

Sample lesson plan 1

Key Stage 1: Getting ready to cook (Tzatziki)

Grouping:

Whole class working in groups of four (with a teacher, one teaching assistant and two adult volunteers).

Learning intention

- To learn simple cooking skills to prepare a vegetable dip (tzatziki)

Learning outcomes

Pupils:

- Can follow basic food safety rules when preparing and cooking food
- Can use measuring spoons for liquids, solids and dry ingredients
- Can use the claw grip to cut food
- Can recognise a range of familiar ingredients
- Understand that we all need a balanced diet to be healthy and active and we need to eat more or less of different foods

Cross-curricular links

Geog: Mediterranean food / ingredients

Prior learning

Pupils may have:

- Seen, learnt about and/or handled familiar vegetables
- Listened to stories about vegetables
- An awareness of food hygiene from experience of working with food in the Early Years and at home

Timing:

110 minutes (slightly longer than 90 minutes as this is designed to be the first ever cooking lesson, therefore more needs to be covered)

Before the lesson

Advance preparation

Buy ingredients:

- Enough for the whole class (6 x recipe)

Check cooking equipment:

- Enough for the whole class working in groups of four. Ensure there are two washing up bowls for handwashing (if there is no access to toilets or separate hand-washing sink) and separate bowls for washing up x 4

Teaching resources:

- Get teaching materials ready:
15 laminated copies of Tzatziki recipe; 1 x safety and hygiene rules poster; laminated cutting techniques; hygiene activity sheets - downloadable from the **Food a Fact of Life** website
- Read through 'Getting Ready to Cook' PowerPoint from the **Food a Fact of Life** website (see Appendix 6 for resources)

Advance food preparation:

- Cut the lemons in half - put in small bowls
- Pre-cut the cucumber, pitta bread, peppers, carrots in to medium size pieces

Risk assessment:

- Complete a risk assessment, including ensuring food allergies are known
- Ensure food safety and kitchen safety rules are clearly displayed

Organisation and setting up

Organise the room:

- Put plastic cloths on the tables and / or wipe the tables with anti-bacterial kitchen spray - re-arrange tables if necessary to make it easier and safer for group work
- Set up seven sets of equipment on trays (one for each group) - groups will have share the lemon squeezers
- Organise 'getting ready to cook' PowerPoint from the **Food a Fact of Life** website on whiteboard
- Fill two washing up bowls with hot soapy water for pupils to wash their hands (if no access to toilets or separate hand washing sink) and paper towels for drying hands

The lesson

Warm up/introductory activity: (15 minutes)

- Introduce the lesson and learning intentions and explain that pupils will be learning how to get ready to cook and the skills to prepare a dip
- Go through the expectations about cooking in a classroom, highlight safety and hygiene rules, stick the rules on the board
- Question? Now that we understand the rules, what do we need to do to get ready to cook? Ask one pupil to come to the

front and model someone who is ready to cook:

- Long hair tied back
- Hands washed
- Aprons on
- Jewellery / watches removed

Go through this using the *Getting Ready To Cook* PowerPoint (<http://www.foodafactoflife.org.uk>)

Demonstration – how to to cut fruit and vegetables and how to safely use the peeler and grater (15 mins)

Teacher demonstrates the claw grip using a sharp knife to cut fruit and vegetables and how to safely use the peeler and grater.

- Briefly go through the recipe teachers could also describe the dip and explain the countries it is mostly eaten: Greece, Turkey.
- Highlight links to healthy eating, eg eating variety of fruit and vegetables – 5 a day, understanding what is a healthy snack
- Highlight food safety expectations – they will need to wash the cucumber and mint before use, hold the knife safely and put peelings and waste into a bowl.
- Explain that you will be showing them two safe ways of using a knife – these are called the bridge hold and the claw grip:
 - Use a piece of the cucumber to demonstrate the bridge hold. Cut in half lengthwise then show them how to scoop out the

seeds with a spoon

- Demonstrate how to peel the cucumber using a peeler
- Demonstrate how to chop the cucumber in to small chunks using the claw grip.
- Demonstrate how cut the lemon in half using the bridge hold technique and show them how to use a lemon squeezer to remove juice from a lemon.
- Show the pupils how to prepare the mint by tearing up the mint leaves in to small pieces
- Check that the pupils understand the cutting and peeling and other food preparation techniques. If not, go over it again and support them at their tables.

Get pupils ready to cook one table at a time: ties back long hair, washes hands, puts on clean aprons

Main activity: (35 minutes)

Pupils make the tzatziki dip. Each table will be given a tray with a recipe, equipment and ingredients.

Teacher and teaching assistants / adult helpers circulate and supervise pupils during the activity and take photos if possible.

- Adults go to each table and give each pupil a small plastic cup or bowl and help pupils to serve a little of the dip they have made in each cup/bowl.

Pupils will also be given some accompaniments to eat with the dip, strips of pitta bread slices of pepper and carrot

Clearing up: (15 minutes)

Pupils are assigned various jobs by the teacher such as; clearing tables, collecting rubbish and stacking up dirty equipment neatly on the table. The teaching assistant and adult helpers collect equipment and choose six pupils to assist with washing and drying up.

Plenary/closing activity: (5 minutes)

- Adults ask the pupils what they like / dislike about the dip; what techniques could they do differently next time?
- What were the two cutting techniques you learnt today? Describe them; how did you keep yourself safe when using the knife?

- What other foods could you serve with the dip?
- What other healthy snacks could you eat?

Additional/follow up activities:

- Naming and finding out the function of basic cooking equipment: chopping boards, grater, measuring spoons, jugs, bowl
- Exploring how to store food safely and writing a checklist using key words

- Pupils could also complete My Cooking Skills assessment sheet (KS1)

