

KS3 Starting With Breakfast

Learning Objectives	Teaching activities	Learning outcomes	Points to note
<p>Children should learn to:</p> <p>Designing skills</p> <ul style="list-style-type: none"> • use a variety of information sources to find out about a food topic • generate ideas based on existing recipes • clarify ideas and develop criteria for their designs • describe and represent ideas through plans • plan and manage production individually and in pairs <p>Making skills</p> <ul style="list-style-type: none"> • select materials and methods appropriately • use and follow recipes and instructions • use a range of skills and techniques to measure, mark out, prepare, combine and cut materials • test and evaluate ideas <p>Knowledge and understanding</p> <ul style="list-style-type: none"> • use knowledge about foods • work safely and hygienically • manage production runs & the realisation of ideas • comment critically on products 	<p>Introduce the pupils to food at KS3 by explaining that breakfast is always a good place to start! This could be extended to foods eaten at other times of the day and the opportunity taken to find out what experience of food students already have.</p> <p>As a class, discuss how children feel when they wake up in the morning, eg. are they hungry? Think about why this is and explain the concept of breaking the night's fast, energy / fuel foods.</p> <p>Carry out a class survey of what children eat for breakfast, classifying breakfast foods into different groups.</p> <p>Get children to ask three people outside of the class what they eat for breakfast. If the school runs a breakfast club, discuss what is served there, likes and dislikes.</p> <p>Show the class a number of breakfast foods, egs. cereals, breakfast bars, eggs, fruit, toast, morning goods - taste and evaluate these in groups.</p> <p>Making a fruit smoothie - work in pairs - a simple exercise to introduce students to working in the food room.</p> <p>Draw on the different cultural experiences of children in the class - introduce the idea of different cultural food habits and preferences.</p> <p>Making quick foods for breakfast, egs. cereal and fruit combinations, toasted sandwiches, snacks on toast. This could be breakfast for a partner, served to them and evaluated.</p> <p>Produce a plan of how this was done - raw materials to finished product, including safety and hygiene points.</p> <p>Get students to complete a summary worksheet or a test on the nutritional importance of breakfast.</p>	<p>Formative assessment</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 2 reasonable understanding, making good progress in this aspect 1 very little understanding in this aspect, experiencing some difficulties, some progress</p> <p>Summative assessment</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>End of unit expectations</p> <p>Most students will:</p> <ul style="list-style-type: none"> • have learnt about the topic and applied the information practically • have gathered information from which to develop ideas • have taken their ideas through to a satisfactory conclusion <p>Some will not have made as much progress and will:</p> <ul style="list-style-type: none"> • have developed some knowledge of the topic • with direction, have gathered information from which to develop ideas • have used some designing and making skills to produce a reasonable outcome <p>Some will have progressed further and will:</p> <ul style="list-style-type: none"> • have developed an in-depth understanding of the topic • have gathered appropriate information from which to develop ideas • applied this depth of knowledge in their product development work • have developed products successfully using a range of skills 	<p>Key skills</p> <p>ICT</p> <ul style="list-style-type: none"> • researching • spreadsheets for surveys <p>Problem solving</p> <ul style="list-style-type: none"> • trialling and prototyping • recipe development • working out how to produce products <p>Managing own learning</p> <ul style="list-style-type: none"> • time and resource management • self assessment and review <p>Collaborative working</p> <ul style="list-style-type: none"> • developing ideas • evaluating as a group and class <p>Communication</p> <ul style="list-style-type: none"> • using the computer • discussion • presenting ideas to others <p>Citizenship</p> <ul style="list-style-type: none"> • being an informed consumer • understanding different preferences • considering consumer needs • making decisions and justifying actions <p>Resources</p> <p>www.nutrition.org.uk www.foodforum.org.uk www.deliaonline.com www.garyrhodes.com www.bbc.co.uk www.sainsbury.co.uk/tasteofsuccess www.tesco.co.uk www.surf4health.org.uk RCA 'Challenges' books, Hodder & Stoughton</p>