

Unit 3B Sandwich snacks

Focus – food

ABOUT THE UNIT

Children learn basic food preparation techniques and ways of combining components to create simple food products for a particular purpose. They develop their designing skills by using their own experiences and evaluating existing products to develop ideas. Through discussion, they develop criteria for their design proposals and suggest ways to proceed. They develop their making skills by learning to combine components according to taste, appearance or texture to create a product that contributes to a healthy diet. Through this activity children develop an awareness of health and safety and learn that the quality of the product depends on how well it is made and presented.

This unit can be adapted by using an alternative context for the children's designing and making assignment *eg snacks, pizza toppings*.

PRIOR LEARNING

It is helpful if the children have:

- learnt that food products are made of several components
- learnt that there is a need for a variety of foods in a healthy diet
- learnt about personal hygiene when working with food

This unit builds on Unit 1C 'Eat more fruit and vegetables'.

It also builds on Science Units 1A 'Ourselves', 2A 'Health and growth' and 3A 'Teeth and eating'.

In addition, it builds on IT Unit 3C 'Introduction to databases'.

VOCABULARY

In this unit, children will use words and phrases relating to:

- designing *eg texture, taste, appearance, healthy, preference, criteria, cost, questionnaire, data, frequency diagram*
- making *eg cut, mix, spread, slice, blend, grate, chop, chopping board, knife, grater*
- knowledge and understanding *eg sandwich, filling, ingredients, fridge, food groups, hygiene, high risk, healthy eating, 'balanced plate', thick, thin*
– sensory *eg sweet, sour, bitter, salty*

RESOURCES

- pictures/images of sandwiches and fillings
- a selection of different types of sandwiches
- a variety of breads
- ingredients suitable for spreads and fillings
- plastic table covers, antibacterial cleaner, hand-washing and washing-up facilities, aprons
- tools and equipment *eg knives, chopping boards, graters, plates, bowls, plastic film*
- access to oven

EXPECTATIONS

at the end of this unit

most children will:

have used information from an evaluation activity to select and prepare a range of sandwich ingredients for a purpose, combining the ingredients to create an appealing sandwich; have considered how well their sandwich meets the original purpose; have an understanding of the 'balanced plate' model for healthy eating and will have applied this to ideas about how the sandwich contributes to a healthy diet

some children will not have made so much progress and will:

have prepared a range of ingredients that they have selected, with assistance, to create a sandwich; have discussed how well their sandwich meets the original purpose

some children will have progressed further and will:

have competently prepared a range of ingredients that they have selected based on information they have gathered; have been able to offer suggestions for modifications and improvements to their original idea

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

INVESTIGATIVE, DISASSEMBLY AND EVALUATIVE ACTIVITIES (IDEAs)

- that there are a variety of sandwiches (structure and content)
- that people have different preferences
- that databases are useful for holding survey information
- that food can be divided into different groups
- that sandwiches can form part of a healthy diet
- that different combinations of ingredients can affect the taste and texture of the product
- to use appropriate language related to food products

- Discuss the contribution of sandwiches to a healthy diet. Introduce the 'balanced plate' model of food groups. Ask the children to identify different foods in the groups. Encourage them to look at their own diets.
- Ask the children to evaluate a range of bought sandwiches, recording opinions on appearance, smell, taste and texture. Record this information on a database to find the most popular choice.
- Give the children a selection of breads that can be used for sandwiches to taste *eg rye bread – Danish open sandwiches; pitta bread – filled kebab; flat bread – filled naan; bread rolls; French stick; sliced and unsliced loaves*. Ask them to identify each one and explain what it can be used for.
- Ask children to consider how the sandwiches are packed and stored in a shop until use. *Which materials are used and why? Where are sandwiches kept? What happens to sandwiches that are packed badly?*

- have an understanding of what a sandwich is and how to make one
- record their opinions on a table commenting on taste, appearance, smell and texture
- identify the different food groups in the 'balanced plate'
- put commonly eaten foods in their correct food groups
- have a sound understanding of appropriate terms used in food preparation and food products

Links to this unit

Design and technology: Units 5B 'Bread', 5D 'Biscuits'

Science: Units 4A 'Moving and growing', 5A 'Keeping healthy'

Information technology: Units 3C 'Introduction to databases', 4D 'Collecting and presenting information: questionnaires and pie charts', 5B 'Analysing data and asking questions: using complex searches'

Mathematics: Number (equivalent)

Literacy: Examine how text is organised and laid out in recipes *eg highlight the use of imperatives and the importance of sequence, comparing them with other instructional texts*. Link this to children's writing. Teach children to identify the key elements of their design and product in order to be able to evaluate their work

History: Unit 9 'What was it like for children in the Second World War?' (food rationing)

Content

- Explain to the children the difference between tasting and eating.
- Make a list of words to describe appearance, taste, smell and texture. This will help children when choosing words to express their opinions.
- Ask the children to make their comments on appearance and smell before the sandwiches are cut up. Provide cups of water for the children to rinse their mouths between tasting.
- Use discrimination tests as well as preference tests.
- If the children decide on unusual combinations, make sure they develop a prototype and test a small amount first on a piece of bread rather than wasting large quantities of food.
- The 'balanced plate' HEA (Health Education Authority) model is currently widely adopted to teach healthy eating messages. 'The Balance of Good Health' is a tilted plate with a knife and fork. It is split into the following five segments to represent five food groups:

– bread, other cereals and potatoes	(33%)
– fruit and vegetables	(33%)
– milk and dairy foods	(15%)
– meat, fish and alternatives	(12%)
– foods containing fat foods containing sugar	(8%)

The key message of this unit is the balance of foods which should be consumed to achieve a healthy diet. It is not necessary to achieve the balance shown at every meal, or even every day. The balance could be achieved perhaps over a week or two. A positive approach should be used.

Encourage a wide variety of foods. No food is 'bad' unless it is contaminated. Encourage children to eat wholemeal, brown or high-fibre breads where possible. Try to avoid adding too much fat *eg thickly spread butter*.

Health and safety

When carrying out a risk assessment for this activity, teachers will need to consider the materials, tools and equipment being used.

In addition, the following points should be noted:

- parental permission should be sought before tasting sessions in order to identify any dietary or cultural requirements for consideration *eg nut allergy*
- hygiene practices should be observed *eg surfaces cleaned down and wiped with antibacterial cleaner; a plastic table cover kept for food activities and used to cover wooden/old tables; aprons provided for food preparation; access to hand-washing and washing-up facilities and appropriate storage facilities for food*
- children should be taught safe practices in relation to equipment *eg the oven, knives*

Out-of-school activities and homework

Schools could create links with local shops or supermarkets. Some shops might be prepared to exchange food products for evaluating purposes in return for displays of children's work.

Children could survey family preferences with regard to sandwich choice.

FOCUSED PRACTICAL TASKS (FPTs)

- about the importance of hygienic food preparation and storage
- to use tools safely and effectively
- that combinations of ingredients, preparation and cooking can affect the end product

- Discuss the importance of preparing a food area, wearing aprons, and personal hygiene. Discuss why some foods are high risk and should be kept in a fridge.
- Demonstrate or explore different ways of making sandwiches *eg toasted sandwiches, double-decker sandwiches, open sandwiches, club sandwiches, filled pitta, filled fajitas, 'doorstep'/chunky filled sandwiches*. Discuss how different effects can be achieved and who would eat these sandwiches.
- Show the children how to prepare and/or cook simple sandwich components *eg hard-boil an egg, make tuna mayonnaise, grill bacon rashers, make cheese on toast*.
- Use different spreads *eg butter, margarine, mayonnaise* on the bread to carry out a discrimination test to see if children can identify each spread.
- Discuss the function of each ingredient in the sandwich *eg bread – to hold filling, spread – to bind together and moisten*.
- Show the children how to use a knife for slicing and cutting *eg keeping fingers well back and cutting away from self, using a fork to hold a tomato still while cutting through the prongs and a grater*. Ask them to practise using them correctly and safely.
- Discuss how food ingredients change when different preparation techniques are used or heat/cold is applied.
- Ask the children to record what they have eaten over three days. Use time and plate wallcharts to show different times of meals. Discuss ways of improving our diet.

- identify important aspects of personal hygiene before handling food *eg washing hands, keeping long hair tied back, wearing an apron*
- identify which foods should be kept in a fridge and why some foods are high risk
- use sharp tools correctly to ensure safety and accuracy

DESIGN AND MAKE ASSIGNMENT (DMA)

Design and make a sandwich for a particular purpose

- to identify a purpose for their sandwich *eg for a summer picnic* and establish criteria for a successful product
- to plan the order of their work before starting
- that they can modify their designs by evaluating as they are making
- that the quality of their product will depend on their skills, accuracy and care
- to evaluate their product against original design criteria

- ★ Discuss with the children the purpose of the sandwich and provide help to develop the criteria for their designs.
- ★ Explain clearly that when designing children have a choice of:
 - bread
 - spread
 - filling ingredients and finishing
 - shape/appearance of the finished product
- ★ Discuss how each product contributes to a healthy diet. Encourage the children to try these combinations as prototypes before committing them to their final design.
- ★ Explain that children will need to develop a clear sequence for making the sandwich, emphasising that the quality of the finished product can be ensured through accurate use of tools and careful presentation. A small group may set up a production line simulation, with each child doing one process such as cutting bread, spreading, filling, finishing. *What will you need? Where will you work? Who will do what? How much time do you have? Are there different ways of making it? Which would give the best results?*
- ★ Evaluate their product and each other's against the original design criteria. *How well does this work? How can you improve it? What do you need to change?*

- essential activities
- ★ assignment stages (all are essential)
- optional activities

- apply what they have learnt through IDEAs/FPTs in their designing and making
- identify that different sandwiches are created for different needs, occasions and purposes
- use their knowledge from their research to choose ingredients for the sandwich *eg most people preferred brown bread so I chose this for my design*
- work through a sequence of tasks to produce a sandwich, making appropriate modifications
- show that they have worked safely and hygienically in their preparation and finishing to ensure a quality product
- evaluate their sandwich and others' against their original design criteria

