

## LESSON NOTES

### Exemplar lesson plan

#### Note to teacher

Before pupils can think about designing a new food product, they need to explore different ingredients and processes used for burgers. Many pupils have limited experience of the range of products that may be possible, and will not have made their own burgers before. This lesson is intended to allow pupils to explore and practice.

#### Adapting this lesson plan

This is based on a 90 minute lesson - if you have short lesson times or have to book a computer room, you will need to split the practical lesson from using the Virtual Burger interactive. This will make two shorter lessons.

<b>Lesson No 2</b>	(out of 6) see adapted unit
<b>Unit of work</b>	Healthier Diet Campaign
<b>Topic for lesson</b>	Exploring initial ideas

#### Lesson objectives

Pupils will be taught

- To alter the working properties by combining different ingredients, forming and heat treatment (*for example by using different sorts of meat, breads, sauces, and different ways of shaping and cooking*)
- To use the working characteristics of different ingredients when designing food products (*for example, by altering the ingredients and cooking processes used to make a product that has a specific taste, texture and nutritional content*)
- To explore needs, wants and opportunities in the context of designing for markets

#### Differentiation

Most pupils will

- combine, process and finish ingredients and components to create more useful properties and particular aesthetic effects;
- select tools and equipment to shape and form ingredients safely and accurately, and to finish them appropriately

#### **Extension (additional objectives for some pupils)**

- cut, shape and form ingredients to specified tolerances;
- combine processes or ingredients to create more useful properties, and know how the ability to change ingredients is exploited in industry

#### **Enrichment (how the objectives will be addressed in more depth for some)**

- use a range of industrial applications when working with common ingredients and processes, where appropriate;

#### **Intervention - (pupils who will require support)**

- combine and mix materials/ingredients to create useful properties;
- measure, mark out, cut, shape and form a range of ingredients safely and with some accuracy

**Homework**

**Resource List**

**A range of ingredients for burger making (for starter activity)**

Minced meat, breads, salad ingredients, sauces, accompanying ingredients  
 Recipes will be helpful

**Cy-burger interactive website**

<http://www.bmesonline.org.uk/interactives.htm#>

**ICT Access** - Activity 4 - Virtual Burger Interactive - with the facility to show the whole class together, then one computer between 3 pupils

**Balance of Good Health model**

Use the 'balance of good health' plate model. Individual foods are not classed as healthy or unhealthy, the emphasis is on achieving a balance of foods in the whole diet over a period of time,

The issues surrounding food choices and healthy eating are complex. Make sure that you are clear in your own mind about the key messages. Useful sources of accurate information are three websites

- [www.food.gov.uk](http://www.food.gov.uk)
- [www.nutrition.org.uk](http://www.nutrition.org.uk)
- [www.wiredforhealth.gov.uk](http://www.wiredforhealth.gov.uk)

**Features of Teaching**

Introduce	present	demonstrate	remind	explore	explain
Exemplify	question	scaffold	model	refine	intervene
Check	correct	feedback	apply	fix	conclude

**Starter**

Introduce (5 mins)

Remind pupils of the lesson topic and what they will be learning this lesson

Whole class (with pace) Organise pupils in groups of three. On each table have a display of burger ingredients.

Ask the pupils to name all the ingredients on the table and group them in categories, for example, fillings, toppings, accompaniments.

Are there other ways they could group them ? for example, like/dislike, tasted before/never tasted, colours, processes (fresh, bottled, frozen)

## Teaching Sequence

### *Demonstrate (5 mins)*

(Whole class) Use Activity 4 Virtual Burger Interactive - model for the pupils - the process of choosing ingredients to make a burger.

### *Scaffold (10 mins)*

Ask the pupils to work in groups of three and quickly come up with three different sorts of burgers.

### *Explain (15 mins)*

Show the pupils how you would make the burger that you designed. Show them the main preparation and processing techniques that they can use- for example, slicing, grilling. Talk through the choices, and the different results they will get.

### *Apply (40 mins)*

Ask the pupils to make a list of the ingredients and to sequence how they will make their burger (this does not have to be in detail).

Emphasise that their notes are just a guide and that they can change their minds as they make it, adding ingredients, or doing it differently than they first envisaged.

Pupils try out their ideas - making and tasting them. In groups of three, they can make one product each, but then taste them together.

### *(10 mins)*

Provide a pro-forma evaluation sheet, which includes a simple nutritional analysis questions, for taste, texture, colour and particularly for fat, sugar, salt and fibre.

## Plenary

### *Feedback (5 mins)*

Ask one group to present their ideas to the rest of the class - this can be the group that finishes their practical work first.

## Main outcomes

Explored ingredients and processes that can be used to make three different burgers

Chosen appropriate ingredients and processes to make a burger

Evaluate the groups burgers