

Design Technology: Healthy eating – Year 7 - 15 lessons	
Knowing the key elements to eating healthily in everyday life	
Substantive knowledge: Practical (knowing what) Peeling, dicing, Slicing, chopping, grating, weighing, measuring, bridge and claw cut, spreading, baking	Substantive knowledge: Theoretical Design/Designers Tom Kerridge, Paul Hollywood, Antonio Carluccio, Jamie Oliver, Mary Berry
	Disciplinary knowledge (knowing how to) Know segments of the eatwell guide and what makes a healthy meal
Ingredients	Pasta, chicken, apples, raisins, oats, flour, sugar, fish, cornflakes, lemon, egg, herbs, cheese, rolls, pizza toppings, onion, garlic, tomatoes
Equipment	Knife, chopping board, oven, hob, baking tray, saucepan, spoons, tin opener, peeler, wooden spoon, fish slice, baking paper, bowls
Key vocabulary	Eat well guide, segments, starchy carbohydrates, fruit and veg, dairy, alternatives, meats, beans, pulses, oils, spreads, cross contamination.
Reading	Encourage the ability to read instructions quickly and accurately – Keep instructions concise and ensure students understand the vocabulary
Golden threads – research, design, make, evaluate	Research where food comes from Design a healthy menu make food products to build healthy eating and technical practical skills evaluate food products made for quality, taste and appearance.
Cultural capital	Explore foods that they may not have been exposed to and create a desire to experiment
What prior knowledge needs to be revisited to underpin the learning of new content	Most primary schools have taught healthy eating in some way but some teach the eat well plate, which is different to the eat well guide. The unit aims to consolidate knowledge, which varies between primary schools, and address misconceptions
Common Misconceptions	<ul style="list-style-type: none"> - Eat well plate versus the eat well guide - Traffic light labelling system - Belief that protein only comes from meat - Energy levels/balance
How can the content be extended for HPA?	<ol style="list-style-type: none"> 1. More independence in practical tasks encouraged with the aid of instructions 2. Higher level of technical terminology and greater descriptive detail expected in evaluation
How can the content be adapted for SEND	<ol style="list-style-type: none"> 1. Instructions/ tasks chunked on cream paper with wide spaces between words if required 2. More support in practical work may need to be given depending on the nature of the need. 3. Some may produce a less technical outcome in practical work depending on the nature of the need 4. Evaluation outline if required 5. Sentence starters 6. Examples

	7. Scaffolded examples	
What is the homework?	<ol style="list-style-type: none"> 1. edpuzzle quiz on fruit and veg 2. edpuzzle quiz on eat well guide 3. edpuzzle quiz on human senses and sense organs 4. edpuzzle quiz on food labels 	
	<p style="text-align: center;"><i>Lesson objectives and misconceptions</i></p> <ol style="list-style-type: none"> 1. Identify segments of the eat well guide and compare energy needs after exercise 2. Produce a fruit crumble – Demonstrates that puddings can be made healthier. 3. Identify carbohydrates/energy source in meals 4. Identify protein and where it comes from 5. Identify dairy products and where they come from 6. Produce pizza muffins – contains elements of the 3 previous lessons 7. Identify elements that may affect food choice 8. Apply the knowledge of the eat well guide to a pasta dish 9. Produce a pasta dish based on the eat well guide 10. Understand food labelling information 11. Compare the nutrition in shop bought versus home-made food 12. Produce chicken goujons 	<p style="text-align: center;"><i>Assessment and success criteria</i></p> <ol style="list-style-type: none"> 1. Class discussion with questioning. <i>Students should be able to name all segments of the EWG</i> 2. RAG on the board – self-assess. <i>Fruit crumble should be complete and made according to the recipe</i> 3. Questioning and challenging student choices. <i>Students should be able to identify at least some of the energy sources in the meals</i> 4. Students feedback to groups. <i>Students should be able to identify some meat and meat alternative proteins</i> 5. Students feedback to groups. <i>Students should be able to identify most dairy products and should be able to name the source of dairy products</i> 6. RAG on the board – self-assess. <i>Pizza muffins should be complete and made as an adaption of the recipe</i> 7. Exit quiz. <i>Students should be able to name 3 elements that affect food choice</i> 8. Exit quiz. <i>Students should have considered the eat well guide in choosing their recipe</i> 9. Self-assessment RAG. Teacher observation sheet. <i>Pasta dish should be complete and made as an adaption of the recipe</i> 10. Exit quiz. <i>Students should be aware of where to find information and what it means</i> 11. Exit quiz. <i>Students should be able to recognise that there is a nutritional difference between shop bought and home-made food.</i> 12. Self-assess RAG on board, teacher observation. <i>Goujons should be complete and made as an adaption of the recipe</i>



An Active Learning Trust School

DT Intent - Developing students to be informed consumers, provide life skills for adulthood, including leisure and mental health, and for a wide range of careers

<p>13. Design a healthy muffin for a new healthy coffee shop that appeals to children</p> <p>14. Present their own muffin recipe as if for a competition</p> <p>15. End of unit quiz</p>	<p>13. Self and peer-assessment. <i>Students should have adapted a basic recipe for a muffin to add healthy elements</i></p> <p>14. Peer assessment to check suitability for the 'client'. <i>Students should justify why their muffin is a healthier version and why it is appealing to children.</i></p> <p>15. Teacher final grade on SIMS</p>
--	---