

	LO	Activities	S/C
1	<p>To create a context as to why a product is needed.</p>	<p>Read <b>TASK</b> to the children.                      Explain that you have had a phone call/letter from Pirate Pete who is very worried as the pirates from the Mediterranean sea are bored and not happy with the dips he gives them for their party snack of crisps and breadsticks. If he doesn't come up with a new and exciting dip for them then he will have to walk the plank! Can we help Pirate Pete come up with a new exiting dip?</p> <p>Discuss what a 'dip' is, can they think of any examples they may have tried at home? What do you know about dips? Can anyone name some dips? Does anyone have a favourite dip?</p> <p>Talk to children about needing to create a <b>CONTEXT</b> for the project, why are we doing it?                      Children to write their own context in books, can be done individually or as a group.                      e.g. <b>Context:</b> The pirates are bored of their normal party food dips, they need a new and exciting healthy dip to keep them happy.</p> <p>Explain that before tasting or creating their own dips as 'proper designers' they need to think about creating a <b>DESIGN BRIEF (END USER and PURPOSE)</b> for the project.                      e.g. <b>End User:</b> Pirate Pete/Pirates of the Mediterranean sea <b>Purpose:</b> To keep the pirates happy by creating a scrumptious healthy new dip for crisps and breadsticks.                      Children to record their design brief (this can be guided by teacher, as all will be similar)</p>	<p><b>I can</b> discuss a given task and what we can do to help.  <b>I can also</b> think about why we are doing this project, and create a context for the task.  <b>I can even</b> create a design brief, thinking about who my end user is and what the purpose of the task is.</p>
2	<p>To explore and evaluate a range of existing products.</p> <p>To understand where foods comes from.</p>	<p><b>RESEARCHING</b>  <b>Different Dips:</b> Explain that today they will be tasting some dips and evaluating them. Have a selection of different dips on a table. For each dip ask: What is the dip called? On what occasion might it be eaten?                      E.g. snack, party, Greek meal. Use the Lesson Presentation to discuss where some dips originate and when and how they might be eaten in that country, e.g. Raita – India, Guacamole – Mexico, Hummus –Greece. Find the countries on the map included on the Lesson Presentation. Explain that next they will taste the different dips.</p> <p><b>Dip Tasting:</b> Children discuss how they might describe the different dips. Encourage the children to think about the key words: ingredients, dips, evaluate, senses, taste, texture, smell, appearance.</p> <p>Children use the Dip <b>Evaluation Grid</b> to help them describe a range of different dips when they taste them. (For this lesson they will only use bread sticks as a dipper as next lesson they will be evaluating different dippers. Children who have wheat/gluten allergies can use a vegetable stick or a spoon instead.) (lower, CORE and higher version of evaluation grid).</p> <p>SOME HUMMUS CONTAIN PINE NUTS. (Waitrose looks like it is nut free from website)</p> <p><b>Poss ext:</b> Children link the dips to countries they may have visited or learnt about in other subjects.                      Children think of a dip and describe it to a partner for them to guess which dip it is.</p> <p><b>Plenary:</b>                      Children look at the <b>Dip Evaluation Grid</b> on the <b>Lesson Presentation</b> and discuss their findings as a class. Ensure all children are using the key vocabulary. Bring into the discussion what they think makes a nice, tasty dip and encourage them to compare one dip to another.</p>	<p><b>I understand</b> what a dip is.  <b>I can also</b> taste different dips and evaluate them.  <b>I even know</b> where different dips come from.</p>

<p><b>3</b></p>	<p>To explore and evaluate a range of existing products.</p>	<p><b>RESEARCHING (Part 2)</b></p> <p><b>What did we learn about last lesson?</b> Re-cap the last lesson. Explain that a dipper is the accompaniment to a dip. What dipper did we use last lesson?</p> <p><b>Which dipper will you choose?</b> As a group on a large sheet of sugar paper, write the word dipper in the centre. Children suggest any different foods that might work well to use as a dipper. Add them around the word 'dipper'.</p> <p><b>Let's Share Your Ideas:</b> Share ideas on the Lesson Presentation.</p> <p>Explain that because you want them to really focus on evaluating the dipper you will use the <i>same base ingredient as a dip. This base ingredient will be Greek/natural yoghurt.</i></p> <p>Give out the dippers for the children to <b>evaluate</b>. Explain that as a class they are going to create a shared sensory vocabulary. If the children already have the dipper on their piece of paper they will add any words they can think of to describe the dipper as they taste it. If they don't already have the dipper on their piece of paper they can use the Dipper Word Cards Activity Sheet to cut and stick the dipper name on and then they will add on any words to describe it. Children taste the different dippers, discuss them as a group and then add on to their large sheet of paper any sensory vocabulary to describe them such as crunchy, dry, hard, sweet and juicy. (photo large paper for copy in books).</p> <p>Children to evaluate their own opinion on which dipper was the best and why? (On speech bubble sheets boy/girl version).</p> <p>(Extras: -A child holds up the name from the Dipper Word Cards and their partner physically finds the matching dipper.  - Describe the sounds that dippers make when they are eaten e.g. crunch, crack, snap.  - Children link the dipper to a dip that it traditionally goes with e.g. Nachos = Salsa, Pitta bread = Hummus).</p>	<p><b>I understand</b> what a dipper is.  <b>I can also</b> use my sense of sight, smell and taste to describe the dippers.  <b>I can even</b> taste different dippers and explain which I like and why.</p>
<p><b>4</b></p>	<p>Use the basic principles of a healthy and varied diet</p>	<p><b>Eatwell Plate:</b> Using the Lesson Presentation explain that foods can be sorted into 5 groups. Use the Food Groups Display Poster to help explain the groups. Explain that the size of the different sections represents which ones we should eat more of and which ones we should eat less of.</p> <p><b>Hummus Dip Recipe:</b> Allow time for children in partners to discuss the ingredients in hummus looking at the Lesson Presentation. Children start to think about where the ingredients belong on the Eatwell Plate.</p> <p><b>Hummus Ingredients:</b> Using the pictures help the children identify which groups the ingredients belong in. Invite children to move the images to the correct place on the plate. Re-cap the need to eat a balance and variety of foods from the different food groups in order to stay healthy.</p> <p><b>Guacamole Dip Recipe &amp; Guacamole Ingredients:</b> Repeat the activity above using the ingredients for the guacamole dip. Observe pairs and assess their understanding at this point to see which children will need extra support for the individual activity.</p> <p>Children can cut and stick in the correct place on the plate or have laminated to place in the correct place in partners/groups and photo for books. Label which dip has been sorted.</p> <p>Discuss the dips they have looked at today. Which would they consider to be the healthiest and why?</p>	<p><b>I can</b> sort foods in dips and dippers into 5 food groups.  <b>I can also</b> tell you the jobs the different food groups do.  <b>I can even</b> explain why I should eat more fruit, vegetables and carbohydrates.</p>

<p>5</p>	<p>To select from and use a range of tools and equipment to perform practical tasks (for example, cutting).</p>	<p><b>TEACHING OF SKILLS</b>  <b>Food Hygiene Rules:</b> Start by discussing and demonstrating the food hygiene rules e.g. tie back long hair, aprons on, clean surfaces. Use a child and physically demonstrate each rule as it appears on the Lesson Presentation. Demonstrate safety procedures when using equipment throughout the next activity.</p> <p><b>Guacamole Recipe &amp; Thousand Island Dip Recipe:</b> Model how to make one or both of the dips using the Guacamole Recipe Activity Sheet and Easy Thousand Island Dip Recipe Activity Sheet. Use the making vocabulary when describing your actions. During the demonstrations encourage the children to think about different ingredients that could be added to dips such as grated carrot, beetroot, chopped pepper, cheese. Allow some children to join in. Work together to investigate the creative ways in which a dip could be presented, e.g. layered, blended or marbled.</p> <p><b>The Bridge, The Claw and Fork Secure:</b> Move on to modelling how to cut the dippers in a safe way using the Safe Preparation Skills Adult Guidance for support. (BRIDGE and CLAW were introduced in Year 1 making smoothies).</p> <p>Work closely together with adult support to practice some of the skills demonstrated and experiment with producing some different dips and dippers. They should be encouraged to mix a variety of ingredients together to explore different taste combinations. (This activity is an excellent opportunity to take photographs to put in children’s books or to add to a display! And for books).</p> <p>Whilst a group is working with adult support cutting dippers/making Guacamole an independent group could be making a food hygiene poster.</p>	<p><b>I can</b> follow the food hygiene rules before and whilst making my dip and dippers.  <b>I can also</b> measure using teaspoons and tablespoons.  <b>I can even</b> safely use a range of kitchen equipment to cut, peel, grate and chop ingredients.</p>		
<p>6</p>	<p>To design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking and drawings.</p>	<p><b>SPECIFICATION</b>  Use what we have found out exploring different dips and dippers to write a specification about what Pirate Pete’s Dip must have (linked to the user). Children to write own specification, after modelling as a class (will be very similar to class example).  <b>e.g.</b> The dip must be made out of a selection of fruit and vegetables to keep the pirates healthy. It must look appetising for the pirates to try and it must have a new tangy taste they haven’t tried before. A dipper should be easily dipped in and pulled out without breaking. It needs a balance of ingredients, appearance, smell, taste, texture.  Have a letter from Pirate Pete outlining the ingredients that the Mediterranean sea pirates like. ‘Can you have a pirate party to try the different dips you have made before sending me the best recipes to make for the Mediterranean Pirates.’</p> <p><b>DESIGN IDEAS</b>  <b>How to Create Your Design:</b> Model with the children using the Lesson Presentation how they could design their dip. Talk the idea through first then develop a method through illustrations and notes. Talk through as you develop your plan all the considerations such as ingredients, equipment and method.  <b>Eatwell Plate:</b> When adding the ingredients to the plan for your dip and dipper re-cap the different food groups using the Eatwell Plate. Ask which food groups are represented in the demonstration dip. Remind children of the previous work undertaken looking at different dips and dippers.</p> <p><b>CORE:</b> Use the Design Template Activity Sheet provided to record a plan of what they will do to make their dip and dipper. They need to think about ingredients, method and equipment (you may want to provide the children with a list of ingredients available to them next week, to limit the amount of resources needed for next session). <b>DESIGN AND PLAN AS A GROUP READY TO MAKE THE DIP AS A GROUP, easier for a whole group to be making the same dip! (photocopy for each child’s book).</b></p> <table border="1" data-bbox="286 1385 1960 1548"> <tr> <td data-bbox="286 1385 1120 1548"> <p><b>Support</b>  Children make modifications to a basic recipe shown on the Recipe Activity Sheet. They may find it easier to talk their recipe ideas through with a partner. Make a simple list of the ingredients and draw ideas retrospectively next week once they have made their dip.</p> </td> <td data-bbox="1120 1385 1960 1548"> <p><b>Extension</b>  Encourage the children to develop their own way to record a plan of what they will do perhaps through illustrations and notes.</p> </td> </tr> </table>	<p><b>Support</b>  Children make modifications to a basic recipe shown on the Recipe Activity Sheet. They may find it easier to talk their recipe ideas through with a partner. Make a simple list of the ingredients and draw ideas retrospectively next week once they have made their dip.</p>	<p><b>Extension</b>  Encourage the children to develop their own way to record a plan of what they will do perhaps through illustrations and notes.</p>	<p><b>I know</b> what to think about when planning how to make a dip and dipper.  <b>I can also</b> include foods from different groups.  <b>I can even</b> talk through my ideas then use illustrations or notes to plan the making work.</p>
<p><b>Support</b>  Children make modifications to a basic recipe shown on the Recipe Activity Sheet. They may find it easier to talk their recipe ideas through with a partner. Make a simple list of the ingredients and draw ideas retrospectively next week once they have made their dip.</p>	<p><b>Extension</b>  Encourage the children to develop their own way to record a plan of what they will do perhaps through illustrations and notes.</p>				

<p><b>7</b></p>	<p>To select from and use a range of tools and equipment to perform practical tasks.</p> <p>To evaluate their ideas and products against design criteria.</p>	<p><b><u>MAKING</u></b>  Take a group of children at a time into the kitchen to make their Dip for the Pirate Party. Children to bring their group plan with them to ensure they remember the ingredients they need and their method of making. Talk about the importance of following their plan and why.</p> <p>Recap over the claw, bridge and fork screw techniques of cutting. Who is going to do which part of the method?</p> <p>Work with children to safely make their groups dip.</p> <p>Rpt with all groups.</p> <p><b><u>TESTING AND EVALUATING</u></b>  Children can use a breadstick to test a little of their dip straight after making and go back to class to write an evaluation- What went well, what did they like, what would they change next time? (Provide support with a writing template, CORE to write in sentences in books and EXT can think about using because to explain why).</p>	<p><b><u>-I can</u></b> work with my group to make a dip.</p> <p><b><u>-I can also</u></b> follow the plan and method we wrote to ensure we make our dip correctly.</p> <p><b><u>-I can even</u></b> think about what went well with our dip and what I would change next time.</p>
-----------------	---	--	---