

# foodroute

a journey through food

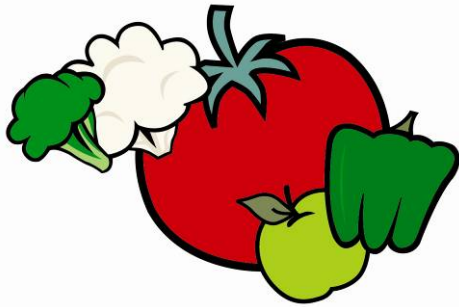
## How to achieve guide (for children up to the age of 11 to 12 years)



This guide lists the competency statements that appear on the target charts and provides suggestions on how to help children reach the competences and measure if the competences have been achieved. References to the worksheets are also provided.

## Diet and health

I can make healthier food and drink choices.



To help children achieve this competency:

- provide healthier foods and drinks at school or home
- emphasise the importance of breakfast by, for example having breakfast together at home or establishing breakfast clubs in school
- talk about the eight tips for eating well (see the **Eight tips for eating well worksheet**)
- encourage children to record what they eat and drink, and reflect on changes they could make to be healthier
- discuss how to make healthier food choices, such as eating lots of fruit and vegetables and starchy foods, choosing low or reduced fat, sugar and salt foods where possible

To measure if the competency has been achieved, children should be able to explain simple changes they can make to what they eat and drink to be healthier, such as

- having breakfast
- eating lots of fruit and vegetables
- basing meals on starchy foods
- cutting down on foods high in fat, sugar and/or salt

I know that being healthy is about: having a balanced diet, looking after my teeth and being active.



To help children achieve this competency:

- plan a meal together according to the eatwell plate, ask them to explain their choices
- talk about the importance of looking after their teeth and how to do it, such as brushing twice a day and visiting a dentist regularly
- plan an activity timetable together, making sure they are active for at least 60 minutes a day

To measure if the competency has been achieved, children should be able to:

- plan a balanced meal according to the eatwell plate
- brush their teeth twice a day
- be active for at least 60 minutes a day

I know that I need to eat different foods to provide the nutrients, water and fibre I need to keep me healthy.



To help children achieve this competency:

- talk about why we need nutrients, water and fibre to be healthy, for example we need protein for growth and repair
- help them to research online to make a list of nutrients, water and fibre

To measure if the competency has been achieved, children should be able to:

- talk about the functions of nutrients (carbohydrate, protein, fat, vitamins and minerals), water and fibre
- talk about how to get the nutrients they need to be healthy

I know that what we need to eat changes at different times in our lives.



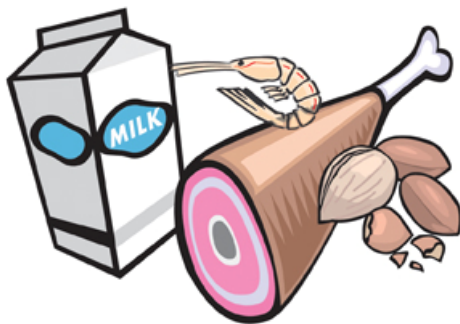
To help children achieve this competency:

- talk about the different stages of life and how food needs change, such as increased energy needs for teenagers
- get them to talk to family and friends at different ages

To measure if the competency has been achieved, children should be able to:

- name some special dietary needs for babies, teenagers, adults and older adults
- explain why these people have different food requirements, for example teenagers need more energy for growth and development

I know that some people do not eat certain foods due to allergy or religion.



To help children achieve this competency:

- explain food allergy and intolerance, and the reactions that may occur
- find out about what food people of different cultures or religion like to eat and those they may not eat
- get them to list the foods people may not eat due to allergy, culture and religion (see the **Food choice worksheet**)

To measure if the competency has been achieved, children should be able to:

- name the foods which may cause allergy
- understand that different cultures and religions may eat or avoid different foods

## Shopping

I can explore where and how food is made and sold.



To help children achieve this competency:

- visit local farms and shops
- set up a gardening activity, growing fruit and vegetables
- investigate the production of different foods and how they reach us from farm to fork (such as potatoes, milk and pork)

To measure if the competency has been achieved, children should be able to:

- name the places where food is made and sold, such as factories and farms or shops and supermarkets
- understand how foods are produced (grown/made)

I am aware of the different costs of food when helping to shop for food.



To help children achieve this competency:

- ask them to work out a shopping list and help set a budget
- visit the supermarket or local shop together and compare the costs of different foods (see the **Compare food prices worksheet**)
- set them a challenge to buy a list of foods within a set budget

To measure if the competency has been achieved, children should be able to:

- compare food prices
- start to appreciate a food budget
- read price labels

I am aware that advertising can affect what I choose to eat.



To help children achieve this competency:

- get them to cut out some food adverts from newspapers and magazines, and discuss what they find (see the **Food adverts worksheet**)
- talk about the foods advertised on TV, in magazines, newspapers or in shops and discuss what has been to make the advert persuasive
- design a food advert together (see the **My food advert worksheet**)

To measure if the competency has been achieved, children should be able to:

- understand that TV, radio, newspapers and magazines influence food choices
- point out some of the persuasive devices that have been used

I know that people choose different foods for different reasons.



To help children achieve this competency:

- talk to them about the foods they like and why they choose them
- ask them to conduct a survey about the foods their friends ate yesterday and why they chose these foods
- talk to them about why people choose different foods
- get them to talk to other people including adults about what they buy and eat and why
- get the children to collect data related to the reasons why people choose food and produce graphs

To measure if the competency has been achieved, children should be able to:

- understand food choices may be affected by season, cost, friends, culture and religion

I can understand and use food labels to help me make choices.



To help children achieve this competency:

- ask them to point out all the information on a food label (see the **What does a food label tell you?** worksheet)
- talk about how they could use this information, for example to choose a cheaper or lower-fat product
- visit a supermarket and ask them to choose healthier foods by reading the food labels

To measure if the competency has been achieved, children should be able to:

- read food labels
- compare similar foods using information on labels

## Cooking

I can cook a range of food from around the world.



To help children achieve this competency:

- ask them to list dishes found in different countries (see the **Dishes from around the world worksheet**)
- find recipes and cook together
- take them to visit an ethnic supermarket

To measure if the competency has been achieved, children should be able to:

- cook different dishes from around the world with help
- talk about the ingredients from different countries

I can choose and use the correct equipment when safely preparing and cooking food.



To help children achieve this competency:

- organise a cooking session
- ask them to take out all the equipment needed to cook the meal
- show them the correct way of using the equipment to prepare food
- let them use different equipment to prepare a dish

To measure if the competency has been achieved, children should be able to:

- identify and use a range of kitchen equipment correctly, such as weighing scales, rolling pin, measuring spoons, ladle, whisk, tongs, can opener, vegetable peeler, sieve and grater
- work safely in the kitchen

I can use a range of skills to prepare food.



To help children achieve this competency:

- demonstrate how to prepare and cook food
- allow them to have hands-on experience in food preparation
- teach about the different skills needed to prepare different foods (see the **Different equipment and cooking skills worksheet**)

To measure if the competency has been achieved, children should be able to:

- prepare foods using different skills, for example to chop, grate, peel, roll out, mix, microwave, freeze, blend, boil, stir-fry, steam, roast, grill and stew
- understand the differences between these skills

I know how to store, prepare and cook food safely.



To help children achieve this competency:

- talk about the safety measures needed to store, prepare and cook food (see the **Food safety worksheet**)
- talk about the need to store foods in different ways
- involve them in food preparation, and emphasise the importance of being safe with food

To measure if the competency has been achieved, children should be able to:

- know how to handle food correctly
- use sharp knives safely
- cook food safely

I can reduce food waste by composting and recycling food packaging.





To help children achieve this competency:

- set up a recycling area at home or in school for recycling or composting
- talk about the importance of reducing food waste
- ask them to draw a poster to promote recycling

To measure if the competency has been achieved, children should be able to:

- use recycling bins
- compost food waste
- understand the importance of reducing food waste to help the environment

## Food safety

<p>I am hygienic when I cook.</p> 	<p>To help children achieve this competency:</p> <ul style="list-style-type: none"><li>- talk about how to be hygienic, for example wear an apron, tie back long hair and wash hands before cooking</li><li>- importance of keeping clean as they cook</li><li>- talk about why it is important to be hygienic, such as to make sure food prepared is safe to eat</li><li>- set up a hygiene target chart and award stickers each time they are hygienic when they cook</li></ul> <p>To measure if the competency has been achieved, children should be able to:</p> <ul style="list-style-type: none"><li>- wear an apron</li><li>- tie back long hair</li><li>- wash hands before cooking</li><li>- clean as they cook</li><li>- clean away after cooking</li><li>- clean kitchen surfaces</li></ul>
<p>I can prepare, cook and store foods safely.</p> 	<p>To help children achieve this competency:</p> <ul style="list-style-type: none"><li>- cook a range of foods, highlighting safety and hygiene, for example getting ready to cook, using equipment safely and storing food correctly</li><li>- emphasise the need to separate raw and cooked foods</li><li>- talk about how to tell whether food is cooked</li></ul> <p>To measure if the competency has been achieved, children should be able to:</p> <ul style="list-style-type: none"><li>- get ready to cook</li><li>- use equipment safely</li><li>- store food correctly after preparation</li><li>- use different chopping boards for raw and cooked foods</li><li>- reheat or cook foods until steaming hot</li></ul>

I keep the kitchen clean and tidy when I cook.



To help children achieve this competency:

- set up a cleaning schedule at home or school, and award stickers for keeping the kitchen or food preparation area clean
- organise a 'poster design challenge' about keeping clean and tidy when cooking in school; the winning poster could be displayed

To measure if the competency has been achieved, children should be able to:

- keep surfaces clean and tidy;
- wipe food spills right away
- wash up properly
- put away equipment

I use food labels to store food correctly.



To help children achieve this competency:

- ask them to show where different foods are stored (**see the Storage instructions worksheet**)
- talk about the consequences of not following storage instructions or date-marks, e.g. food poisoning and food spoilage

To measure if the competency has been achieved, children should be able to:

- read storage instructions on food packaging
- follow date-marks and understand the difference between 'use by' and 'best before'