
Overview

- 90-minute lesson split into four sections plus a short introduction and summary. The sessions will include both practical and knowledge/desk based activities.
- The session can easily be split into two if required- complete sections 1, 2 and 3 in the first lesson and section 4 in the following lesson.
- To cover the National Curriculum Nutrition and Cooking;
 - ✓ Understand and apply the principles of a healthy and varied diet.
 - ✓ Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
 - ✓ Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.
- The lesson follows the journey of a vegetable quiche through its cycle of being grown, through to being made/processed and finally packaged and labelled.
- It is recommended that the food preparation practical activity is carried out in groups (maximum 5/6 children per group) to minimise cost and clearing up.

Resources Required

- apetito Eatwell guide floormat (available to purchase through BrandHub)
- apetito parent brochure (available to purchase through BrandHub)
- Resources from kit list which includes ingredients and equipment to carry out practical task
- Digital asset pack- to be printed ahead of lesson.

Introduction (5 minutes)

- Introduction to yourself (if unknown to children) and brief overview of the session.
- Session going to provide information on a vegetable quiche talking about its ingredients, how it's made and its nutrition.
- Explain the term nutrition if required: science of how the body uses the components of food to grow, develop, and work properly.
- Outline learning objectives; (feedback required from teaching staff)
 - ✓ ALL children must be able to name the 5 main groups of the Eatwell guide and make a vegetable quiche.
 - ✓ MOST children must be able to put different foods into the correct Eatwell guide category.
 - ✓ SOME children must be able to name what each food group is required for in the body.

Session 1: Where does our food come from? (10 minutes)

- Ingredients for dish in raw material format presented to children – e.g. bag of onions, flour, red pepper, cheese and oil.
- Ask the children to name the ingredients.
- Questions to children include but are not limited to;
 1. Have you tried any of these foods before?
 2. What do you have these foods with? Types of dishes?
 3. Is this an animal? Where does this animal live (sea, land) and what does this animal eat?
 4. Does this grow underground or overground?
 5. Does it grow on trees, bushes?
- Reveal answers to the question through picture format.

Session 2: The Eatwell Guide (30 minutes)

- Now we understand where our food comes from, it is important to know where the food belongs on the Eatwell guide (floor mat provided).
- Explain that the Eatwell Guide should represent the proportions of food on their plate and is split into five main groups.
- Outline the main 5 sections on the guide – **fruit & vegetables, carbohydrates, protein, dairy** and **oil & spreads**.
- The presentation takes the children through each section of the Eatwell guide whilst relating it back to the vegetable quiche ingredients named at the start (flour, onions, cheese, red pepper, eggs & oil).
 1. **Fruit & vegetables** – one of the largest proportions of the plate. Contain vitamins and minerals required for certain functions in your body. Discuss what a portion size would be (a palm full – 40g for children) and what the recommended portions of fruit & vegetables are per day (5+). Frozen, dried, juice, canned, fresh can all count towards the 5-a-day. Ask the children to identify which quiche ingredients belong to this group. Additional interactivity through question box: naming fruit and vegetables that begin with certain letters; B, C & S.
 2. **Carbohydrates** – another large group of the plate. Main function in the body to provide energy. Talk through the main carbohydrates that children will know and eat most days; pasta, bread, rice. Mention that wholegrain alternatives of these also come under the carbohydrate section but also provide added fibre which is useful for the digestive system in our body. Ask the children to identify which quiche ingredients belong to this group. Additional interactivity through question box: spotting the odd one out, lentils sit within the protein category on the Eatwell guide (image of these within the plate on the floor mat guide).
 3. **Protein** – 3rd largest group of the plate. Main function in the body is to build muscle. Protein includes meat, fish eggs and some plant-based protein such as lentils, beans and nuts. It is recommended to have fish twice a week where one of those times is oily fish. Oily fish contain omega-3 fatty acids which are important for brain development and include sardines, tuna, mackerel and salmon. Ask the children to identify which quiche ingredients belong to this group. Additional interactivity through question box: which of the food images are classed as a plant-based source of protein? Quinoa is a plant-based protein. Carrots & pepper belong in the fruit and vegetable category on the Eatwell guide.
 4. **Dairy** – the second smallest group but still very important. Dairy provides calcium which is a mineral that helps build strong bones and teeth. Similar to protein, dairy can be found in some plant-based alternatives such as soya milk as well as cheese, milk and yoghurt. Ask the children to identify which quiche ingredients belong to this group. Additional interactivity through question box: which images of the milks are from animals, and which are from plants? Both are sources of dairy. Soya, almond, oat milk are all from plants. Cows and goats milk are from animals.
 5. **Oils & Spreads** – smallest group on the Eatwell plate. These foods provide fat which provides energy to run around and play. They also help with brain development. Ask the children to identify which quiche ingredients belong to this group.
 6. Ensure to point out that foods high in sugar and/or fat are outside of the Eatwell guide plate as these should be consumed less often and in small amounts. They should not be eaten at every mealtime. Ask the children to give examples of these types of food. It includes (but not limited to); crisps, chocolate, cake, biscuits and sauces (ketchup etc). Ask them to name some healthier snacks e.g. carrot sticks and hummus, breadsticks, rice cakes, a piece of fruit or a yoghurt. For added interactivity complete the box; rank the drinks in order of least to most sugar. Answer: water, milk and coca cola.
 7. **Water** – 7. Water – drink regularly throughout the day to keep your body hydrated. It is recommended that you drink 6-8 glasses per day with water being the best choice. A cup should measure around 250ml, a useful learning visual is to have a cup pre-filled with 250ml that you can hold up and show the children.
- Match ingredients of dish to sections on Eatwell guide, make it interactive by holding up the ingredient and asking the children to point or move onto the correct section on the Eatwell guide.
- For reference, the ingredients belong to the following groups on the Eatwell guide:
 1. Red pepper – fruit and vegetables
 2. Cheese – dairy
 3. Flour – carbohydrates
 4. Onion – fruit and vegetables
 5. Egg – protein
 6. Oil – fats and spreads
- Try to make the session as interactive as possible by prompting the children to relate each category on the guide back to their lunch or dinner plate.

Session 3: Food frequency messages/ traffic lights (30 minutes)

5-a-day

- 5 – a – day. What do we mean by a 5 – a – day? What should we be having 5 of a day? Reminder of earlier section that fruit and vegetables are one of largest sections on Eatwell guide.
- Best to have three different vegetables and two different fruits a day. Eat a rainbow used to increase variety as the different colours in fruit and vegetables represent different nutrients.
- What is a portion? 40g is one portion, which is around a child's hand palm full
- Talk through the different ways of getting fruit and vegetables in; tinned, frozen, dried, juice, raw or cooked all count! Complete the true or false activity: fruit juice counts towards one of your 5-a-day, true. Ask the children to raise their hand if they like cooked carrots vs if they like raw carrots. If they don't like either, have they tried roasted carrot? Encourage different ways of thinking about getting in your 5 – a – day.
- True or false activity with orange juice – true!
- Additional activity of Eat A Rainbow sheet: children to fill each section of the rainbow with different fruit and vegetables that are the colour of the section to go alongside the slide.

Calcium

- Remind children that dairy provides a source of calcium in the diet and ask them to locate dairy on the Eatwell Guide.
- Calcium is required for healthy teeth and bones.
- Explain that it's best to try and include three different sources of calcium per day – ask the children how they can incorporate this into their meals? For example, you may have milk on your breakfast cereal, cheese in your sandwich and a yoghurt as a snack.

Fats

- Fats sit within oils and spreads on the Eatwell Guide
- There are two types of fats, saturated and unsaturated. Unsaturated fats are better for our body and are usually found in plants such as nuts, oils and avocados. Saturated fats are normally animal based and include cheese, butter and meats.
- To help swap saturated to unsaturated fats within our body we can use olive oil when cooking instead of butter and choose the lower % fat meats
- Additional interactivity through box where foods need to be sorted into saturated vs unsaturated fats. Nuts and rapeseed oil are unsaturated whilst butter and cheese are sources of saturated fats.

Sugar

- Talk over the two types of sugar – unnatural and natural sugar and that natural sugars are better for you. Add that a low sugar diet can help keep your teeth and body healthy.
- Explain that having foods high in sugar gives you energy that doesn't last and will often make you hungry shortly after eating them. Therefore, there are some easy ways to swap out sugar containing foods in your diet e.g. choosing water instead of fizzy drinks to keep you hydrated and snacking on fruit and vegetables instead of sweets.
- For added interactivity complete the box; which is the odd one out? Cake is the odd one out as it contains unnatural sugars compared to the banana and milk which both contain natural sugars.

Traffic Lights

- Invite conversation from children on the meaning of traffic lights on food packets.
- Talk through the meaning of the different colours. Explain that it is linked to how good or bad a food is for you. A traffic light colour is put next to certain nutrients – salt, fat and sugar which make up a food product. Traffic lights are usually displayed on most food packaging.
- **Red = it is high in that nutrient and should not be eaten often and needs to be limited**
- **Amber = it contains an amount which should be limited to once per day**
- **Green = it is low in that nutrient, and you should not need to limit these products**
- Activity: ask the children to compare the traffic lights between the two quiches. Which one is better for you based on the traffic light colours? Children should reach the conclusion that number 2 is better as it contains two green traffic lights.

Session 4: Preparation of dish (45 to 60 minutes)

To be completed in groups of up to 5 children. Children to use only the ingredients they like within their quiche to encourage them to taste it once cooked.

Walk them through each step as demonstrated on the slides.

- Tables to be cleaned and disinfected prior to equipment being laid out and used for preparation of quiche.
- 1. Pastry – unroll the pre-rolled pastry and lie on a floured table
- 2. Lie the foil tray that will be used for the quiche on top of the pastry. Using a knife carefully cut around the edge but leaving an additional 6cms for the sides of the quiche.
- 3. Once cut, transfer the pastry into the foil dish insuring it is pressed in well.
- 4. In the mixing bowls, break and whisk the eggs until the yolk and white are fully combined.
- 5. Using the chopping boards and plastic knives, ask the children to chop the ingredients of the groups choice and add into the mixing bowl with the egg mixture.
- 6. Pour the egg mixture into pastry
- Place finished quiches onto baking trays ready to be taken away to be cooked in the oven
- Bake at 180°C for 30 minutes – cut into portions for children to evaluate in lesson or to take home and enjoy.

Plenary/summary: (5 minutes)

- Re-visit learning objectives reflecting on whether they have been met
- Hand out parents' brochure to be sent home with children
- Fill out feedback questionnaires to teaching staff and children (as appropriate).