**INTRO TO : Healthy Green Beans TERM ONE**

**5hours/week 35 weeks**

The course will deliver an **introduction to a healthy lifestyle / balanced diet** encourage teamwork and social inclusion and will demonstrate the link between physical and mental health. It will also aim to establish healthy lifestyle routines -**which will then be built** **upon during term two**

It will be highly practical with a focus on preparing simple low cost healthy dishes which learners can repeat at home but also supporting progression to further study/employment for those who decide they want to take food prep to a higher level.

Repetition and reinforcement of key theme – e.g. food components and re-doing recipes at home ( albeit with a twist) encourage the acquisition of real life skills and knowledge.

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|  | **Objective** | **Activities/ Task** |  |
| Week 1.  (5hrs ) | Induction of all students to the course | Course information-requirements  Enrolment forms  Student handbook  Complete a baseline assessment  ILPs target setting  Learners to be given the resources they will use throughout the course- e.g. food diaries, recipe books | * **Leaners to be able to complete and sign the induction and enrolment forms** * **Learners to understand what their set individual targets are and how they will be assessed in their understanding of these** * **Learners able to demonstrate a clear understanding of the courses content.** * **Learners understand expectations re attendance, behaviour, H&S, and all other relevant policies** |
| Week 2.  (5hrs) | Food Components | What are the different food groups?  What are the 7 components of a healthy diet?  Discussion, display, and practical sessions using real ingredients which are then used to prepare lunch made up of a balanced use of at least 5 of the food groups.  Learners draw a plate representing a balanced meal,  Learners are introduced to the food pyramid. | * **Learners will be able to identify the main food groups.** * **Leaners will able to complete a food pyramid** * **Show an understanding of the amount of food which should be consumed from each food group.** * **Be able to create a drawing of a balanced meal.** |
| Week 3.  (5hrs) | Favourite food Versus Healthy food  Can it be both ? | Learners identify their favourite foods  They complete a quiz with each other – is their favourite food healthy or not healthy?  What is a food component?  (REVISE LAST WEEK)  What components do their favourite foods contain?  How could their favourite food be improved- e.g. add salad, grill rather than fry etc | * **Be able to discuss and articulate their own favourite food and explain why** * **Use knowledge from previous lessons to discuss what components their favourite meal contains** * **Learners understand the term BALANCED in relation to a recipe** * **Identify what is a healthy meal – (contains components in a BALANCED way.)** |
| Week 4  (5hrs) | Plan a Healthy very simple recipe | Plan what is needed to make a very simple BALANCED meal (e.g. a sandwich/ jacket potato)  using and identifying several food components  Discuss health and safety- e.g. washing hands, using cutlery, sharing spaces.  Complete a risk assessment on using equipment and appliances safely.    Write up the recipe using the terms ingredients and method  Go to local shop and buy ingredients having agreed and estimated a budget. | * **Learners understand the term BALANCED in relation to a recipe** * **Learners understand what a recipe is (i.e. a list of ingredients and a set of instructions. They understand the term METHOD** * **Learners can plan and write a very simple recipe** * **Learners understand basic health and safety in the kitchen** * **Learners understand the term risk assessment, how to be safe in the kitchen, how to Identify the risks in the kitchen** * **Learners will be able to write a simple recipe using basic terms whilst referring to food components** * **Learners can shop for basic ingredients from a list with a budget.** |
| Week 5  (5hrs) | Make the recipe **one** | Make recipes- following own instructions using INGREDIENTS and METHOD  Take photos of each stage including final product  Eat together at lunchtime  Record in writing – what did we do? – set against photos with opinions of final product  What would we do next time ( eg add more cheese - )  HW – to do the recipe again at home | * **Be able to follow their own recipes** * **Be able to evaluate their recipes and articulate what went well and ways to improve** * **Be able to take pictures of the sandwich etc** |
| Week 6  (5 hrs) | Make the recipe **two** | Learners swap recipes- following own instructions using INGREDIENTS and METHOD  Take photos of each stage including final product  Eat together at lunchtime  Evaluate recipes in writing – what did we do? – set against photos with opinions of final product  What would we do next time ( eg add more cheese - )  HW – to do the recipe again at home…BUT WITH A VARIATION e.g. beans instead of cheese.  Learners discuss whether they preferred the sandwich or the jacket potato – why? taste smell texture ? | * **Be able to follow their own recipes** * **Be able to evaluate their recipes and articulate what went well and ways to improve** * **Be able to take pictures of the sandwich / jacket potato** * **Be able to articulate what they preferred and why** |
| Week 7  (5hrs) | Creation of a “Food Diary” for every learner | Learners to decorate/ personalise their own individual food diary  Learners to be told how it is to be used  Learners to complete the first day  (what did they eat yesterday?)  Learners to identify food components from the first day  Learners to rate their first day in terms of BALANCED HEALTHY DIET using TRAFFIC LIGHT SYSTEM  Leaners to discuss and evaluate their first day and discuss nutritional value, healthy options, own preference (refer to the food triangle discussed at the start) | * **Be able to recall, consider and record their diet** * **Be able to identify components within their own diet from the previous day** * **Be able to understand the concept of a Traffic Light system** * **Be able to use /list by using a food diary independently throughout the week by writing the foods they consumed for breakfast, lunch, dinner and snacks over a week.** |
| Week 8.  (5hrs) | Creation of a weekly food budget for every learner | Learners to research the cost of foods in their food diary  Learners to evaluate and modify their food diary with healthier and cheaper options with the budget,  **Compare supermarkets- prices for the same product on-line**  **MARKET RESEARCH**  Evaluate and discuss as a group what they found out what could be the solutions e.g. my favourite cheese was expensive- choose a cheaper option with same nutritional value  Use clips from eat well for less for motivation.  Update their own food diaries | * **Shopping list Completed food diary for the week including pictures and recipes** * **Discuss and evaluate their food diaries** * **Will be able to group foods in their food diaries according to their nutritional value** * **Be able to offer evaluated choices to make their food diary healthier e.g., eat fewer biscuits per day** * **Be able to compare food prices and value for money options.** |
| Week 9  (5hours) | Review and share food diaries  Shopping on-line | Learners bring completed food diaries to class.  They read their diaries to the class and learners rate their choices using traffic light system.  Learners go-on line and learn how to complete an on-line shop within a fixed budget which will purchase three meals. | * **Be able to share info** * **Discuss evaluate and debate choices** * **Use basic ITC to shop within a budget** |
| Week 10.  (5hrs) | Shopping trips with the learners using a fixed budget | Learners are given a budget to buy ingredients for a vegetarian meal to be prepared that afternoon ( eg a fruit salad)  Learners go shopping very locally to buy the ingredients  Learners make the fruit salad  Learners update food diaries.  Different diets are discussed – vegan, non-meat options, halal etc | * **To be able to plan a meal to a budget** * **To be ab le to purchase ingredients in a shop/market to a budget** * **To be able to prepare a simple recipe** * **To be able to update dairies independently** * **To understand different types of diets.** |
| Week 11.  (5hrs) | Shopping on-line with learners against a fixed budget | Re-Introduce online shopping Implement their budget during a shopping trip  Evaluate their trip and discuss how successful it was  What the learners found easy/ hard  Update their food diaries  Recap online safety and personal confidential information and when is safe to share.  Emphasise for learners to use well known and reputable companies for safety  Carry out an online shopping task as a group, with a set budget  Leaners to carry out a personal online shopping task successfully.  Evaluate the pros/ cons of online shopping  Discuss the impact of online shopping on each of our lives and whether it is something which could be helpful in the future. | * **To be able to complete an Online shopping task** * **Making safe choices online by choosing a reputable company** |
| **Week 12**  **(5hrs)** | End of first term – evaluation | Learners review targets and overall course content so far.  What did they like best about the course to date?  What would they do again- what not?  Learners complete a quiz based on curriculum content so far.  Learners enjoy an afternoon TEA PARTY with a mixture of healthy and not so healthy snacks – revise **BALANCED and COMPONENTS** | * **To be able to self-evaluate/ assess progress against targets with their teacher** * **To enjoy socialisation end of term event** |
| **TERM TWO**  **WEEK 13-24** | **NEXT STEPS HEALTHY BEANS** |  | **COURSE OVERVIEW**  **Learners will learn where their food comes from.**  **How it is grown,** **Look at a part of a plant diagram.**  **Introduce the names and functions of each part. Learners to label parts correctly and write the functions and requirements of each parts of the plant.**  **Learn the best environment for plants to grow and how plants help us e.g. fruits, veg and oxygen**  **Pot and plant own fruits and veg, setting in place a schedule of how to look after and grow healthy plants**  **Terms and types of food,**  **Organic/Non-organic**  **What nutritional value certain foods contain.**  **Names of plants, fruits including exotic unusual foods.**  **Learners will be involved in highly practical outdoor sessions but will also shop locally to buy fresh products which they will then cook with in class and record in their diaries**  **Learners will plant, grow and cultivate food in the Baked Beans Garden**  **They will prepare simple dishes using their own grown food e.g. smoothies with strawberries**  **They will plan and risk assess for a visit to a working farm**  **They will record and then write about this**  **They will develop their food diaries** |
| **Term Three**  **Week 25-35** | **Healthy Beans Grand Finale** |  | **Course Overview**  **Learners will discuss the need for food to be disposed of**  **Where does it go?**  **What is the best option for the environment?**  **Plan for, risk assess and visit a food recycling centre to see how food waste can be reused to grow more plants or feed animals.**  **Emphasise the need for food waste recycling in own lives to help the environment.**  **Learners will understand food waste and efforts to recycle food waste well- in classroom and at home**  **Learners will bring together all knowledge of food components, recipes, and shopping from Term one with understanding of how food is grown Term two to prepare for an End Of Course celebration to be marked with a picnic feast. Every learner to make a recipe to be contributed to the picnic- must be healthy, to a budget and made themselves.**  **Rubbish to be recycled.**  **Food diaries to be shared with friends and kept as an ongoing document learner can add to going forward.**  **Certificate presentation of attending and completing the course at Achievement day.**  **Course and target evaluation**  **Learners give feedback on the course and what was good/ not so good and what can be changed for next time.** |