

Super Salads...

Helpsheet and mini lesson guide

Information

Salads are available in so many different varieties they inevitably provide numerous, exciting possibilities and teaching opportunities. They also provide an ideal opportunity to explore healthy eating, as foods from all the food groups from the **Balance of Good Health** can be considered and studied during this work.

IDEAS

Starting points might include: visiting local restaurants to see salad options on the menus, analysing and tasting shop bought salads and using the internet to find salad recipes. Children can also recall salads they have eaten.

During any tasting work, be aware of special dietary requirements, allergies or cultural beliefs in the class. Explain to children that if they do not want to eat anything they have tasted, they can discreetly spit it out into a tissue.

Encourage children to describe the salads and individual ingredients, before and after tasting, using specific sensory vocabulary. Ask children to express preferences and explain their opinions.

FPTs

Remind children how to use the food preparation equipment safely. Sharp knives need to be used under close supervision, but are safer than blunt ones as they need less force to cut through foods. Show the children safe ways to prepare food, for example:

- peel away from themselves;

- ensure foods are stable on a chopping board before they are cut;
- use a fork to secure items before they are cut;
- how to form a 'claw' and a 'bridge' when cutting, to keep hands safely away from the blade.

You can partly prepare foods that are difficult or potentially hazardous for children of this age to tackle, e.g. a whole cabbage or whole pineapple.

Demonstrate how to make a salad together and show different presentation techniques, e.g. layering. Ask the children to suggest what ingredients could be added and discuss possible effects. Encourage children to look at the **Balance of Good Health** and identify which food groups the ingredients belong.

DMAs

With the children, establish for whom their salad will be made. Set out any constraints in order for the children to develop criteria, e.g. restriction of ingredients, equipment. Children could use the **Balance of Good Health** worksheet to help them plan how they can use foods from at least three food groups in their salad. Instruct children to plan their work as a recipe, either written or pictorial.

Homework activities

- Find out what pre-made salads are available in shops and supermarkets.
- Carry out surveys to find out people's favourite salads.
- Collect pictures of different salads.

Food preparation safety

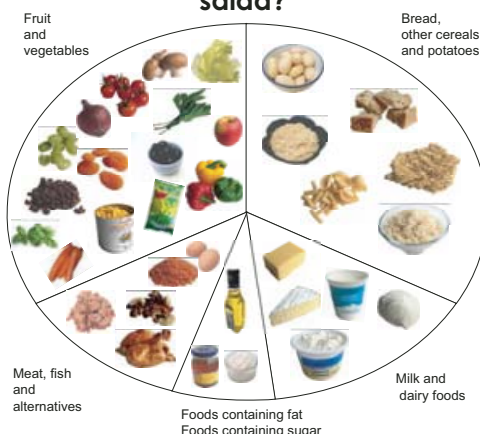


Use chopping boards for cutting including the 'bridge' and 'claw' technique



My salad recipe

What would you put in your salad?



- Collect local restaurant menus and find out what ingredients are used in salads and the different ways they can be eaten, e.g. as, and with, meals.
- Find out more about salads eaten in different countries.
- Capitalise on the multicultural opportunities raised by this unit, e.g. children could do this work as an activity during an International Day or Week or find out about salads from around the world.
- Keep foods that need to be refrigerated in the fridge before and after they are used and if they will not be eaten immediately.
- risk of food poisoning.

Teacher to teacher tips

- Pre-cooked pasta, rice and noodles save time in the lesson, but ensure they are cooked, refrigerated and used on the same day to reduce the

Find downloadable resources at these websites:

www.nutrition.org.uk
www.foodinschools.org

www.food.gov.uk
www.designdimension.org



How to use the Super Salads resources

Through the Super Salads unit, pupils will learn about the wide variety of different ingredients available to plan and make their own brilliant salad. Worksheets and SMART Notebook™ files, for interactive whiteboards, help support work on investigating the origins of salads and the different ingredients they contain. Get pupils to identify and sort salad components into the Balance of Good Health food groups and understand how different salads can contribute to a healthy diet. They will learn which foods provide a good sources of energy (bread, other cereals and potatoes) and that these can form a base for salads. Use the **Super Salads** poster to motivate and encourage discussion.

Set the task to research different salads using the internet, magazines and books. Set up a sensory evaluation session, allow the pupils to sample familiar and unfamiliar ingredients they could use in their salads, and use the **'Evaluating salads'** worksheet to help them record their thoughts. This will help expand their research skills and sensory vocabulary by expressing taste preferences and explaining their reasons.

Get pupils to plan and make a salad for a purpose, e.g. a salad for a lunchbox or a salad for a vegetarian. Remind them of their research work and previous



tasting activities. Show them the **'Salad Nicoise'** PowerPoint to prompt a discussion on different ingredients and food skills, and use the poster and the **'What would you put in your salad?'** SMART Notebook™ file to help them plan their own salad idea.

The **'Is my salad varied?'** worksheet will enable them to test whether they have created a balanced salad, encouraging variety and balance of food groups. Encourage the pupils to record their ideas as recipes by using the **'Planning my salad'** worksheet as a writing frame for support.

Allow pupils to make their salads, perhaps in pairs, and use the recipe as a check-list to ensure that it has been made to specification. Ask them to present their work, explaining their decisions and evaluating their salad against the original brief.

Further support in teaching about a healthy diet can be found at:
www.foodafactoflife.org.uk



Balance of Good Health