



## Stage 4: Designing a healthy product recipe

**Learning intention:** To design a healthy food product

### Stage overview:

In this stage, children think about seasonality, eating healthily and the nutrients included in each food group. Using this learning and inspiration from recipe books and the internet, they are then challenged to design their own tartlet or breakfast drink flavours. Teachers have the flexibility to develop either a breakfast drink or tartlet product at this stage so that the project can be adapted in line with the facilities and time that is available.

### Materials needed:

- Access to the internet
- Recipe books
- Basic tartlet/ breakfast drink recipes

### Presentation notes:

Slide 2: Introduction	<ul style="list-style-type: none"> <li>- Explain that before we can set up our businesses, we need to learn about where our food comes from and how to make sure we design a food product that will help our customers to have a healthy, balanced diet.</li> </ul>
Slide 3: Where does our food come from?	<p>Lead a discussion about where the foods shown on the power point come from and address any misconceptions.</p> <ul style="list-style-type: none"> <li>- Raspberries grow on thick, thorny bushes and are ready to eat between May and November.</li> <li>- Eggs are laid by chickens.</li> <li>- Wheat grows in big, open fields. The seeds are ground into flour to make food like bread and cereals.</li> <li>- Milk comes from dairy cows.</li> <li>- Lettuce is mostly grown outdoors and grows quickly when the weather is warm.</li> <li>- Establish that we can grow some fruit and vegetables ourselves.</li> </ul>
Slide 4: Growing crops from seeds	<ul style="list-style-type: none"> <li>- Ask the children to think of any fruit or vegetables that can be grown from seeds in the UK and discuss why all fruit and vegetables cannot be grown here.</li> </ul>

Slide 5: British fruit and vegetables	<ul style="list-style-type: none"> <li>- Share the list of fruit and vegetables and see how many the children were able to name independently.</li> <li>- Explain that we cannot grow some fruit, for example coconuts, in the UK because some plants require certain conditions that we don't have in the UK in order to grow e.g. a tropical climate or a certain type of soil.</li> </ul>
Slide 6: Designing a healthy recipe	<ul style="list-style-type: none"> <li>- Share the learning intention and use the questions on the power point to revise the children's prior learning on the importance of healthy eating and having a balanced diet.</li> </ul>
Slide 7-16: A healthy balanced diet	<ul style="list-style-type: none"> <li>- Discuss the British Nutrition Foundation's Eatwell guide and use the power point to learn about the different food groups that are important parts of a healthy, balanced diet.</li> </ul>
Slide 17: Seasonality	<ul style="list-style-type: none"> <li>- Introduce seasonality and explain that different fruit and vegetables grow and can be harvested at different times of the year. When designing our recipes, we need to consider which vegetables will be readily available at this time of year.</li> <li>- Eating foods when they are in season means that we can support British farmers and growers by buying their produce.</li> <li>- If we want to buy food that is not in season in Britain, it has to be imported from other countries. The further our food travels, the more of a negative impact it has on the environment.</li> </ul>
Slide 18: Introducing the task	<ul style="list-style-type: none"> <li>- In mixed-ability business groups, ask the children to brainstorm ideas for healthy fillings that they could add to their tartlets or breakfast drinks.</li> <li>- Give them some ideas to get them started e.g. they could make a red pepper and tomato tartlet or a wheat biscuit, strawberry and almond breakfast drink.</li> <li>- They may like to use recipe books or the internet to research which flavours work together or they could invent a completely new flavour combination.</li> <li>- Share the basic tartlet/ breakfast drink recipe that the children will be adapting.</li> <li>- Ask them to think about which nutritional requirements are being met and consider seasonality when deciding on their ingredients.</li> <li>- By the end of the lesson, each group needs to have thought of up to 5 filling ideas that they can use for their market research in the next stage.</li> </ul>

### Links to the National Curriculum:

Subject	Topic	Objective
Design and Technology	Design	<ul style="list-style-type: none"> <li>- 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 group</li> </ul>

	Cooking and nutrition	<ul style="list-style-type: none"><li>- Understand and apply the principles of a healthy and varied diet</li><li>- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li><li>- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li></ul>
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