

# KS3 Ready, Steady, Cook Soups and Salads

| Learning Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    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| <p><b>Children should learn to:</b></p> <p><b>Designing skills</b></p> <ul style="list-style-type: none"> <li>• use a variety of information sources to help their designing</li> <li>• generate ideas based on users and purposes</li> <li>• clarify ideas and develop criteria for their designs</li> <li>• describe and represent ideas through discussion, drawing, testing, trialling and modelling</li> <li>• plan and manage production</li> </ul> <p><b>Making skills</b></p> <ul style="list-style-type: none"> <li>• select materials and manufacturing methods appropriately</li> <li>• take account of working characteristics of materials</li> <li>• use a range of techniques to measure, mark out, prepare, combine and cut materials</li> <li>• test and evaluate ideas</li> </ul> <p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• use knowledge about the value of vegetables</li> <li>• combine ingredients to create the required sensory characteristics/product attributes, egs. colour, texture, shape</li> <li>• use knowledge gained from product evaluation</li> <li>• take account of nutrition and the functions of foods when developing ideas for products</li> <li>• ways of planning for production</li> <li>• manage production runs &amp; the realisation of ideas</li> <li>• comment critically on products and their applications</li> </ul> | <p>To introduce the topic of vegetables, demonstrate preparation, peeling, chopping, slicing and skills with vegetables (egs. onion, carrot, potato, celery) whilst discussing with students the different types and groups of vegetables and their importance in the diet. Try to include some of the more unusual examples. Show students how to combine the vegetables into a vegetable soup. Carry out a tasting test and encourage them to describe the soup's appearance, aroma, taste and texture.</p> <p>Get students to collect pictures and photographs of as many vegetable types as they can and make a wall display to show different vegetable groups and the parts of the plants they come from, plus their nutritional value.</p> <p>Discuss with the class when soup is eaten and present them with information about how the soup market is made up (egs. canned, dried, fresh, bottled). Examples of each type of soup may be shown using packaging and/or information from the New Foods CD-ROM. Taste some of the different soup types and varieties and carry out a sensory evaluation comparison. Produce a star profile to show the class results.</p> <p>Investigate, using recipe books, magazines, labels on soup packaging and web sites such as <a href="http://www.tesco.co.uk">www.tesco.co.uk</a>, <a href="http://www.marksandspencer.co.uk">www.marksandspencer.co.uk</a>, <a href="http://www.asda.co.uk">www.asda.co.uk</a>, how soup can be presented and served. Make annotated sketches of some of the ideas found.</p> <p>Take 5 ingredients, including a root vegetable and a pulse or bean, (Ready, Steady, Cook style) and in groups decide how they may be made into a 'Get 5' soup to be served in the school canteen. In discussions decide what type of soup it will be, egs. broth, thick and chunky, creamed. If necessary, provide them with a choice of tried and tested recipes to choose from. Decide what the soup would be served with to make a balanced meal.</p> <p>Take the same 5 ingredients and go through the same process as a group, this time to produce a 'Get 5' salad to be served in the school canteen. Also decide on a dressing that would be served in or on the salad and what it would be served with to create a balanced meal.</p> <p>Go to <a href="http://www.sainsbury.co.uk/tasteofsuccess">www.sainsbury.co.uk/tasteofsuccess</a> and find out how soup is produced and canned. Use the New Covent Garden Soups case study on <a href="http://www.foodforum.org.uk">www.foodforum.org.uk</a> to find out how fresh soups are produced. Similar information is covered in DATA's 'Food Technology in Practice'. Produce a flow chart to show the main processes involved in soup making.</p> <p>Analyse with students the current dietary guidance on eating at least five portions of fruits and vegetables per day. In pairs, get them to come up with a list of ways in which people might be persuaded to reach this target. Get them to complete a worksheet, or set of questions, about the importance and role of fruits and vegetables in the diet; the different types/groups, what counts as a portion. Good web sites to use include: <a href="http://www.surf4health.info">www.surf4health.info</a>; <a href="http://www.nutrition.org.uk">www.nutrition.org.uk</a>; <a href="http://www.food.gov.uk">www.food.gov.uk</a></p> | <p><b>Formative assessment</b></p> <p>Students should be assessed during the unit of work against the learning objectives in Column 1. A simple scale may be used to keep track of students' progress:</p> <p>3 excellent understanding, making outstanding progress in this aspect</p> <p>2 reasonable understanding, making good progress in this aspect</p> <p>1 very little understanding in this aspect, experiencing some difficulties, some progress</p> <p><b>Summative assessment</b></p> <p>Overall, students should make progress in relation to the learning objectives planned for the unit. The formative assessment records (see above) should indicate which of the following three levels of expectation students will achieve. This can be checked at the end of the unit and feedback given to students.</p> <p><b>End of unit expectations</b></p> <p><b>Most students will:</b></p> <ul style="list-style-type: none"> <li>• have learnt about the topic and applied the information practically</li> <li>• have gathered information from which to develop ideas</li> <li>• have taken their ideas through to a satisfactory conclusion</li> <li>• work well with others</li> </ul> <p><b>Some will not have made as much progress and will:</b></p> <ul style="list-style-type: none"> <li>• have developed some knowledge of the topic</li> <li>• with direction, have gathered information from which to develop ideas</li> <li>• have used some designing and making skills to produce a reasonable outcome</li> <li>• worked effectively with others</li> </ul> <p><b>Some will have progressed further and will:</b></p> <ul style="list-style-type: none"> <li>• have developed an in-depth understanding of the topic</li> <li>• have gathered information from which to develop ideas</li> <li>• applied this depth of knowledge in their product development work</li> <li>• have developed products successfully using a range of skills</li> <li>• worked effectively in a team</li> </ul> | <p><b>Key skills</b></p> <p><b>ICT</b></p> <ul style="list-style-type: none"> <li>• researching</li> <li>• data handling and analysis</li> <li>• graphics and presentation</li> </ul> <p><b>Problem solving</b></p> <ul style="list-style-type: none"> <li>• trialling and prototyping</li> <li>• recipe development</li> <li>• working out how to produce products</li> </ul> <p><b>Managing own learning</b></p> <ul style="list-style-type: none"> <li>• time and resource management</li> <li>• self assessment and review</li> </ul> <p><b>Collaborative working</b></p> <ul style="list-style-type: none"> <li>• developing ideas</li> <li>• evaluating as a group</li> <li>• working as a team</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• using the computer</li> <li>• discussion</li> <li>• presenting ideas in groups</li> </ul> <p><b>Citizenship</b></p> <ul style="list-style-type: none"> <li>• being an informed consumer</li> <li>• understanding different preferences</li> <li>• considering consumer needs</li> <li>• making decisions and justifying actions</li> </ul> <p><b>Resources</b></p> <p><a href="http://www.nutrition.org.uk">www.nutrition.org.uk</a><br/> <a href="http://www.sainsbury.co.uk/tasteofsuccess">www.sainsbury.co.uk/tasteofsuccess</a><br/> <a href="http://www.safeway.co.uk">www.safeway.co.uk</a><br/> <a href="http://www.tesco.co.uk">www.tesco.co.uk</a><br/> <a href="http://www.surf4health.org.uk">www.surf4health.org.uk</a><br/>           RCA 'Challenges' books, Hodder &amp; Stoughton<br/>           Anne Barnett 'Understanding Ingredients'<br/>           DATA 'Food Technology in Practice'<br/>           BNF Food Technology pack<br/>           Ridgwell Press, 'New Foods' CD-Rom</p> |