

foodroute



a journey through food

How to achieve guide (for children up to the age of 7 to 9 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

<p>I can eat well.</p> 	<p>To help children achieve this competency:</p> <ul style="list-style-type: none">- introduce the eatwell plate and the five food groups, emphasizing the importance of eating a balanced diet- talk about the different food groups when you go shopping- organise a healthy breakfast challenge- prepare some foods, which are new to your children, for sampling, and fill in a tasting chart (see the My taste chart worksheet) <p>To measure if the competency has been achieved, children should be able to:</p> <ul style="list-style-type: none">- eat a balance of foods, in line with the eatwell plate- name lots of different foods and suggest how they fit with The eatwell plate- taste new foods
<p>I can eat 5-a-day.</p> 	<p>To help children achieve this competency:</p> <ul style="list-style-type: none">- talk about the importance of eating at least five portions of fruit and vegetables a day- together prepare dishes and drinks with different fruit and vegetables- let them try different kinds of fruit and vegetables- talk about the size of one portion and that fresh, frozen, dried, canned, juiced fruit and vegetables all count towards 5-a-day (see the Different ways to get 5-a-day worksheet) <p>To measure if the competency has been achieved, children should be able to:</p> <ul style="list-style-type: none">- eat a range of fruit and vegetables- eat 5-a-day- name a number of fruit and vegetables- talk about how to achieve 5-a-day- know how to increase fruit and vegetable intake at different meal times

I can drink plenty.



To help children achieve this competency:

- provide healthy drinks such as water, milk and fruit juice, instead of carbonated and sweetened ones
- ask them to monitor how much fluid they drink (see the **Drink plenty worksheet**)
- talk about the importance of keeping well hydrated, and to avoid drinking too many carbonated drinks, especially in between meals

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

- drink 6 to 8 glasses a day
- choose healthier drinks

I can brush my teeth.



To help children achieve this competency:

- show them how to brush correctly
- emphasise the importance of oral health
- they should go for a dental check-up every six months

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

- brush their teeth twice-a-day, each time for two minutes
- use a fluoride toothpaste
- visit the dentist regularly

I can play.



To help children achieve this competency:

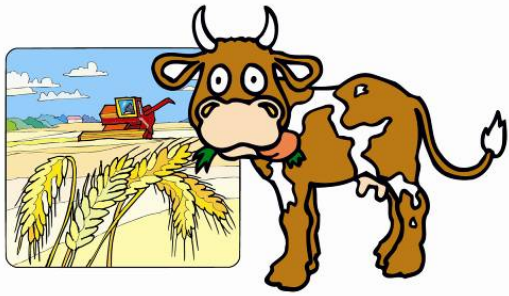
- use an activity diary for them to write down what activities they did over the past week (see the **Getting active! worksheet**)
- organise group activities for them to play with other children, such as go hiking, play basketball, or have a dance competition
- be active with them in every day life, such as ride a bicycle, or have a walk in the park after dinner

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

- try a few new sports
- incorporate physical activity into their daily life
- be active for around an hour a day, such as, playing, walking, swimming, dancing and cycling

Shopping

I can tell where my food comes from.



To help children achieve this competency:

- talk about the different sources of food, i.e. plants and animals (see the **Where does my food come from?** worksheet)
- visit different places where food is from, such as farms and food factories
- visit supermarkets, markets and corner stores
- start a gardening corner in school, or at home, to understand how food is grown

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

- tell whether a food comes from plant or animal sources
- talk about where their food comes from
- name places where food is prepared or bought

I can help my family shop.



To help children achieve this competency:

- involve them in planning a daily or weekly shopping trip
- ask them to help draw up a shopping list;
- get them to come along on a shopping trip
- get them to choose the foods that need to be purchased

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

- go shopping for food with parents or other members of the family
- go shopping for food in different shops
- know where the food could be found in a shop
- choose foods they like

I can point out food labels.



To help children achieve this competency:

- show different food labels
- talk about the information on food labels and that they are there to help consumers to know more about the food
- ask them to collect some food labels and talk about what they see

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

- identify a food label
- point out the main information on a food label

I can talk about the food I like.



To help children achieve this competence:

- introduce foods from around the world
- encourage them to try different foods and talk about them
- talk about the foods they like (see the **My taste chart worksheet**)

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

- name the foods they like
- talk about the foods they like
- taste different foods
- chat with their friends about food and where they should appear on the eatwell plate

I can talk about the food my family and friends like.





To help children achieve this competency:

- ask them to help plan a meal or party for the family
- talk about the foods the family or friends eat and/or like

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

- talk about the foods their family or friends like
- choose food for their family and friends

Cooking

<p>I can name lots of food.</p> 	<p>To help children achieve this competence:</p> <ul style="list-style-type: none">- ask them to cut out food images from newspapers or magazines, label these foods and point out which are their favourites- play a food questioning game, using foods from the store cupboard- visit a supermarket and ask them to name the foods available <p>To measure if the competency has been achieved, children should be able to:</p> <ul style="list-style-type: none">- name different types of foods- explain why they like the food
<p>I can name and use kitchen equipment.</p> 	<p>To help children achieve this competence:</p> <ul style="list-style-type: none">- display and ask them to name pieces of kitchen equipment (see the My kitchen equipment worksheet)- cook together, demonstrating how to use kitchen equipment- show when to use different equipment when preparing or eating different foods <p>To measure if the competency has been achieved, children should be able to:</p> <ul style="list-style-type: none">- name and use a fork, knife, spoon, pan and saucepan- use basic pieces of kitchen equipment- know when to use different pieces of equipment- work with an adult to prepare and cook a simple recipe- use kitchen equipment safely

I can help to cook safely.



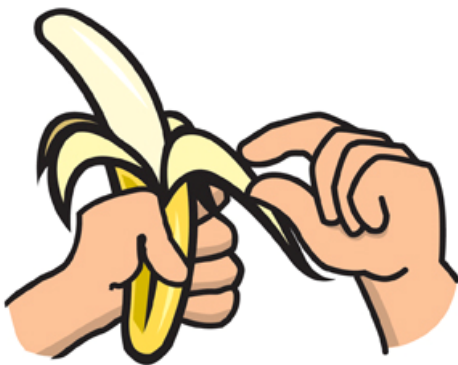
To help children achieve this competency:

- ask them to help with cooking
- involve them in meal planning
- talk about how to be safe in the kitchen

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

- take care when using all sorts of kitchen equipment
- help to cook with an adult
- be clean and tidy

I can peel, slice, mix, grate and spread.



To help children achieve this competency:

- ask what they think about these actions
- ask them to help prepare meals by for example peeling a potato, slicing an onion, mixing a dough, grating cheese and spreading bread

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

- peel, e.g. a banana
- slice, e.g. a soft fruit
- mix, e.g. a muffin mix
- grate, e.g. cheese
- spread, e.g. a topping on toast

I can recycle food packaging.





To help children achieve this competency:

- talk about the importance of reducing, reusing and recycling (the '3Rs') and that different materials are recycled differently
- take them to visit a recycling plant to understand how materials could be recycled
- involve them when recycling at home
- reuse food packaging, such as using milk bottles as watering cans; cereal paper boxes as photo frames; and glass jars for homemade chutney

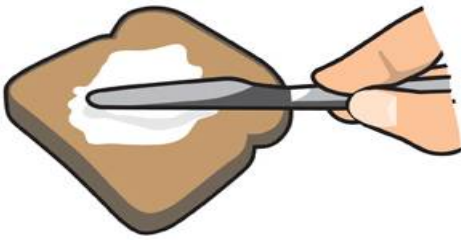
To measure if the competency has been achieved, children should be able to:

- name the different packaging materials that can be recycled, such as glass, paper and cans
- use recycling bins for used food packaging

Food safety

<p>I can wash my hands.</p> 	<p>To help children achieve this competency:</p> <ul style="list-style-type: none">- emphasise the importance of hand-washing before and after cooking- act as a role model to wash hands properly: using soap and washing thoroughly under warm running water- ask them to design a poster to be put up in the toilet or kitchen as a reminder to wash hands <p>To measure if the competency has been achieved, children should be able to:</p> <ul style="list-style-type: none">- wash hands before and after cooking- use soap and hot water- dry hands well
<p>I can get ready to cook.</p> 	<p>To help children achieve this competency:</p> <ul style="list-style-type: none">- list what they need to do to get ready to cook (see the Let's get ready to cook! worksheet)- ask them to design their own apron (see the My apron worksheet) <p>To measure if the competency has been achieved, your children should demonstrate that they can (with help)</p> <ul style="list-style-type: none">- wear an apron- tie back long hair- remove jewellery- roll up long sleeves- wash their hands- get ingredients ready- get equipment ready

I am safe in the kitchen.



To help children achieve this competency:

- ask them to talk about the safety precautions they should take when in the kitchen
- talk about the consequences of being unsafe in the kitchen
- remind them that they should be accompanied by an adult whenever in the kitchen

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

- talk about ways to stay safe in the kitchen
- get an adult to help when in the kitchen
- be aware of safety in the kitchen
- be careful when using kitchen equipment

I can help put food away in the right place.



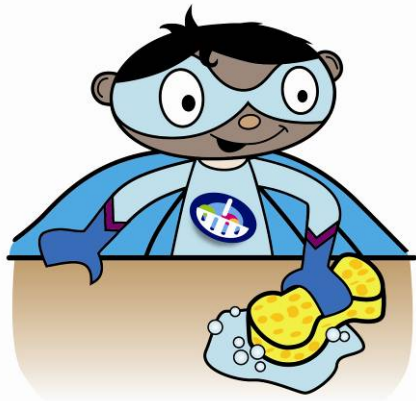
To help children achieve this competency:

- ask them to put away food shopping in cupboards, the fridge or the freezer
- demonstrate how to cover and put leftover food away
- teach them how to read storage instructions and date-marks
- ask them to find a food in the kitchen, for example 'Where is the cheese kept?' or 'Where would you find a can of tomatoes?'

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

- locate where different types of foods are stored
- help to put food away in the right place (such as the fridge, freezer and cupboards)

I can clean and tidy away.



To help children achieve this competency:

- involve them when tidying up after cooking and mealtimes
- talk about the importance of keeping things clean and tidy
- use a target chart for them to keep the kitchen tidy (see the **Helping in the kitchen** worksheet)

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

- clean the kitchen with help
- clear the table after eating
- help wash up using soapy water or the dishwasher (under adult supervision)