

Introduction

Some children will have had experience of eating dips at home. This unit, adapted from Unit 3B, Sandwich Snacks, will allow them to make a more informed choice of dips and inform them on how dips can contribute to a balanced diet.



Starting points might include asking the children if they've had dips at home and allocating the ingredients of the dip to the relevant food groups. This would bring awareness that a dip can be a healthy snack if it contains food from a mixture of groups.

When analysing commercially produced dips, choose a variety to include different appearances, textures and flavours. Pay attention to any special diets and allergies amongst the children.

Ensure that the children comment on the appearance and the smell of the dip before tasting with a dipper. Ensure that the children break their dipper into bite size pieces and use a different piece every time they try a dip.

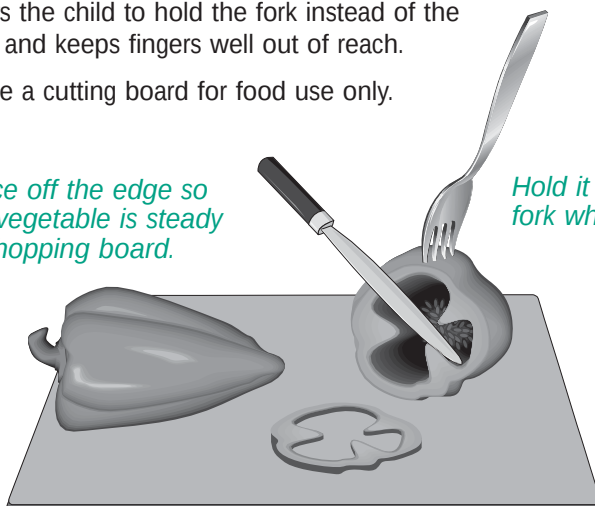


Children will need to be shown the correct grips for cutting with a knife and grating. Sharp knives should only be used under direct supervision. Sharp knives are safer than blunt ones as they need less force to cut through the food.

Vegetables or fruit that need to be sliced can be done safely by cutting the base to make a flat surface and pushing a fork into it. This allows the child to hold the fork instead of the vegetable and keeps fingers well out of reach.

Always use a cutting board for food use only.

Cut a slice off the edge so that the vegetable is steady on the chopping board.



Hold it steady with a fork while slicing.



Ranking Dips - Results Chart (Resource B) (example)

Name of dip	1st Choice (X4)	2nd Choice (X3)	3rd Choice (X4)	4th Choice (X3)	5th Choice (X2)	6th Choice (X1)	Score
Salsa	Children 5 Score (20)	4 Score (20)	5 Score (20)	0 Score (0)	1 Score (2)	10 Score (10)	82

Evaluating Existing Dips (resource a)

Name of Dip	Appearance	Taste	Texture	Smell	Order of Preference

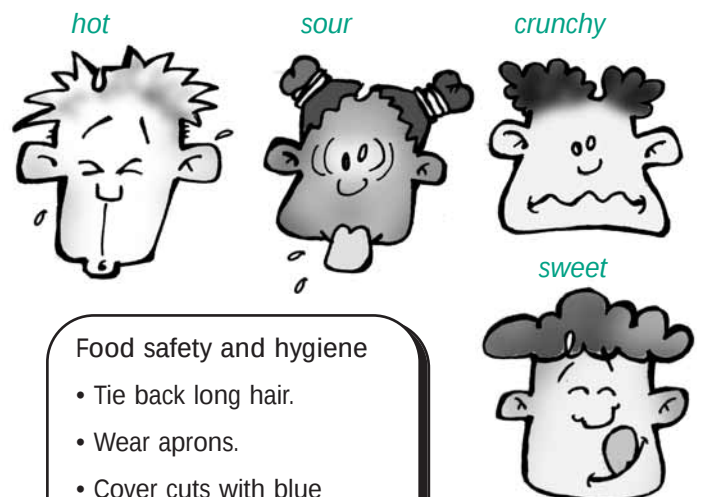
How do you want your dip to be? (design criteria)

Its taste?

Its texture?

Its smell?

Its appearance?

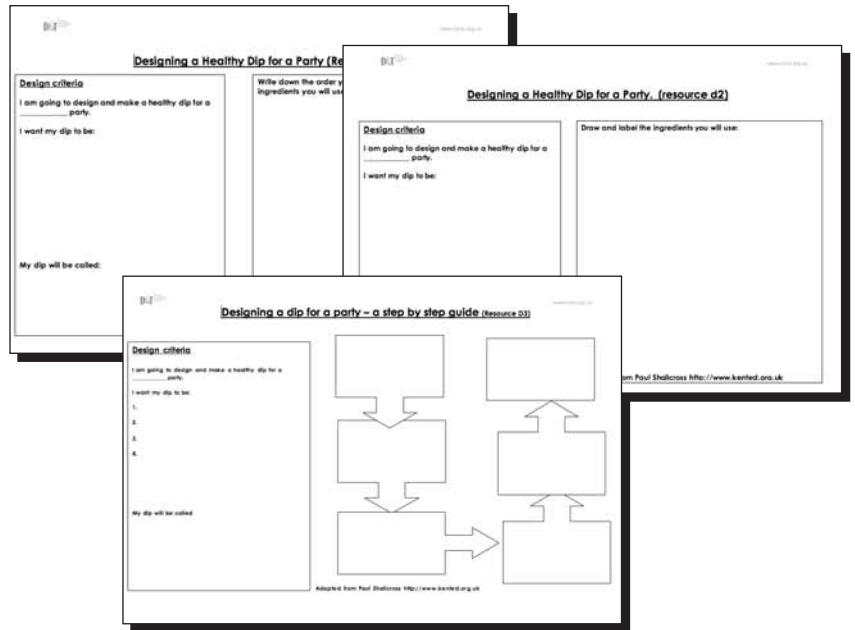


Food safety and hygiene

- Tie back long hair.
- Wear aprons.
- Cover cuts with blue plasters.
- Wash hands with soap, using a paper towel to dry.
- Table cloths.
- Antibacterial cleaner.



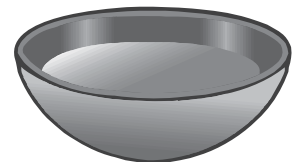
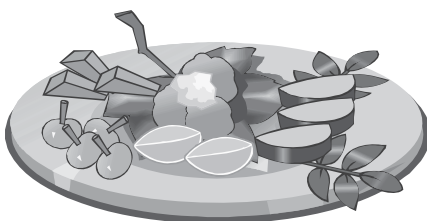
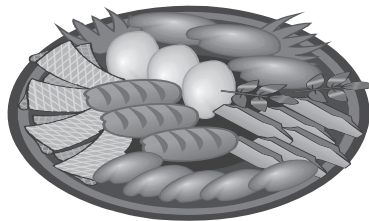
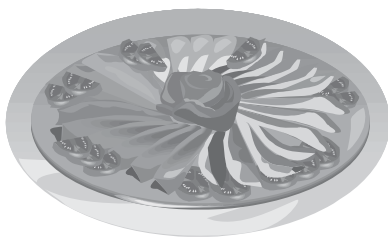
A design sheet is one way of helping the children to decide on the criteria of their dip. The questions on the sheet will allow them to decide on the type of dip. They will have a good idea of the type of dip they want to make from their earlier tasting session. The example opposite is for a healthy dip using a combination from some of the different food groups. It is important that the children think through the order in which they make their dip. Recording will depend on learning styles and abilities.



design sheets



Collect pictures of dips from magazines and leaflets. The children could also find out the origin of dips.



a range of dips and dippers



- ✓ When choosing commercially produced dips to taste choose variety of colours, tastes and textures.
- ✓ If this activity is planned as a whole class session, try to enlist the help of some parents so that close supervision can be given to cutting and slicing vegetables.
- ✓ For a fair test ensure that only one dipper is used for tasting when analyzing. A selection of dippers could be used when children evaluate in party mood.



Appearance

– how the food looks to the eye.

Preference test

– try lots of things and highlight the ones you like the best.

Texture

– how the food feels in the mouth.