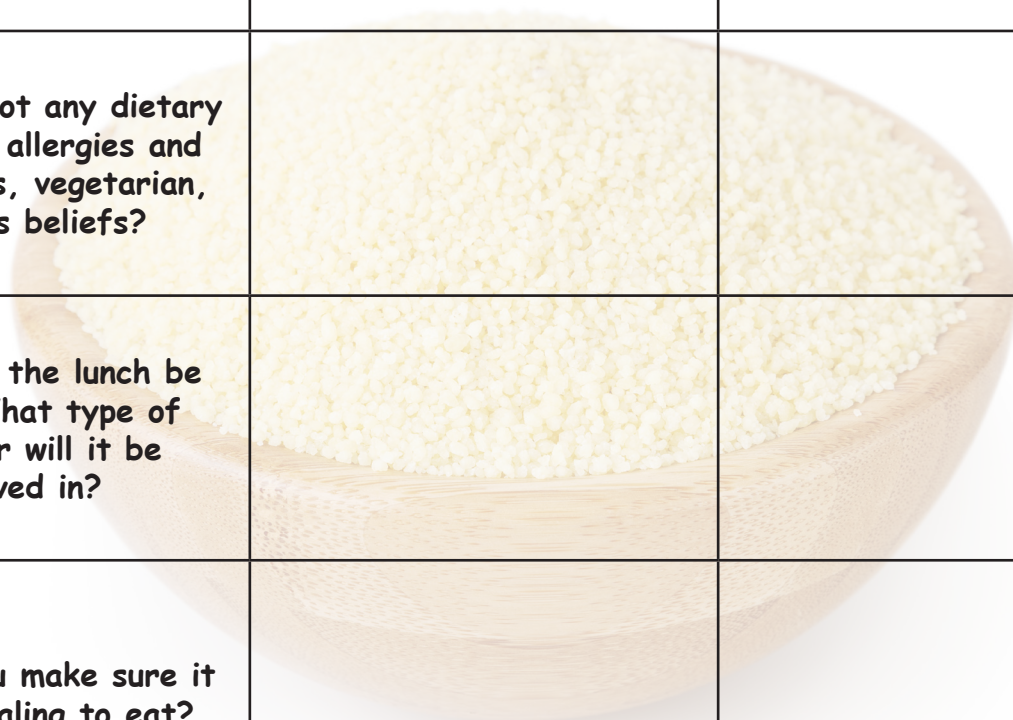
Design And Technology: Year 3/ Primary 4: A Healthy Lunch

	<p>Ingredients with associated skills:</p> <ul style="list-style-type: none">• Tomatoes, peppers: slicing• Carrots: Grating• Spring onions: Snipping <p>Other suggested ingredients: Sweetcorn, peas, tinned tuna, chickpeas</p> <p>For general flavouring: Olive oil, lemon juice, soy sauce</p>
<p>Plenary 10 minutes</p>	<p>Children share their worksheets and explain why they have chosen their particular ingredients. Have they taken into account the needs of the person who is eating it?</p> <p>Recap on why it is important to have criteria to follow in order to produce a quality result that is fit for purpose.</p> <p>Note: After the lesson, review the children's designs and prepare the ingredients and equipment they will need to make their cous-cous in the following lesson.</p>
<p>Extension Activity</p>	<p>Ask the pupils to create a colourful poster to advertise their couscous dish. Make sure they draw and label the ingredients they plan to use and include a sentence explaining why it is a healthy lunch.</p>

Couscous Recipe Plan

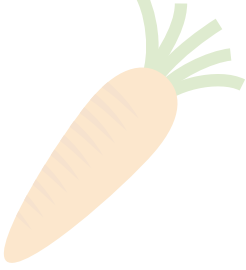




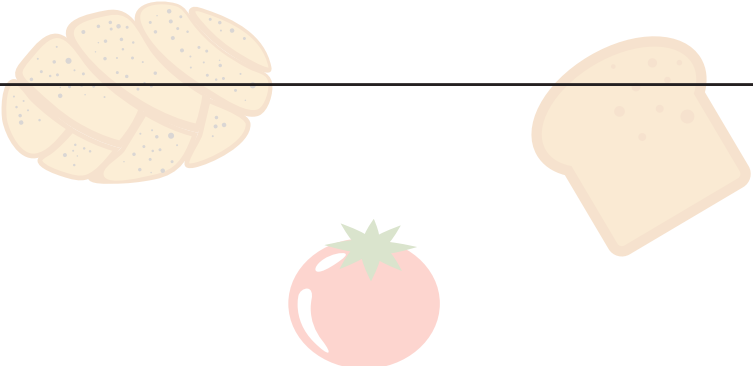
Questions to spark ideas	Design Criteria
Where will the lunch be eaten?	The couscous lunch will eaten at school, so needs to be suitable to go in a lunch box.

Questions To Spark Ideas	Design Criteria	Did The Dish Meet The Design Criteria? Yes or No (Complete in lesson 6)
Who will be eating the dish?		
Have they got any dietary needs e.g. allergies and intolerances, vegetarian, religious beliefs?		
Where will the lunch be eaten? What type of container will it be served in?		
How will you make sure it looks appealing to eat?		
How will you make sure it is healthy?		



Couscous Recipe Plan

My Chosen Ingredients

Carbohydrates	
Fruit And Vegetables	
Proteins	
Dairy And Alternatives	
Oils And Spreads	
Eat Less Often And In Small Amounts	

Learning Objectives

- Demonstrate an understanding of cookery preparation steps
- Perform food preparation skills safely and hygienically
- Make a couscous dish that meets design criteria and is fit for purpose

Resources And Preparation

Completed worksheets: Couscous Recipe Plan

Hygiene In The Kitchen Poster:

<https://www.phunkyfoods.co.uk/resources/posters-charts/>

Equipment:

Kettle and access to water, scales, measuring jugs, chopping boards, bowls, knives, graters, scissors, spoons, individual containers for the couscous

Ingredients:

Couscous, tomatoes, carrots, spring onions, sweetcorn, peas, tinned tuna, chickpeas, lemon juice, olive oil, soy sauce

The equipment can be shared but children will need to work with a partner whose ingredients are compatible.

Design And Technology: Year 3/ Primary 4: A Healthy Lunch

	Activities
Introduction 10 minutes	<p>Tell the children that they will be making their healthy lunch today and ask the children to spend a few minutes reading through their Couscous Recipe Plan worksheets.</p> <p>Then discuss what we need to do to prepare to cook and display the Hygiene In The Kitchen poster.</p> <p>Demonstrate weighing 50g couscous, tipping it into a bowl and pouring over boiling water, emphasising safety points. Explain that you will leave this for the water to be absorbed. Then demonstrate how to carefully slice, grate and snip your chosen ingredients, highlighting the bridge hold and claw grip for safe cutting.</p>
Main Activities 40 minutes	<p>Take photos of the class preparing their lunches.</p> <p>Ask the children to first weigh 50g of couscous into a bowl. Under supervision, they pour over enough boiling water to just cover the grains and then put to one side.</p> <p>They then need to select and prepare their ingredients as specified on their recipe plans. Children can work in pairs so only one person will be cutting or preparing at any given time and the other person will be checking everything is being done safely. They should swap over after each part is prepared so no one is waiting too long.</p> <p>Once the ingredients are prepared ask the children to 'fluff' their couscous with a fork. They can then add their flavourings and other ingredients to the couscous mix and transfer it to their container.</p> <p>Once everyone has finished, tidy the workspace.</p>

Design And Technology: Year 3/ Primary 4: A Healthy Lunch

<p>Plenary 10 minutes</p>	<p>Discuss what the children have made and ask them:</p> <ul style="list-style-type: none">• Was any part of making the couscous difficult?• Did you follow your plan or did you have to change anything?• Are you pleased with your final product or would you like it to be different in any way? <p>Take photos of the finished product. Store the couscous containers in a refrigerator or cool place and the children can take them home at the end of the day and give them to their family member.</p>
<p>Extension Activity</p>	<p>Ask the children to create their own Hygiene In The Kitchen poster. Ensure that it includes the key messages e.g. tie hair back, wash hands, roll up sleeves, wear an apron, remove jewellery, do not cough or sneeze over food and cover cuts with a brightly coloured plaster.</p>

Learning Objectives

- Feedback thoughts of their own and of others
- Evaluate their dish and suggest ways it could be improved
- Think of adaptations for future dishes

Resources And Preparation

Whiteboard

Eatwell Guide poster:

<https://www.phunkyfoods.co.uk/resources/posters-charts/>

Photos from lesson 5 of the making process and finished couscous dishes

Worksheet: Evaluating The Couscous Lunch

Completed worksheets: Couscous Recipe Plan (from Lesson 4)

Design And Technology: Year 3/ Primary 4: A Healthy Lunch

	Activities
Introduction 10 minutes	<p>Show the children photos from lesson 5 of the making process and the couscous dishes they made and ask them questions linked to the Eatwell Guide:</p> <ul style="list-style-type: none">• Did they manage to include the main Eatwell food groups? Can they remember which ingredients go into which group?• How did they include protein in their dish and how can they make sure they have some dairy with their lunch?
Main Activities 40 minutes	<p>Ask children to feedback what their family member thought of the dish.</p> <ul style="list-style-type: none">• Did their family member enjoy the couscous?• Was there anything they didn't like about it? <p>Encourage the children to be honest and expand on their reasoning.</p> <p>Ask the children to complete the Evaluating The Couscous Lunch worksheet. Discuss the following questions first:</p> <ul style="list-style-type: none">• What was the best thing about making the couscous?• What did they find the hardest?• Did the couscous meet the criteria for a healthy lunch?• Was it suitable for their family member?• What would they do differently next time?• How could it be adapted for other people? <p>Then show the pupils their Couscous Recipe Plan worksheet and highlight the Design Criteria section. Ask them to consider if their finished product met the criteria that they set. The pupils can then fill in the column by answering yes or no.</p>

Design And Technology: Year 3/ Primary 4: A Healthy Lunch

<p>Plenary 10 minutes</p>	<p>Ask class what they think they have learned over the course of the scheme.</p> <p>Summarise the key message that to create a healthy lunch, the children should choose:</p> <ul style="list-style-type: none">• 1 portion of carbohydrate• 2 portions of fruit and vegetables• 1 portion of dairy or alternatives• 1 portion of protein• A healthy drink e.g. water, milk or 150ml of unsweetened fruit juice <p>Are they going to change what they eat for lunch?</p> <p>Would they be able to tell others how to make a healthy lunch?</p>
<p>Extension Activity</p>	<p>Design a different couscous dish using their knowledge of healthy eating. Write the recipe and draw a picture of the proposed dish.</p>

Evaluating The Couscous Lunch

What did you enjoy most about making the couscous?

What did you think was the hardest part?

Did the couscous dish have the four main food groups in it?
(Carbohydrates, Fruit and Vegetables, Protein and Dairy)
If not, why?

Evaluating The Couscous Lunch

What did your family member or friend say about it when they ate it?

What could you do differently next time to improve it?

How might you change it if you were making it for yourself or others?

What have you learned about healthy lunches?
