Curriculum for Home Economics
HOME ECONOMICS CURRICULUM UNITS – FORM 1

HE 7.1  Discovering Home Economics
HE 7.2  Pyramid Power
HE 7.3  Smart snacking
HE 7.4  Breakfast time!
HE 7.5  Sweet Endings
HE 7.6  Roll up your sleeves
## Objectives

The teacher will help students to:

1. Explore Home Economics as an area of study and identify the main factors that contribute to good health and well-being.
2. Demonstrate personal hygiene practices in the food lab.
3. Classify, identify the proper use and take proper care of the main kitchen equipment.
4. Describe the steps involved in the correct procedure of washing up with particular reference to dishwashing detergents and materials.

## Key Words

- Field of study, practical, food, nutrition, health, resources, individuals, family, community, sustainable society, local, global, disease, microorganisms, bacteria, personal hygiene, diet, exercise, needs, physical, intellectual, emotional, social, tools, equipment, air-drying, eco-labelled cleaning agents.

## Resources

- Introduction to Home Economics: ICT equipment – Interactive whiteboard [IWB], computer, digital projector.
- Factors that affect health: Worksheet with graded questions: Factors which affect health and well-being.
- Kitchen equipment: Various utensils and appliances used in the food lab.
- Washing up: Posters displaying steps of process introduced in the topic e.g. Washing up; Dishwashing Checklist Worksheet. Display of various detergents and all-purpose cleaners to include eco-labelled products.
- Personal hygiene: Hand washing technique You tube clip.
- A number of hyperlinks to be used as web quests and activities to highlight various teaching points.
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| **Strand 1 (1 lesson)** | Students can be grouped into teams and brainstorm for five minutes their own knowledge of Home Economics. If an IWB is available, the timer may be used so as to stimulate students to stay focused on the short task. Students may then upload their own comments on the interactive board and a class discussion will ensue. Alternatively, the comments may be left on hold on the board and students may use the web to find different definitions of the subject. Some examples of sites which offer appropriate definitions are:  
http://www.factmonster.com/  
http://answers.askkids.com/  
http://www.ehow.com/ehow-home/  
The students’ comments may then be discussed to compare and contrast with the definitions found on the web, or offered by the teacher. Alternatively, students may identify activities/areas that are associated with the three main strands covered in Home Economics by making connections between visuals and the strand they belong to. The teacher may take advantage of the resources available in the community to extend the pupils’ learning and their enjoyment of the subject by inviting guest speakers to relate their experience of how Home Economics has been pivotal in their lives and towards their choice of career. | Students will:  
Describe each of the three strands covered in Home Economics giving practical examples of how Home Economics is significant and relevant at the individual, family, community and career level. (Level 8)  
Explain in simple terms what the Home Economics programme of study entails, including reference to the three strands, namely Food, Nutrition & Health, Home & family and the Choice & Management of Resources. Give practical examples with guidance on how Home Economics will help them at the individual, family and community level. (Level 7)  
Identify Home Economics as a subject that is studied at school and that it incorporates a practical element, mostly related to skills in food preparation. (Level 6)  
Name with help, activities and/or areas that are associated with any of the three main strands of Home Economics namely Food, Nutrition & Health, Home & family and the Choice & Management of Resources. (Level 5) |
| **Strand 1** | The class is grouped into different teams and assigned a web quest on different concepts of health and well-being. They should go through the websites on the worksheet and jot down points to discuss and develop as a team. Graded questions on a separate worksheet may guide them through the exercise. As a team, the students can plan and carry out a short presentation with | Students will:  
Define health and discuss how each of the dimensions of health affects our well-being.  
Investigate the main factors which affect health and well-being and develop an understanding of the relationship between diet and physical activity. (Level 8) |
| demonstration of personal hygiene practices in the food lab. | Through the use of web quests, pupils research the term personal hygiene and create a concept map of relevant information.  

Through the use of a PowerPoint presentation the teacher will review the main areas of personal hygiene traits, which are especially important when dealing with food. Refer to: [http://www.youtube.com/watch?v=vYwypSLiaTU&NR=1](http://www.youtube.com/watch?v=vYwypSLiaTU&NR=1)  

Students identify what they Know, what they Want to know, and what they have learned from the presentation through guided mini tasks carried out as part of this main activity. Using the template provided, they identify the advantages of good hygiene and consequences of unhygienic practices.  

Students brainstorm a list of personal hygiene rules to follow when in the food lab/kitchen. The ensuing list of personal hygiene rules for food preparation can be developed into a checklist. This checklist could be maintained during future practical intervention sessions, so that students will be encouraged and constantly reminded of the importance to adhere to appropriate hygienic practices when handling food. Evidence that they meet standards should be noted e.g. correct hand-washing procedure. | Students will:  

Discuss how proper handling and hygiene is essential with emphasis laid on the prevention of food contamination. Reflect on their personal hygiene practices, carry out peer assessment according to a set of criteria identified in the personal hygiene checklist and identify possible ways to improve or maintain good personal hygiene. (Level 8)  

Identify the importance of personal hygiene in the context of food preparation, anticipate the consequences of not practicing good personal hygiene for self, family and classmates and compile a set of guidelines and rules for personal hygiene in the context of food preparation. Carry out the correct hand-washing procedure independently and demonstrate appropriate personal hygiene procedures prior to, during and following practical sessions to ensure that high standards are maintained. (Level 7) |
| --- | --- | --- |
| **Strand 1 (2 lessons)** | Explore the concept of health, identify the different dimensions of health and describe briefly each one. Through a guided activity, students investigate the main factors which affect health to list three factors which contribute to good health. Emphasize the importance of good eating patterns and physical activity in maintaining health. (Level 7)  

Describe activities that support their health and identify factors that promote health. (Level 6)  

Talk about being healthy as opposed to being sick and identify good eating patterns and physical activity as factors which promote health. (Level 6) |  

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| Strand 3 (4 lessons) | Students become familiar with different kitchen tools and equipment on website indicated. An interactive word search maker may be used to create a word search to cover kitchen equipment or any other topic. You may refer to: [http://www.teachers-direct.co.uk/resources/wordsearches/index](http://www.teachers-direct.co.uk/resources/wordsearches/index) or [http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp](http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp)

This activity could be carried out in class if computers are available. If an IWB is available, it could also be used. If resources are not available, activity sheets could be printed and used as a lesson starter in a group activity. An interactive quiz buster maker may be used to create an interactive quiz on the topic. You may refer to the following website: [http://www.teachers-direct.co.uk/resources/quiz-busters/quiz-maker.aspx](http://www.teachers-direct.co.uk/resources/quiz-busters/quiz-maker.aspx)

Through a demonstration, the teacher will introduce a number of commonly used items according to ease of use. Particular reference will be made to commonly performed tasks to include: peeling, chopping and cutting, grating and mashing, mixing, baking and serving. As an activity, the students group a set of equipment according to the different materials they are made of.

Students search their kitchen for the utensil by following the clues on the “Kitchen Treasure Hunt.” They verify their answers by watching a demonstration.

**Students will:**
- Investigate and evaluate the use of different tools and equipment for a particular task. Demonstrate proper care of the equipment independently.
  (Level 8)

- Outline the correct and safe use of the small kitchen equipment with reference to appropriate food-preparation techniques (e.g., stirring, beating, whipping, chopping) Demonstrate proper care of the equipment with minimal guidance taking into consideration the material they are made out of.
  (Level 7)

- Name and describe different equipment needed to carry out simple tasks. Demonstrate proper care of the equipment with moderate guidance.
  (Level 6)

- Name basic equipment needed to carry out a simple task. Classify the equipment according to the materials it is made of namely glass, plastic, metal and wood. Describe how certain equipment can be used.
| **Strand 3 (1 lesson)** | **Remote preparation – Home or market research to identify the main types of dishwashing detergents and materials.**  
Using a display of various dishwashing detergents and materials in class, the students will familiarise themselves with the main categories, as well as their labels.  
Emphasis is to be laid on products with non-hazardous, organic and biodegradable ingredients, recyclable containers, and products not-tested on animals.  
The teacher can demonstrate the sequence of work involved in washing up after a class debate on the best order of work with the most plausible reasons. This could be supported by the use of ICT. The filling in of a flow chart can follow.  
Home Activity: Case study focusing on the health and environmental impact of different dishwashing detergents. Graded questions are to be included. | **Students will:**  
Explain in detail the order to be followed when carrying out the dishwashing procedure. Wash up utensils and equipment independently keeping in mind safety and environmental factors. Compare different cleaning agents and evaluate according to their health environmental impact and draw conclusions regarding the best choice to make. Identify the symbols to look out for when selecting environmentally friendly cleaning agents. (Level 8)  
Sort out utensils in five groups, namely glasses, cutlery, plates, pots and pans and oven dishes. Explain briefly the order to be followed when washing up kitchen equipment and wash up utensils with minimal supervision. State briefly the health and environmental benefits of choosing eco-labelled detergents. (Level 7)  
Provide a detailed list of items required for washing up | **PowerPoint presentation that includes a photograph and description of each tool and how to care for each particular tool.**  
The teacher organizes the students into groups. The students will be given the actual tools and equipment used to carry out particular tasks. The students will then use various tools to carry out the tasks indicated on workcards. They will then perform comparative testing to identify which is the best tool for particular tasks. Students may also give a supporting argument to justify their choice of equipment e.g. validate the choice of a peeler over a knife.  
Students may record other variables to include time and rate of effort involved (1 = easy, 2 = OK, and 3 = difficult) in carrying out this activity.  
Unsafe, thus should be handled with care. (Level 5) |
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<td>kitchen equipment and wash utensils with moderate supervision.</td>
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</tr>
<tr>
<td>List the basic items needed to carry out the dish washing up procedure. Wash up some utensils with constant supervision.</td>
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OBJECTIVES:
The teacher will help students to:

1. Explore Home Economics as an area of study and identify the main factors that contribute to good health and well-being.
2. Demonstrate personal hygiene practices in the food lab.
3. Classify, identify the proper use and take proper care of the main kitchen equipment.
4. Describe the steps involved in the correct procedure of washing up with particular reference to dishwashing detergents and materials.

OBJECTIVES:
The teacher will help students to:

1.1 Understand what Home Economics is about and become familiar with the main factors that contribute to good health and well-being.
2.1 Become conscious of the importance of personal hygiene practices in the food lab.
3.1 Become familiar with the main kitchen equipment and use it safely and correctly.
4.1 Become familiar with the correct procedure of washing up.
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| Food, nutrition, healthy, unhealthy, persons, family, community, bacteria, personal hygiene, diet, exercise, needs, names of kitchen equipment items, air-drying, detergents. | The central focus of Home Economics is the well-being of individuals and families in their everyday living. Home Economics education adopts an action-oriented approach in empowering students to actively meet an ever-changing and ever-challenging environment. It guides the students to attain the learning outcomes which delineate concepts, knowledge, skills and attitudes which they should acquire and develop. The learning outcomes cater for various abilities through differentiation. The activities are intended to help students uncover the direct relevance of the subject to their present and future life apart from developing an interest in the vocational aspect of the subject. It is very important for the teacher to allow time for the students to respond. This response can take the form of unaided and/or aided means of communication and the teacher needs to provide adequate scaffolding techniques to enable the students to respond affectively or intentionally. The teacher may need to assist students in order to activate a switch especially in the early stages of using a switch. This may start off with hand on hand help but should be slowly be reduced to a less physical prompts. The physical prompting should be reduced over time so that eventually the student can use their switch without any physical prompting. | [http://www.factmonster.com/science/food/good-nutrition.html](http://www.factmonster.com/science/food/good-nutrition.html)  
[http://www.youtube.com/watch?v=vYwypSLiaTU&NR=1](http://www.youtube.com/watch?v=vYwypSLiaTU&NR=1)  
[http://www.hygienexpert.co.uk/HygieneBasicsCategory.html](http://www.hygienexpert.co.uk/HygieneBasicsCategory.html)  
[http://www.discoveryeducation.com](http://www.discoveryeducation.com) |

Kitchen equipment: Various utensils and appliances used in the food lab.  
Washing up: Posters displaying steps of process introduced in the topic e.g. Washing up; Dishwashing Checklist Worksheet. Display of various detergents and all-purpose cleaners to include eco-labelled products. Personal hygiene: Hand washing technique You tube clip.  
A number of hyperlinks to be used as web quests and activities to highlight various teaching points.  
For levels 1 and 2, Picture Exchange Communication System (PECS) and objects of reference can be very useful.
| The teacher will help students to: Understand what Home Economics is about. (1 lesson) | Teacher will provide various pictures/objects and will ask students to choose those that they think are linked to Home Economics. The teacher will encourage students to state why they think these pictures/objects are linked to Home Economics. Students paste pictures on a project book or sort objects according to categories. Students are lead to realise that the pictures/objects fall mainly into these categories Food, Nutrition and Health, Home and Family Living and the Choice and Management of Resources. Students may write words or phrases or sentences about them depending on literacy level. | Students will: Be able to match at least one picture to all the different categories. (Level 4) Be able to match at least one picture to two of the categories. (Level 3) Be able to identify 1 – 2 objects to one of the categories e.g. food. (Level 2) Accept and engage in coactive exploration when given hands on hands support e.g. to explore kitchen tools. (Level 1) |
| become familiar with the main factors that contribute to good health and well-being. Strand 1 (1 lesson) | The teacher provides pictures of people who are enjoying good health and of sick people. She supports students to divide the pictures in two groups Healthy and Unhealthy and they talk about why they chose those particular pictures for each respective heading. The teacher supports student to write short notes/paste pictures about some of the main factors which affect health and well-being, for example exercise, good nutrition. Teacher prepares short easy exercises to consolidate what student have learnt e.g. True or false, Fill in, write a word/phrase/sentence about each picture. Teacher supports students to produce a chart about either Healthy Eating or Physical Activity and Health. | Students will: Give a few reasons why it is important to eat nutritious food and do physical exercise to keep fit. (Level 4) Match at least 3 pictures to each of these headings: Healthy and Unhealthy. (Level 3) Match at least one picture to each of these headings: Healthy and Unhealthy. (Level 2) Encounter the activity and briefly follow moving objects e.g. teacher, peers, objects. (Level 1) |
| become conscious of the importance of personal hygiene practices in the food lab. Strand 1 (2 lessons) | Through the use of a PowerPoint presentation the teacher will review the main areas of personal hygiene traits, which are especially important when dealing with food. Refer to: [http://www.youtube.com/watch?v=YwypSliaTU&NR=1](http://www.youtube.com/watch?v=YwypSliaTU&NR=1) The teacher supports students to produce a chart with pictures/ symbols | Students will: Name some guidelines for personal hygiene when preparing food and the consequences if these are not followed. (Level 4) |
about a list of personal hygiene rules to follow when in the food lab/kitchen e.g. correct hand-washing procedure appropriate clothing and shoes, use of head gear, no jewellery and nail polish. The students carry out an experiment about the importance of hand washing. The teacher or one of the students covers hand with green glitter to represent germs. The teacher/student sneezes, coughs, shakes hands and gives high fives and students track how the glitter is being spread to other people, their clothing and around the room. The students are asked to list what could have been done to avoid the spread of glitter/germs, as well as what they can do to eliminate the spread germs.

| Name/perform at least four rules for personal hygiene when preparing food. (Level 3) |
| Wash hands before touching food. (Level 2) |
| Accept and engage in coactive exploration when given hands on hands support e.g. to wash hands before handling food. (Level 1) |

become familiar with the main kitchen equipment and use it safely and correctly.

**Strand 3 (4 lessons)**

The teacher encourages students to use picture Google search to find pictures of different kitchen tools and equipment. The teacher places some kitchen equipment that are used for peeling, chopping and cutting, grating and mashing, mixing, baking and serving, eating. Students are encouraged to identify them and their use. The teacher organizes the students into groups. The students will be given the actual tools and equipment used to carry out particular tasks. The students will then use various tools to carry out the tasks indicated on work-cards. The teacher and students discuss how to hold the tools properly so as to avoid accidents. All this will be reinforced by games such as matching activity with tool or what’s wrong.

| Students will: |
| Name and describe some of the equipment needed to carry out simple tasks e.g. chopping board to chop food on. (Level 3) |
| Will choose appropriate cutlery e.g. spoon for liquid and creamy food and fork for small chunky food such as meat. (Level 2) |
| Holds object briefly in hands e.g. wooden spoon. (Level 1) |

become familiar with the correct procedure of washing up.

**Strand 3 (1 lesson)**

During the class debate on the best order of washing up dishes, students are encouraged to participate by sorting out those items which are slightly dirty e.g. glasses and teaspoons and those which are so and so like plates, forks, knives and spoons and the most dirty ones like baking dishes, pots and frying pans. This classification can be done through pictures, real objects or a specially devised ppt. The sense of sight, touch and smell should be encouraged to be used so as to help identify the items into the correct categories. Students then participate in the actual

| Students will: |
| List a few items needed to carry out the dishwashing up procedure. Wash up cutlery and glasses with constant supervision. (Level 4) |
| Identify at least 2 items needed to wash up. Wash up spoons under supervision. (Level 3) |
| process of washing up. | Attempt to wash some spoons with prompting or hands on hands support. (Level 2).

Encounter the experience and show enjoyment e.g. at the touch of soap suds. (Level 1) |
Objectives
The teacher will help the students to:
1. Understand and explain the three main functions of food.
2. Classify foods according to the CINDI Food Guide Pyramid: eat more, eat moderately and eat least.
3. Familiarise themselves with the twelve CINDI Dietary Guidelines and with how these can be put into practice.
4. Plan a variety of simple, healthy packed lunches suitable for a teenager.
5. Prepare and serve one healthy, packed lunch suitable for a teenager.

Key Words

Points to note
Food is vital to life. It enables the body to grow, to replace worn-out and damaged parts and to function normally. The teacher uses the scaffolding approach to move from known to unknown concepts. The constructivist approach is also used to introduce the CINDI Food Guide Pyramid, which assists in the selection of the food groups required for healthy nutrition. This will be reinforced and practiced through hands-on food preparation activities. The CINDI Dietary Guidelines are introduced at this stage, where the students are familiarized with six of the twelve steps necessary for action. These twelve steps are revisited each year, thus deploying the spiral pedagogical approach where students continue to build on previous knowledge.

Resources
Functions of food: Computer with Photo Story, PowerPoint, Auto Collage, shopping bag with empty food packaging, three sets of food riddles. The food pyramid: Computer with the Magic PowerPoint, pictures of food and a blank food pyramid for each group, envelopes with food cards in each, three plastic containers labelled, Eat Most, Eat Moderately, Eat least, pictures depicting the twelve dietary guidelines, situation cards for CINDI guidelines activity, twelve number cards, set of questions about each guideline, food diary template. Demonstration: Apron, headgear, suitable packaging materials and containers, examples of methods to keep the lunch fresh, ingredients and equipment. Practical session: Apron, headgear, digital camera.
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<td><strong>The teacher will help students to:</strong> understand and explain the three main functions of food. Strand 1 (1 lesson)</td>
<td>An activity where students will learn that different foods have different functions in the body. Students will be organized into three groups. The teacher assembles a shopping bag with a selection of empty food packaging (e.g. milk cartons, yoghurt tubs, mozzarella packets, egg cartons, pasta / rice packets, bread wrappers, cereal boxes, tuna cans, pulses packets, nuts packets etc.) for each group of students. The teacher will prepare three sets of riddles that allow students to guess different foods. Each set corresponds to a function of food. Each riddle will start with the function (e.g. This food will help you to grow… This food will give you energy etc) and continue with clues that help students guess the food. Each group will guess different foods related to one food function. Once the students guess the foods they will draw the food from the shopping bag. The teacher will obtain feedback from each group to recapitulate the activity. The functions of food are discussed and explained through an interactive PowerPoint presentation. In mixed ability groups, the students produce a chart, possibly using Auto Collage. The more able students can also include text. The topic could be further reinforced through a homework activity where students create a comprehensive topic web.</td>
<td>Students will: Discuss similarities amongst foods having the same function, making reference to the food groups. (Level 8) List and explain the three main functions of food. (Level 7) Recognise that different food categories provide different functions in the body. (Level 6) Be aware that food is essential for life and that it has important functions in the body. (Level 5)</td>
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<td><strong>classify foods according to the CINDI Food Guide Pyramid:</strong> eat most, eat moderately and eat least. Strand 1 (2 lessons)</td>
<td>Students are given various pictures of dietary guides such as the UK Eat Well plate, the US MyPyramid, the WHO CINDI food pyramid etc. In groups they are asked to discuss the reason for the development of such guides by Health Authorities. They are also led to pick out the guide used in Malta. Different dietary guides can be obtained from the following websites: <a href="http://www.food.gov.uk/multimedia/pdfs/publication/eatwellplate0907.pdf">http://www.food.gov.uk/multimedia/pdfs/publication/eatwellplate0907.pdf</a> / <a href="http://www.mypyramid.gov/">http://www.mypyramid.gov/</a> The students are organized into groups of four. Each group is provided with pictures of different foods and a blank CINDI food pyramid. The students build the food pyramid by placing the pictures</td>
<td>Students will: Analyse aspects of their diet and provide meaningful proposals, giving reasons, for modifications if necessary. (Level 8) Categorise and position different foods into the five food groups and explain, giving reasons, why different foods are placed accordingly. (Level 7) Recognise that some foods have similar characteristics and identify with reasons which foods to eat most, moderately, and least. (Level 6)</td>
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in the correct sections of the pyramid. The above activity could also be carried out using IT resources – a drag and drop activity on PowerPoint. This can be carried out as a whole class activity if only one computer and a screen / interactive whiteboard are available or in groups if the teacher has access to a computer for each group of students. A relay game can be used as a recapitulation activity. The teacher prepares two sets of cards each depicting a different food. Each set will have a different coloured background and will be placed in a plastic envelope. These will be placed at one end of the room. The teacher will also prepare a set of three small containers corresponding to the three levels of the pyramid (i.e. labelled eat most, eat moderately, eat least) which will be placed at the other end of the room. The students are organized into two teams. Each team will line up in a single file. When the teacher says ‘Go’ the first student in the line will go to the plastic envelope, take a food card, walk/run to the plastic containers and place the card in the correct container. Once the first person is done, the second person will do the same. This is continued until one team manages to use all the cards. Once the relay is completed, the teacher will go through the cards and determine the winning team. (This activity can be conducted outside the classroom e.g. in the yard).

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<th>familiarise themselves with the 12 CINDI Dietary Guidelines and with how these can be put into practice.</th>
<th>Students are put into four groups. Each group is given three different pictures each portraying one of the CINDI guidelines. In this way the whole class would have covered the twelve guidelines. Students discuss the pictures and come up with a guideline/recommendation for each picture after having analyzed it. The groups then share their work with the class, after which the work compiled by each group is displayed as one whole to demonstrate the twelve CINDI guidelines. The students are placed in mixed ability groups. Each group is assigned a dietary guideline. Students discuss ways how to put each guideline into practice and present their work on a PowerPoint. Then the teacher displays each group’s work on the screen/interactive whiteboard and discusses it with the rest of the class. Each group is</th>
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<td>Strand 1 (2 lessons)</td>
<td>Students will: Modify a number of snacks/meals to ensure balance by including foods from the different food groups. (Level 8) List at least six of the CINDI dietary guidelines and give examples of how the dietary guidelines could be put into practice. (Level 7) Identify components/substances in food that are positive to health and others that need to be reduced with guidance. (Level 6)</td>
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<td>Classify food into healthy and less healthy and give a simple reason for some of the food items. (Level 5)</td>
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<td>Plan simple, healthy packed lunches for a teenager.</td>
<td>Remote preparation: Students are asked to find out about the different types of bread available on the market. They can be encouraged to go to shops or to research online and get pictures or photos of different breads that can be used to make packed lunches. In class, students present their findings to their peers and discuss various ideas for balanced and varied packed lunches e.g. breads with healthy filling, vegetable salads, pasta/couscous salads, pies etc. The teacher focuses on planning a balanced lunch that contains foods from the different food groups in the right amounts. The discussion on bread is further consolidated by a display of breads which is prepared by the teacher. This may include a variety of shapes like bread buns/rolls, pitta bread, wraps, sliced bread etc. and also different types such as wholemeal, white, multi-grain etc. Students will: Choose different packed lunches for people with different dietary requirements and choose suitable packaging keeping in mind environmental and practical factors. (Level 8) Suggest a variety of healthy packed lunches, giving simple reasons to justify the health benefit or otherwise of different packed lunches and identify the particular packaging, from a variety, suitable for different types of packed lunches. (Level 7) Recognise that a packed lunch should include different healthy foods and drink; list suitable packaging that helps to</td>
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Students set up their workstations in preparation for the practical session. The students prepare a healthy packed lunch. The teacher guides students to have an organized work top and will ensure that students are carrying out the proper food preparation skills and help students accordingly. Teacher praises and encourages good practice. The students take photos of their work and use them to produce a leaflet which gives ideas for healthy packed lunches. This could be distributed to other students in the school or published on the school website.

At the end of the practical session students are involved in peer and self evaluation. The students can be provided with a simple worksheet which they can fill in as they observe their peers’ finished products. The students can comment on the suitability of the

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<th>Strand 1 (2 lessons)</th>
<th>Help students to prepare and serve one healthy packed lunch suitable for a teenager.</th>
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Students will have a go at practising the various skills by helping the teacher prepare the packed lunches. For a selection of healthy bread fillings the teacher can access the HELP Document on [http://www.education.gov.mt/ministry/doc/help_healthyeating.htm](http://www.education.gov.mt/ministry/doc/help_healthyeating.htm)

To demonstrate chopping and grating techniques as well as assembly of various sandwiches the teacher can access the British Nutrition Foundation website: Food a Fact of Life and access the videos available [http://www.foodafactoflife.org.uk/site.aspx?siteld=19&t=3](http://www.foodafactoflife.org.uk/site.aspx?siteld=19&t=3)

A display is set up in class with suitable packaging materials / containers that keep lunches fresh and appetizing and that can be used to pack the lunches prepared. (NOTE: This lesson will focus on varied bread fillings. Other options such as salads and dips will be prepared during the lesson about healthy snacks).

Follow a detailed order of work and demonstrate good food preparation skills independently. (Level 8)

Follow an outlined order of work and demonstrate adequate food preparation skills with minimal supervision. (Level 7)

Follow a pictorial order of work and demonstrate basic food preparation skills with considerable help. (Level 6)

Assess their performance and final product highlighting some strengths and weaknesses, including references to

Distinguish between packed lunches which are healthy and others which are less healthy and are aware that a packed lunch needs suitable packaging. (Level 5)

Plan in detail a healthy snack for a teenager justifying choice in terms of nutritional value, likes, cost, safety, time and organisation. (Level 8)

Examine different types of packed lunches; choose and plan, following a logical sequence, a packed lunch for a teenager. (Level 7)

With guidance, work out a flow chart for the preparation of a packed lunch. (Level 6)

Put in logical order the steps to follow for preparing a packed lunch. (Level 5)
| Packaging chosen as well as on the appearance of the lunch. Self-evaluation should also include other aspects such as taste, texture and aroma. | Organization, safety, sensory aspects and overall result, suggesting some aspects of improvement. (Level 8)  
Give short evaluative comments on the outcome of the practical by filling in a guided evaluation sheet, highlighting main strengths and weaknesses and identifying one area of improvement when asked. (Level 7).  
Give general short comments on the overall outcome of the practical activity highlighting some basic strength and weaknesses with guidance. (Level 6)  
Identify one or two things that went right or could be better in the practical assignment with prompting from the teacher. (Level 5) |
Subject: Home Economics  
Unit code and title: HE 7.2 Pyramid Power  
Strand/s: Food, Nutrition & Health  
Unit Duration: 9 sessions of 40 minutes Total: 6 hours  

Objectives
The teacher will help the students to:
1. Understand and explain the three main functions of food.
2. Classify foods according to the CINDI Food Guide Pyramid: eat more, eat moderately and eat least.
3. Familiarise themselves with the twelve CINDI Dietary Guidelines and with how these can be put into practice.
4. Plan a variety of simple, healthy packed lunches suitable for a teenager.

Objectives:
The teacher will enable the students to:
1.1 Become familiar with the three main functions of food.
2.1 Identify some foods that they need to eat more, moderately and least.
3.1 Familiarise themselves with some of the CINDI Dietary Guidelines.
4.1 Take part in the planning of a simple, healthy packed lunch suitable for a teenager.
5.1 Take part in the preparation of and in the serving of a healthy, packed lunch suitable for a teenager.
<table>
<thead>
<tr>
<th>Key Words</th>
<th>Points to note</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Energy, warmth, healthy, growth, repair, protect, CINDI Food Guide Pyramid, CINDI, balanced, variety, packaging, less, more, moderately, preparation sheet, order of work, food preparation</td>
<td>The teacher uses the scaffolding approach to move from known to unknown concepts. The constructivist approach is also used to introduce the CINDI Food Guide Pyramid, which assists in the selection of the food groups required for healthy nutrition. This will be reinforced and practised through hands-on food preparation activities. The CINDI Dietary Guidelines are introduced at this stage, where the students are familiarized with some of the twelve CINDI guidelines and steps for action. It is very important for the teacher to allow time for the students to respond. This response can take the form of unaided and/or aided means of communication and the teacher needs to provide adequate scaffolding techniques to enable the students to respond affectively or intentionally. The teacher may need to assist students in order to activate a switch especially in the early stages of using a switch. This may start off with hand on hand help but should be slowly reduced to less physical prompts. The physical prompting should be reduced over time so that eventually the student can use their switch without any physical prompting. For levels 1 and 2, Picture Exchange Communication System (PECS) and objects of reference can be very useful.</td>
<td><a href="http://gaagdnewsletter.sitesuite.ws/page/nutrition_for_kids.html">http://gaagdnewsletter.sitesuite.ws/page/nutrition_for_kids.html</a> food that provides energy, strong bones etc <a href="http://www.foodafactoflife.org.uk/CreatorActivity.aspx?siteId=19&amp;sectionId=75&amp;contentId=245">http://www.foodafactoflife.org.uk/CreatorActivity.aspx?siteId=19&amp;sectionId=75&amp;contentId=245</a> Interactive game on food <a href="http://www.foodafactoflife.org.uk/Activity.aspx?siteId=14&amp;sectionId=61&amp;contentId=56">http://www.foodafactoflife.org.uk/Activity.aspx?siteId=14&amp;sectionId=61&amp;contentId=56</a> make a healthy food lunch box interactive game <a href="http://www.foodafactoflife.org.uk/Activity.aspx?siteId=14&amp;sectionId=61&amp;contentId=57">http://www.foodafactoflife.org.uk/Activity.aspx?siteId=14&amp;sectionId=61&amp;contentId=57</a> <a href="http://www.foodafactoflife.org.uk/Activity.aspx?siteId=14&amp;sectionId=61&amp;contentId=58">http://www.foodafactoflife.org.uk/Activity.aspx?siteId=14&amp;sectionId=61&amp;contentId=58</a> smart choices for food throughout day Interactive game At home the teacher can access the website <a href="http://www.priorywoods.middlesborough.sch.uk/">http://www.priorywoods.middlesborough.sch.uk/</a> In this site one finds resources for various subjects for students who are at Level1. This might help the teacher in planning for these students.</td>
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<tr>
<td>Teaching objectives</td>
<td>Examples of teaching experiences and activities</td>
<td>Indicators of learning outcomes</td>
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<td>The teacher will enable students to: Become familiar with the three main functions of food.</td>
<td>The teacher asks students to look up pictures of children eating healthy food; children who are eating junk food; children eating sweets; children in poor countries and of sick children through the Google search engine. S/he discusses these pictures with the students leading them to talk about why we eat food and about the functions of food. The teacher supports students to coactively look up and match pictures of food that provides energy, makes us strong and protects us from disease. The teacher will assemble a shopping bag with a selection of empty food packaging (e.g. milk cartons, yoghurt tubs, egg cartons, pasta / rice packets, bread wrappers, tuna cans, pulses packets, nuts packets etc.). Students will coactively sort them according to function. Other students will smell, touch and taste healthy foods.</td>
<td>Students will: Coactively match different foods to their correct function, for example milk and cheese for strong bones. (Level 4) Become aware that food gives us energy, helps us to grow strong and protects us from disease and so hence be able to name at least one reason why people need to eat. (Level 3) Start to become aware of a few common healthy food items such as milk and bread and communicate their names verbally/in signs. (Level 2) Accept and engage in coactive exploration by attending to food items held in their sight and tracking them when they are moved. (Level 1)</td>
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<td>enable students to identify which foods to eat more, moderately and least.</td>
<td>The teacher gives an empty diagram of the food pyramid and asks students to look at the pictures from the CINDI food pyramid and choose the ones they like best. Students match real/illustrated food items to the CINDI food pyramid and place them in the correct place on their empty diagram. They are involved in a discussion on which of these foods they should eat more, moderately or less of to be healthy. Teacher provides shopping bag with a selection of real food items and empty food cartons. Students are asked to sort them according to the food pyramid. They talk about which of these food items they should eat more, moderately or less. Students are encouraged to join in the practical class activities and given the necessary support. There may be some students who will just show interest in what other students are doing.</td>
<td>Identify at least 10 food/beverage items and place them in the eat most, moderately and least categories. Level 4) With some support, be able to identify some healthy and not so healthy food items, including junk food, and place them on the CINDI food guide pyramid. (Level 3) Match coactively, real/pictures of food items with the ones on the food pyramid and communicate at least one healthy and one not so healthy food item. (Level 2) Accept and engage in coactive exploration by holding different types of objects such as spoon, carrot, plastic bottle, to enhance grasping skills and hand-eye coordination for increasing periods of time. (Level 1)</td>
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<td>to familiarise themselves with some of the CINDI Dietary Guidelines. <strong>Strand 1 (2 lessons)</strong></td>
<td>The teacher asks the student to find the web link where they find an interactive game, “How to prepare a healthy lunch box.” They consult the CINDI food pyramid. After coactively playing the game several times, they open their own lunch box. The teacher encourages them to look critically at the contents of their own lunch box and decide whether they need to change anything by consulting the CINDI food pyramid. Some students will work in pairs. Teacher uploads the sites where through an interactive game the students have to make smart choices for eating healthily. In the next interactive game, students have to make choices for different meals e.g. for breakfast, for lunch etc. Some students will smell, taste, and touch food that is healthy to eat.</td>
<td>Be able to modify a snack to make it more balanced by including food from the different food groups. Some support may be needed. (Level 4) Be able to follow short instructions consisting of a few keywords to find food items in the CINDI food pyramid guide suitable for a healthy lunch box e.g. cheese, fruit and water. (Level 3) With support, become familiar with, name/sign and identify at least 1 healthy food and 1 beverage item from the CINDI food pyramid guide to include in a lunch box. (Level 2) Accept and engage in coactive exploration of food items in a multisensory way through smell, taste, feeling shape, texture and size etc. (Level 1)</td>
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<td>take part in the planning of a simple, healthy packed lunch for a teenager. <strong>Strand 1. (2 lessons)</strong></td>
<td>The teacher displays the different types of bread available on the market. This may include a variety of shapes like bread buns/rolls, pitta bread, wraps, sliced bread etc. and also different types such as whole meal, white, multi-grain etc. Students talk about what kind of bread and filling they prefer. Students will coactively look up pictures from the web or look at photos of different breads that can be used to make packed lunches. Teacher leads the discussion and refers to the CINDI food pyramid to find out whether the students’ choices are in fact healthy ones. Students will be involved in a demonstration of preparing a variety of breads with healthy fillings e.g. traditional <em>ħobż biż-żejt</em>; ricotta, lettuce, tomato; chicken, coloured peppers, <em>ĝbejniet</em>; egg, cheese, coleslaw. Students in various groups will have a go at practicing the various skills by coactively preparing a packed lunch. Some students will smell and taste some of the ingredients.</td>
<td>Be able to choose some food items suitable for a packed lunch and a suitable packaging for it. Give one good reason why the packed lunch is considered healthy. (Level 4) With support, be able to distinguish between lunches which are healthy and others which are less healthy and coactively list some of the ingredients that are needed to prepare a packed lunch and distinguish between suitable and unsuitable packaging for it. (Level 3) Coactively choose a few healthy food items to be included in the packed lunch. (Level 2) Accept and engage in coactive exploration by smelling, touching and tasting ingredients that are used for a packed lunch. With support searches for objects that are partially</td>
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<tr>
<td>Activity</td>
<td>Description</td>
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<tr>
<td>take part in the preparation of and in the serving of a healthy, packed lunch suitable for a teenager.</td>
<td>The teacher encourages students to prepare the tools/equipment needed, as well as the ingredients to make a healthy packed lunch. Students may look at pictures of healthy lunches to be able to decide the kind of lunch they will prepare. The students prepare a healthy packed lunch. The teacher guides students to have an organized work top and will ensure that students are carrying out the proper food preparation skills and help students accordingly. Teacher praises and encourages good practice. The students take photos of their work. Coactively they give a reason why the lunch they prepared is healthy.</td>
<td>Level 1</td>
</tr>
<tr>
<td>Strand 1 (2 lessons)</td>
<td>Given some support, be able to put in a logical order some of the steps needed to prepare a packed lunch. (Level 4) Coactively perform a simple order of work by following short and precise instructions. (Level 3) Follow a simple order of work with plenty of support including symbols and pictures. (Level 2) Accept and engage in coactive exploration by shifting their gaze to watch their friends preparing a packed lunch. With support grasp food items and drop them in a lunch box. (Level 1)</td>
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</table>
**Objectives:**
The teacher will help students to:

1. Outline the process involved in carrying out an investigation.
2. Explore the notion of a hygienic food lab and discuss the importance of general rules for food lab/kitchen hygiene.
3. Describe common causes of accidents in the kitchen, highlighting preventive measures and describe basic concepts in first aid.
4. Review the role of snacks, giving suggestions of how they can be included in the daily diet.
5. Prepare, cook and serve healthy snacks and drinks suitable for teenagers.

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**Key Words**
- investigation, aim, plan of action, topic, safety, hygienic practices, cleanliness, disinfectants, disease, prevention, hazards, dangerous substances, injury, first aid, eating habits, eating patterns, traditional, seasonal, local produce, mealtimes, hunger pangs, cravings, junk food, fast food, nutrient dense.

**Points to note**
This unit seeks to instil in students a sense of responsibility towards food safety, by adopting proper food handling and hygiene to prevent food contamination and disease. It is essential that students recognize the potential safety hazards in the food lab/kitchen setting. Exploration of the basic concepts in first aid, together with safety measures which may help prevent common accidents are included. The practical component of this unit will highlight the nutritional value of snacks while providing the opportunity to consolidate the hygiene and safety concepts presented earlier through a hands-on practical intervention. Emphasis will be placed on the investigative component.

**Resources**
- Kitchen hygiene: ICT equipment. The Multiplication Song; a YouTube video clip. Matching activity worksheet on food lab/kitchen hygiene checklist.
- Kitchen safety: Spot the danger Worksheet, Safety food lab posters. Items found in the food lab that could be potentially hazardous through misuse. Graded case studies of different hazardous situations. Guest Speaker to address health and safety issues.
- First aid: List of statements for discussion. Case study cards and/or PowerPoint with case studies.
- Snacks: Illustrated recipe books; work cards.
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<td>The teacher will help students: outline the process involved in carrying out an investigation (2 lessons)</td>
<td>The teacher may conduct a brainstorming session in class to compile a collection of words that sets off students to reflect about different thinking strategies. The following questions may prompt students to start exploring ways and means to investigate a topic - “What do we know?”, “What do we feel?” “What ideas have we got?” “What is our aim?” (De Bono, E. (1999) <em>Six Thinking Hats</em>, London: Penguin). Students with guidance will draw a relevant aim. Using a flow chart, the teacher will present the main steps involved in carrying out an investigation. Students will then have to arrange the steps presented in chronological order in an activity worksheet (Plan of Action). The teacher may devise a simple quiz or a crossword to reinforce the terms and definitions used during the main steps of the investigation. This activity may help some students understand better and internalize abstract concepts. Refer to <a href="http://hotpot.uvic.ca/">http://hotpot.uvic.ca/</a></td>
<td>Students will: Identify a range of ideas for topic choice independently and access the suitability of these ideas for further development. Draw up a relevant aim independently and present a plan of action which is well organised and detailed. Select, assimilate and present the information found independently. (Level 8)</td>
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<td><strong>Home Activity</strong> – Students will conduct research to produce between one to three pages of research on the chosen topic. Emphasis will be made on the use of various sources in conducting research and producing original material.</td>
<td>Identify with help a topic for further development. Briefly, list the main steps required when carrying out an investigative task. Carry out basic research and write down a few sentences on the chosen topic with help. (Level 6)</td>
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<td>Students will brainstorm the notion of a hygienically clean food lab. Students, in groups, write down their feedback and a rapporteur from each group communicates back to the class. Teacher can project the students’ main points on an IWB, if available. In the same groups as before, students discuss the importance of kitchen hygiene, to result in the drawing up of a list of tips on food lab/ kitchen hygiene. Students share what they have discussed with the class. Further to this activity, students compile a list of rules to be followed. The teacher creates different case</td>
<td>Talk about their knowledge on a given topic for investigation. Find pictures on the chosen topic. (Level 5)</td>
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<td>Students will: Discuss food hygiene rules in the food lab and apply these rules when preparing food. Identify and converse about possible consequences of poor food hygiene. (Level 8)</td>
<td>Discuss the main reasons for the importance of food hygiene with emphasis on food preparation, handling</td>
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**Strand 1 (1 lesson)** Students will brainstorm the notion of a hygienic food lab and discuss the importance of general rules for food lab/kitchen hygiene.
<table>
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<tr>
<th>Studies which deal with common unhygienic practices in food preparation areas. Students will act as sanitary inspectors and in pairs or in groups; attempt to solve the different cases (graded). A short video clip (The Multiplication Song) can be downloaded from <a href="http://www.youtube.com/watch?v=5Xi2Nc1UicQ">http://www.youtube.com/watch?v=5Xi2Nc1UicQ</a> and shown to students either as an icebreaker to prompt discussion, or to illustrate (in a fun way) the manner in which multiplication of bacteria occurs. and sampling. List rules for hygiene in the food lab/kitchen and follow these rules when preparing food. (Level 7) Give the main reasons for the importance of food hygiene. (Level 6) Understand what food hygiene is. (Level 5)</th>
</tr>
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<tr>
<td>Students will: List safety measures to prevent common accidents in the kitchen and justify the importance of each. Evaluate and assess familiar environments such as their own kitchen at home, for potential dangers. Predict and discuss consequences of hazardous situations in the food lab/kitchen. Create an effective ensemble of safety promotional material to generate an exhibition in class or the corridor outside the food lab. (Level 8) Identify common causes of accidents in the food lab/kitchen and list safety measures to prevent common accidents in the food lab/kitchen. Discuss and solve cases of different circumstances exemplifying hazardous situations. Communicate and promote safety measures in the kitchen, by using different media in a creative manner. (Level 7) Detect safety hazards in the food lab/kitchen. Discuss and amalgamate different ideas, to produce promotional safety posters. (Level 6) Show understanding that some items in the</td>
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</table>
| describe common causes of accidents in the kitchen, highlighting preventive measures. | Spot the Danger Simulation Activity. Remote preparation: Teacher creates potential hazards commonly found in a food lab such as pan handles protruding outwards and kitchen towels close to the hobs etc. The teacher groups students in teams. Each team identifies and lists the potential safety hazards. A report of the findings is to be presented to the rest of the class by each team. Students may upload their comments on the IWB or present a short PowerPoint presentation. Alternatively, they may use role play in the classroom to point out the changes that need to be carried out for a safer food lab. Students, with the help of the teacher, identify what safety measures should be taken to prevent accidents and compile a list of safety rules that should be followed to keep the food lab safe. The students will:

- List safety measures to prevent common accidents in the kitchen and justify the importance of each.
- Evaluate and assess familiar environments such as their own kitchen at home, for potential dangers.
- Predict and discuss consequences of hazardous situations in the food lab/kitchen. Create an effective ensemble of safety promotional material to generate an exhibition in class or the corridor outside the food lab. (Level 8) |
| background information teachers could use: [http://www.ehow.com/safety-by-design/](http://www.ehow.com/safety-by-design/) [http://www.lessonplanet.com/search?keywords=kitchen+safety+posters&media=lesson](http://www.lessonplanet.com/search?keywords=kitchen+safety+posters&media=lesson) Case studies of different hazards or accidents are given to teams of two students who are to find solutions to different situations. The case studies will cater for different abilities and will require students to grasp concepts which include organizing information and ideas in relation to safety and accident prevention. Students will predict consequences of certain behaviours and hazards and move on to application of concepts to new situations. Home Activity – Students can assess their own kitchen at home and write about any unsafe areas, potentially dangerous practices or hazardous items. Students may illustrate their findings or use a digital camera to photograph their findings and present them in a short PowerPoint or a Photo Story. The aim of these activities is to stimulate class discussion on how to reduce these hazards and help students articulate ways and means to avoid hazards and injury in the kitchen. Such an activity may cater for a variety of abilities. School/Class Activity – A guest speaker may be invited to address any Health and Safety Issues which the HE teacher may deem fit. This activity may be also extended to include parents. |
| kitchen can be unsafe if not used properly and with care. (Level 5) |
following websites can be used for further reference:

Students may then design a poster with these safety rules to be put up in a prominent place in the food lab.

These posters may also be displayed in the corridor leading to the food lab, so students will be aware of these safety precautions even before entering the room itself. This activity could also be planned together with the Art/ICT teachers and Health and Safety Support teachers to promote theme teaching and collaboration. The link between different areas in the curriculum may also enhance creativity in students and teachers. For background information teachers could use:
http://www.ehow.com/safety-by-design/
http://www.lessonplanet.com/search?keywords=kitchen+safety+posters&media=lesson

Case studies of different hazards or accidents are given to teams of two students who are to find solutions to different situations. The case studies will cater for different abilities and will require students to grasp concepts which include organizing information and ideas in relation to safety and accident prevention. Students will predict consequences of certain behaviours and hazards and move on to application of concepts to new situations.

Home Activity – Students can assess their own kitchen at home and write about any unsafe areas, potentially dangerous practices or hazardous items. Students may illustrate their findings or use a digital camera to photograph their findings and present them in a short PowerPoint or a Photo Story. The aim of these activities is to stimulate class discussion on how to reduce these hazards and help student articulate ways and means to avoid hazards and injury in the kitchen. Such an activity may cater for a variety of abilities.

School/Class Activity – A guest speaker may be invited to address any

Identify common causes of accidents in the food lab/kitchen and list safety measures to prevent common accidents in the food lab/kitchen. Discuss and solve cases of different circumstances exemplifying hazardous situations. Communicate and promote safety measures in the kitchen, by using different media in a creative manner. (Level 7)

Detect safety hazards in the food lab/kitchen. Discuss and amalgamate different ideas, to produce promotional safety posters. (Level 6)

Show understanding that some items in the kitchen can be unsafe if not used properly and with care. (Level 5)
Health and Safety Issues which the HE teacher may deem fit. This activity may be also extended to include parents.

**Strand 2 (1 lesson)**

**describe basic concepts in first aid.**

In small groups, students brainstorm what is first aid and outline its importance. Emphasize that it is the initial treatment of a major injury and it is not meant as a substitute for getting expert medical treatment. A rapporteur from each group takes note of what is being said and shares what has been discussed with the rest of the class. All ideas are listed on an IWB and discussed further. The teacher needs to point out the three P’s, indicating the general principles in first aid.

- Prevent further injury
- Preserve life
- Promote recovery

Students take part in a polar debate. A list of statements on basic issues in first aid is reviewed and students are to indicate where they stand in a scale (strongly agree, neutral, strongly disagree). These statements may be projected on a PowerPoint presentation or on the IWB. A number of students are to explain why they have taken certain positions in relation to the statement read.

Students identify places or situations where it is important to have a first aid box.

Students list common accidents and emergencies they have encountered. Students are then given a number of case studies with different accidents and emergencies they might encounter. Students are to discuss their initial reactions to these situations and analyse these responses. They discuss the importance of learning first aid, whom to call for help and support and what type of information they need to give. Students can role play what they have discussed. With the help of the teacher, students make a list of basic information they are to give when contacting the doctor or emergency department.


Home Extension activity.

Students will:

Discuss the role and responsibilities of a first aider and identify the priorities when making an emergency call and managing an incident. (Level 8)

Identify the importance of first aid and discuss the importance of having a first aid box, listing different places/circumstances where first aid equipment is to be available. List the general principles in first aid. (Level 7)

Show promptness to seek immediate help so that action can be taken in alarming situations or in case of major injuries. (Level 6)

Locate the first aid box in and outside the home as well as recall and know when to make use of the emergency number 112. (Level 5)
| Strand 1 (2 lessons) | a) Research how you would get help in an emergency.  
b) Research what first aid courses are available, including those run by voluntary organisations.  
Review the role of snacks, and give suggestions of how they can be included in the daily diet.  
prepare, cook and serve healthy snacks and drinks suitable for teenagers.  
Students will:  
...prepare a simple, healthy snack and drink for a teenager.  
Students will be guided to use the blender in a safe and appropriate way.  
Students will be provided with opportunities for reflection and evaluation on the process and outcome of the practical session.  
| Students will:  
Fill in a flow chart independently, including the steps involved in preparing the chosen snack. List in detail changes and improvements they could make to their snacks to make them healthier. (Level 8)  
Name foods/dishes which can be served as snacks and plan a simple healthy snack for a teenager. Fill in a flow chart with help and guidance, including the steps involved in preparing the chosen snack. Give reasons to justify the health benefits of popular snacks. (Level 7)  
Give a simple reason to justify the health benefits of popular snacks and identify situations when snacks are usually taken. (Level 6)  
Define the term snack. Identify healthy and less healthy snacks. (Level 5)  
To consolidate the learning outcomes, the students will be asked to prepare a simple, healthy snack and drink for a teenager.  
Students will be guided to use the blender in a safe and appropriate way.  
Students will be provided with opportunities for reflection and evaluation on the process and outcome of the practical session.  
To consolidate the learning outcomes, the students will be asked to prepare a simple, healthy snack and drink for a teenager.  
Students will be guided to use the blender in a safe and appropriate way.  
Students will be provided with opportunities for reflection and evaluation on the process and outcome of the practical session.  
Follow a detailed order of work and demonstrate good food preparation skills independently. Use the blender independently with supervision when preparing the snack and/or drink. (Level 8)  
Follow an outlined order of work and demonstrate good food preparation skills independently. Use the blender independently with supervision when preparing the snack and/or drink. (Level 8) |
adequate food preparation skills with minimal supervision. Use the blender with constant supervision when preparing the snack and/or drink. (Level 7)

Follow a pictorial order of work and demonstrate basic food preparation skills with considerable help. (Level 6)

Follow a pictorial order of work and demonstrate basic food preparation skills with constant prompting. (Level 5)

Assess their performance and final product highlighting some strengths and weaknesses, including basic references to organization, safety, sensory aspects, nutritive value and overall result, suggesting some aspects of improvement. (Level 8)

Give short evaluative comments on the outcome of the practical by filling in a guided evaluation sheet, highlighting main strengths and weaknesses and identifying one area of improvement when asked. (Level 7)

Give general short comments on the overall outcome of the practical activity highlighting some basic strength and weakness with guidance. (Level 6)

Identify one or two things that went right or could be better in the practical assignment with prompting from the teacher. (Level 5)
Subject: Home Economics  
Unit code and title: HE 7.3 Smart Snacking  
Strand/s: Food, Nutrition & Health  
Home & Family Living  
Form 1  
Unit Duration: 9 sessions of 40 minutes  
Total: 6 hours

Objectives:
The teacher will enable students to:

1. Be aware of the process involved in carrying out an investigation.
2. List and discuss the importance of general rules for kitchen hygiene.
3. Become aware of common causes of accidents in the kitchen, how to avoid them and basic first aid.
4. Review the role of snacks, giving suggestions of how they can be included in the daily diet.
5. Participate in the preparation, cooking and serving healthy snacks and drinks suitable for teenagers.
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<tr>
<td>Safety, hygiene, cleanliness, disinfectants, disease, prevention, danger, injury, accidents, snack, hunger, junk food, fast food, plan</td>
<td>This unit seeks to instil in students a sense of responsibility towards food safety, by adopting proper food handling and hygiene to prevent food contamination and disease. It is essential that students recognize the potential safety hazards in the food lab/kitchen setting. Exploration of safety measures may prevent common accidents and help students to avoid injury to themselves or others. The practical component of this unit will highlight the nutritional value of snacks while providing the opportunity to consolidate the hygiene and safety concepts presented earlier through a hands-on practical intervention. Emphasis will be placed on the investigative component. It is very important for the teacher to allow time for the students to respond. This response can take the form of unaided and/or aided means of communication and the teacher needs to provide adequate scaffolding techniques to enable the students to respond affectively or intentionally. The teacher may need to assist students in order to activate a switch especially in the early stages of using a switch. For levels 1 and 2, Picture Exchange Communication System (PECS) and objects of reference can be very useful.</td>
<td><a href="http://www.youtube.com/watch?v=4M_rDWdzus&amp;feature=related">http://www.youtube.com/watch?v=4M_rDWdzus&amp;feature=related</a> how to avoid contamination/kill bacteria <a href="http://www.firesafetyforkids.org/dangerchallenge_kitchen.html">http://www.firesafetyforkids.org/dangerchallenge_kitchen.html</a> Game Big switch The following links may be accessed by the teacher when preparing differentiated lessons for levels 1-3. One finds examples of teaching students at these levels <a href="http://www.jcsrs.edu.hk/">http://www.jcsrs.edu.hk/</a> <a href="http://www.discoveryeducation.com">http://www.discoveryeducation.com</a></td>
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<tr>
<td>The teacher will enable students to:</td>
<td>The teacher sets the students a familiar topic e.g. The food Pyramid and informs them that they have to do a project about it. S/he encourages them to identify what they would need to start the project and state why they have made such a choice. S/he shows them from where to find relevant information. S/he may have to supply the resources needed for this activity S/he supports them as they start working on their project. The teacher guides the students to look up pictures on the web through Google search about a particular topic suitable for them. The students discuss their findings and take note of them using words and/or pictures.</td>
<td>Students will: Plan a topic and do research on it with help. (Level 4) Be able to select a topic from a list and with support look up information on it from provided material. (Level 3) Be able to sort and match pictures related to a particular topic. (Level 2) Take turns to interact with adults and peers using signs, gestures, and vocalizations. (Level 1)</td>
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<td>Be aware of the process involved in carrying out an investigation.</td>
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<td>(2 lessons)</td>
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<td>List and discuss the importance of general rules for kitchen hygiene.</td>
<td>The teacher shows one or two videos from You Tube about bacteria and what to do to avoid contamination. For example The sneeze. Videos have to pass on a clear message that germs are passed on from one person to another. <a href="http://www.youtube.com/watch?v=qKiQA5e-fPg&amp;feature=related">http://www.youtube.com/watch?v=qKiQA5e-fPg&amp;feature=related</a> and Food Safety Music - Microbes Medley - Animation <a href="http://www.youtube.com/watch?v=1EkehFkhWf4&amp;feature=related">http://www.youtube.com/watch?v=1EkehFkhWf4&amp;feature=related</a> Teacher leads discussion about the videos. The teacher guides the students to look up pictures on the web through Google search about food hygiene. The students write about the importance of food hygiene in the kitchen.</td>
<td>Students will: Discuss some of the main reasons for the importance of food hygiene. (Level 4) Be familiar with some ways that germs can spread and practise some measures to prevent this e.g. covering food. (Level 3) Be aware of kitchen hygiene and practise basic personal hygiene e.g. washing hands before touching food. (Level 2) Cooperate with adult to wash hands and wipe spillage with hands on hands support. (Level 1)</td>
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<td>Strand 1 (1 lesson)</td>
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<td>Become aware of basic first aid.</td>
<td>Teacher and students discuss various types of accidents and injuries. They also discuss when and how they can get help. Students are made aware of the emergency number they can dial. They are also made aware of the first aid box with the red cross on it and locate it in various places.</td>
<td>Students will: Be able to dial the emergency number. (Level 4)</td>
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<td>Strand 2. (1 lesson)</td>
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| Strand 1 (1 lesson) | Spot the Danger Simulation Activity. Remote preparation: Teacher creates potential hazards commonly found in a food lab such as pan handles protruding outwards and kitchen towels close to the hobs etc. The teacher groups students in teams. Each team identifies and lists the potential safety hazards. A report of the findings is to be presented to the rest of the class by each team. Students may upload their comments on the IWB or present a short PowerPoint presentation. Alternatively, they may use role play in the classroom to point out the changes that need to be carried out for a safer food lab. Students, with the help of the teacher, identify what safety measures should be taken to prevent accidents and compile a list of safety rules that should be followed to keep the food lab safe. The following websites can be used for further reference:
Students may then design a poster with these safety rules to be put up in a prominent place in the food lab.
These posters may also be displayed in the corridor leading to the food lab, so students will be aware of these safety precautions even before entering the room itself. This activity could also be planned together with the Art/ICT teachers and Health and Safety Support teachers to promote theme teaching and collaboration. The link between different areas in the curriculum may also enhance creativity in students and teachers. For Students will:
List safety measures to prevent common accidents in the kitchen and justify the importance of each. Evaluate and assess familiar environments such as their own kitchen at home, for potential dangers. Predict and discuss consequences of hazardous situations in the food lab/kitchen. Create an effective ensemble of safety promotional material to generate an exhibition in class or the corridor outside the food lab. (Level 8)
Identify common causes of accidents in the food lab/kitchen and list safety measures to prevent common accidents in the food lab/kitchen. Discuss and solve cases of different circumstances exemplifying hazardous situations. Communicate and promote safety measures in the kitchen, by using different media in a creative manner. (Level 7)
Detect safety hazards in the food lab/kitchen. |
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<td><strong>Become aware of the role of snacks as part of the daily diet</strong></td>
<td>The teacher asks the students what their favourite snacks are. Teacher shows power point about healthy and unhealthy snacks. Teacher shows them pictures of healthy snacks and the students identify the ingredients that make up these snacks Teacher encourages them to compare their favourite snacks with the healthy snacks to evaluate whether their choice is healthy. S/he shows the following clip to consolidate the topic healthy eating. The students can make up their own song by substituting the food items with other healthy snacks. The Food Song clip and the Meal Song: <a href="http://www.youtube.com/watch?v=Uaqi5Es_ujQ&amp;feature=fvwrel">http://www.youtube.com/watch?v=Uaqi5Es_ujQ&amp;feature=fvwrel</a> <a href="http://www.youtube.com/watch?v=pZEvx-hXQRw&amp;feature=relmfu">http://www.youtube.com/watch?v=pZEvx-hXQRw&amp;feature=relmfu</a> The teacher may carry out a demonstration in the preparation of a selection of snacks suitable for teenagers e.g. a variety of healthy dips such as <em>bigilla</em>, <strong>Students will:</strong> Give at least one simple reason to justify the health benefits of healthy snacks and another reason why to avoid junk food. (Level 4) Sort pictures of healthy snacks and junk food. (Level 3) Select one healthy snack and an example of junk food from a set of 5 – 6 pictures/actual food items. (Level 2)</td>
<td>Discuss and amalgamate different ideas, to produce promotional safety posters. (Level 6) Show understanding that some items in the kitchen can be unsafe if not used properly and with care. (Level 5)</td>
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<td><strong>Strand 1(2 lessons)</strong></td>
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CASE STUDIES OF DIFFERENT HAZARDS OR ACCIDENTS ARE GIVEN TO TEAMS OF TWO STUDENTS WHO ARE TO FIND SOLUTIONS TO DIFFERENT SITUATIONS. THE CASE STUDIES WILL CATER FOR DIFFERENT ABILITIES AND WILL REQUIRE STUDENTS TO GRASP CONCEPTS WHICH INCLUDE ORGANIZING INFORMATION AND IDEAS IN RELATION TO SAFETY AND ACCIDENT PREVENTION. STUDENTS WILL PREDICT CONSEQUENCES OF CERTAIN BEHAVIOURS AND HAZARDS AND MOVE ON TO APPLICATION OF CONCEPTS TO NEW SITUATIONS.

**Home Activity – Students can assess their own kitchen at home and write about any unsafe areas, potentially dangerous practices or hazardous items. Students may illustrate their findings or use a digital camera to photograph their findings and present them in a short PowerPoint or a Photo Story. The aim of these activities is to stimulate class discussion on how to reduce these hazards and help student articulate ways and means to avoid hazards and injury in the kitchen. Such an activity may cater for a variety of abilities.**

**School/Class Activity – A guest speaker may be invited to address any Health and Safety Issues which the HE teacher may deem fit. This activity may be also extended to include parents**
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<tr>
<th>participate in the preparation, cooking and serving of healthy snacks and drinks suitable for teenagers. Strand 1(2 lessons)</th>
<th>salmon and tuna; spinach and <em>rikotta</em> patties; selection of vegetable and fruit salads, <em>tin taċ-ċappa, ċiċri tal-qatta</em>. Students may help in the preparation of the dips.</th>
<th>Accept and engage in coactive exploration e.g. by tasting different food. (Level 1)</th>
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<td>To consolidate the learning outcomes, the students will be asked to prepare a simple, healthy snack and drink for a teenager. The teacher provides several ingredients and under supervision students prepare the snack. Students will be guided to use the blender in a safe and appropriate way. Students may use Big Switch attached to the blender to blend fruit or vegetables. Students will be provided with opportunities for reflection and evaluation on the process and outcome of the practical session.</td>
<td>Students will: Prepare a simple healthy snack with some support. (Level 4) Prepare a simple healthy snack with a lot of support. (Level 3) Choose some ingredients for a healthy snack with guidance and with hands-on–hands support prepare a snack. (Level 2) Accept and engage in coactive exploration e.g. by pressing the Big Switch to start the blender. (Level 1)</td>
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Subject: Home Economics
Unit code and title: HE 7.4 Breakfast Time!
Strand/s: Food, Nutrition & Health
Choice & Management of Resources

Unit Duration: 9 sessions of 40 minutes (6 hours)

Objectives:
The teacher will help students to:
1. Plan and conduct a survey.
2. Explain the importance of having daily breakfast.
3. Plan a simple healthy breakfast.
4. Prepare, cook and serve a healthy breakfast.
5. Plan and conduct market research and choose and implement an investigative technique for the investigation.

Key Words
Breakfast, breakfast cereals, ingredients, equipment, flow chart, sensory evaluation, nutrition information, food labelling, survey, market research, results, investigative techniques.

Points to note
Breakfast is a topic which needs to be sustained in early adolescence since published research (Currie et al., 2006), revealed that almost half of Maltese teenagers are not consuming a daily breakfast. Thus, healthy breakfast habits need to be reinforced.

The constructivist paradigm fosters an importance to start from what the students are already familiar with and this is the approach adopted in the lessons. The topics then delve into more unfamiliar territory through the use of realia, interactive activities and/or groupwork. Collaboration, development of oral skills, good presentation techniques and creativity are also fostered. They also enable them to become active participants in their own learning.

In congruence with constructivism, ICT will be integral. The video-clips used are suitable for differentiated learning and mixed-ability groups. Web-links, including interactive links, are also a component of these lessons.

Resources
Breakfast: Different breakfast cereal boxes, equipment and ingredients for breakfast menus.
Investigation: market research sheets.
Laptop, projector and internet access.
Practical: digital camera.
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<th>Teaching objectives</th>
<th>Examples of teaching experiences and activities</th>
<th>Indicators of learning outcomes</th>
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<td>The teacher will help students to: plan and conduct a survey. (1 lesson)</td>
<td>Carrying out surveys can be a useful way of getting students to interact, collect, analyse and discuss primary data. Students will have the opportunity to plan and conduct two different investigative techniques and then choose one to use in their investigation. The first investigative technique (survey) can be conducted in this lesson and the other investigative technique (market research) can be conducted in another lesson (depicted at the end of this unit). Survey Remote preparation: Before the lesson arrangements can be made with another teacher (can be of a different subject - cross curricular approach for example during an English lesson) for HE students to survey a group of other students. Groupwork: Students conduct a class survey as part of group work. In mixed-ability groups, students devise a few questions (approximately 5-8) about any topic from the HE Form 1 syllabus. These questions are then asked to the other students and answers are recorded on an appropriate sheet. The findings are kept to be analysed in Unit 5. Groupwork: Starts the lesson with a mini survey about breakfast habits. A mini survey about breakfast habits is conducted in class. Results can be shown on a simple bar chart. Students collaborate in three mixed-ability groups on the following suggested themes: Group 1: importance of breakfast; group 2: different food/beverage items which can be eaten for breakfast; group 3: different healthy breakfast menus. Students can make use of the Internet to conduct research. Students will communicate a five minute presentation to their peers. Class activity Investigative peer/ groupwork: Students choose a country of their preference from the following website: <a href="http://www.cuisinenet.com/digest/breakfast/map_world.shtml">http://www.cuisinenet.com/digest/breakfast/map_world.shtml</a> and delve into the foods typically consumed for breakfast. This activity helps students appreciate the exciting variety of food offered in different parts of the world. It could serve as a mini project as part of a multi-cultural school event. Nutritional analysis: In pairs, students are actively involved in analyzing and interpreting the nutritional information of different breakfast cereal packets and then choose the healthy breakfast cereals (might be provided by students themselves). Students watch a video clip which highlights why breakfast is considered to be the most</td>
<td>Students will: Carry out a survey in an effective manner. (Level 8) Carry out a survey in a competent manner. (Level 7) Carry out a survey in a satisfactory manner. (Level 6) Carry out a survey in a restricted / superficial manner. (Level 5)</td>
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<td>explain the importance of having a daily breakfast. Strand 1 (2 lessons)</td>
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<td><strong>Plan a simple healthy breakfast.</strong></td>
<td>This demonstration will serve as preparation for the actual practical session which will follow, where all students prepare their own preferred healthy breakfast menu. Workstations with the needed (weighed) ingredients and the equipment necessary to make different breakfast options are set up, with the involvement of the students. Different students prepare the different healthy breakfasts. Some suggestions include, pancakes with fresh fruit, scrambled egg on toast, toast with healthy filling e.g. ricotta, tomatoes and grated cheese, orange and apricot cereal bar, fruit smoothies, mixed fruit juice, milk shakes, smoothies. Once the breakfast options are ready students go round the stations and carry out sensory analysis testing according to different food characteristic criteria; i.e. aesthetics, aroma texture and taste.</td>
<td>Students will: Plan in detail a healthy breakfast for a teenager justifying choice in terms of nutritional value, likes, cost, safety, time and organisation. (Level 8) Examine different types of breakfasts; choose and plan, following a logical sequence, a simple healthy breakfast for a teenager. (Level 7) With guidance, work out a flow chart for the preparation of a simple healthy breakfast. (Level 6) Put in logical order the steps to follow for preparing a simple healthy breakfast. (Level 5)</td>
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<td><strong>Prepare, cook and serve a healthy breakfast.</strong></td>
<td>Practical session: Students move at their own pace and some relaxing background music can be played. Throughout this activity students take it in turns and take photos of their colleagues whilst going through the process of preparing their breakfast and of the final product. This can be done using the digital camera provided. At the end of the practical session, students evaluate their production. This is important as it will help students to think critically. Through the following link: <a href="http://www.foodafactoflife.org.uk/Sheet.aspx?siteId=19&amp;sectionId=83&amp;contentId=308">http://www.foodafactoflife.org.uk/Sheet.aspx?siteId=19&amp;sectionId=83&amp;contentId=308</a> students can fill an excel chart according to different criteria (i.e. aesthetics, aroma, texture, taste) and star diagrams are drawn automatically on-line. This is an efficient tool which helps to gather and analyse data through ICT.</td>
<td>Students will: Follow a detailed order of work and demonstrate good food preparation skills independently. Use the blender independently with supervision when preparing the snack and/or drink. (Level 8) Follow an outlined order of Work and demonstrate adequate food preparation skills with minimal supervision. (Level 7) Follow a pictorial order of work and</td>
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**Important meal of the day, benefits of consuming breakfast and nutrients which should be eaten in large quantities at breakfast time:** [http://www.savetubevideo.com/?v=06PHE5IMBQo](http://www.savetubevideo.com/?v=06PHE5IMBQo)
Alternatively, in the absence of Internet access/ICT, a worksheet can be given for students to sketch their star diagram manually.

After the practical activity, the students can download the photos taken during the practical session on a computer and with the help of a Microsoft Photo Story they can create a digital presentation. The photo story can be uploaded on the school's website. The Head teacher could inform the school students about this initiative.

demonstrate basic food preparation skills with considerable help. (Level 6)

Follow a pictorial order of work and demonstrate basic food preparation skills with constant prompting. (Level 5)

Assess their performance and final product highlighting some strengths and weaknesses, including basic references to organization, safety, sensory aspects, nutritive value and overall result, suggesting some aspects of improvement. (Level 8)

Give short evaluative comments on the outcome of the practical by filling in a guided evaluation sheet, highlighting main strengths and weaknesses and identifying one area of improvement when asked. (Level 7)

Give general short comments on the overall outcome of the practical activity highlighting some basic strength and weakness with guidance. (Level 6)

Identify one or two things that went right or could be better in the practical assignment with prompting from the teacher. (Level 5)

Students will:
Give detailed and justified reasons for

| plan and conduct market research and | Field work: market research | The teacher can either make arrangements with a nearby supermarket and/or grocer. If |
| choose and implement an investigative technique for the investigation. (2 lessons) | this is not possible the market research can be conducted at any other shop (e.g., ironmongery, confectionery, detergent shop). Alternatively, the school tuck shop operator can be contacted and the procedure can be explained and executed here. In groups/pairs students conduct the market research (to cater for differentiated learning, different worksheets can be prepared: pictorial, simple filling-in of main criteria or more detailed). The results of this market research are then analysed in Unit 5. Application: Students will think about their investigation title to choose and design the investigative technique which they will conduct with an appropriate target audience. | choosing a technique and carry out technique in an effective manner. (Level 8) Give accurate reasons for choosing a technique and carry out technique in a competent manner. (Level 7) Give reasons for choosing a technique and with guidance carry out technique in a satisfactory manner. (Level 6) Carry out technique in a restricted / superficial manner. (Level 5) |

Directorate for Quality and Standards in Education Curriculum Management and eLearning Department – Home Economics -2012
Subject: Home Economics
Unit code and title: HE 7.4 Breakfast Time!
Strand/s: Food, Nutrition & Health
Choice & Management of Resources

Form 1
Unit Duration: 9 sessions of 40 minutes  Total: 6 hours

Objectives:
The teacher will help students to:

1. Plan and conduct a survey.
2. Explain the importance of having daily breakfast.
3. Plan a simple healthy breakfast.
4. Prepare, cook and serve a healthy breakfast.
5. Plan and conduct market research and choose and implement an investigative technique for the investigation.

Objectives:
The teacher will enable students to:

1.1 Participate within a group in planning and conducting a survey.
2.1 Become aware of the importance of having daily breakfast.
3.1 Help in the planning of a simple healthy breakfast.
4.1 Help in the preparation, cooking and serving a healthy breakfast.
5.1 Participate within a group in conducting a market research and the implementing of one investigative technique.
<table>
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<th>Key Words</th>
<th>Points to note</th>
<th>Resources</th>
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<tr>
<td>Survey, breakfast, breakfast cereals, ingredients, items of kitchen equipment, flow chart, food labels.</td>
<td>Breakfast is a topic which needs to be sustained in early adolescence thus, healthy breakfast habits need to be reinforced. The constructivist paradigm fosters an importance to start from what the students are already familiar with and this is the approach adopted in the lessons. The topics then delve into more unfamiliar territory through interactive activities, elearning and group work. Collaboration, development of oral skills, good presentation techniques and creativity are also fostered. They also enable them to become active participants in their own learning. It is very important for the teacher to allow time for the students to respond. This response can take the form of unaided and/or aided means of communication and the teacher needs to provide adequate scaffolding techniques to enable the students to respond affectively or intentionally. The teacher may need to assist students in order to activate a switch especially in the early stages of using a switch. For levels 1 and 2, Picture Exchange Communication System (PECS) and objects of reference can be very useful.</td>
<td>Sustainability: local milk and yoghurt cartons, foreign milk and yoghurt cartons, locally grown fruits and vegetables, foreign imported fruits and vegetables, foods with minimal and excess packaging. Breakfast: Different breakfast cereal boxes, equipment and ingredients for breakfast menus. Laptop, projector and internet access. Practical: digital camera, computer lab</td>
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<td>Teaching objectives</td>
<td>Examples of teaching experiences and activities</td>
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<td>The teacher will enable students to: Participate within a group in planning and conducting a survey. (1 lesson)</td>
<td>Teacher presents a few easy topics for students to choose from so as to plan and conduct a survey. Once the topic is chosen, discussion follows to set the questions they are going to ask in the survey. Coactively they participate in the preparation of the questions. Teacher models the first 2 questions for students to be aware what is expected of them. Teacher may have to write a selection of questions herself/himself, for students to select the appropriate ones. The students will also be responsible to ask some questions and tick the answer when the group conducts the survey. Symbols such as thumbs up for yes, thumbs down for no and a head shake for so and so, may be used with students who have difficulty to read print.</td>
<td>Students will: Be able to choose a topic from a given selection and with support manage to plan a few appropriate questions. (Level 4) Manage to ask survey respondents a few questions with support. (Level 3) Manage to ask survey respondents a couple of very simple survey questions with support. (Level 2) Show interest in adults and peers in their proximity by briefly focussing on them and their activities. (Level 1)</td>
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<td>become aware of the importance of having daily breakfast. Strand 1 (2 lessons)</td>
<td>Teacher encourages students to talk about what they have eaten for breakfast. To understand better the results, survey findings are entered on a pictograph as well. Towers of interlocking blocks against food pictures can be used as well to show results even more concretely. Teacher puts students in group 2 to discuss breakfast food and beverage items. Teacher and LSA encourage students to participate in the discussion. They may prompt by asking simple questions or by cueing the initial sounds. Support is also given when using the internet. Students will also communicate a presentation consisting of a sentence or two with support if necessary. Students are made aware of healthy breakfast cereals by providing pictures to stick in their personal file. Teacher shows video clip to students - Healthy snacks with Brittany and Brianna. Students talk about it. <a href="http://www.youtube.com/watch?v=GjLTBe9Qad8&amp;feature=related">http://www.youtube.com/watch?v=GjLTBe9Qad8&amp;feature=related</a>. S/he encourages them to eat such food for breakfast. The cooperation of parents will be needed.</td>
<td>Students will: Understand breakfast is an important meal. Be able to mention four healthy breakfast food items. (Level 4) Be able to select three healthy breakfast food items out of a group of six pictures or real items. (Level 3) Do simple tasks in the preparation of breakfast such as passing light equipment or food (spoon, fork, bread). (Level 2) Accept and engage in coactive exploration by handling breakfast food items thus enhancing fine motor skills and hand-eye coordination. (Level 1)</td>
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<td>help in the planning</td>
<td>Teacher gives students a detailed chart of a breakfast plan.</td>
<td>Students will:</td>
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<td>Strand 1 (2 lessons)</td>
<td>The preparation sequence, equipment and ingredients are pictorial representations and simple text. During the demonstration, teacher and LSA support students to participate at the work station making reference to the pictorial flow chart. Finally students are encouraged to use their senses to be able to comment on the different breakfast options. They can be encouraged to say whether they like the presentation of the food, whether they like the texture and the taste as well as the smell.</td>
<td>Attempt to fill a flow chart with pictures of a healthy breakfast menu which are chosen from a given number of pictures with a certain degree of success. (Level 4) Coactively choose pictures that will be used to fill a flow chart of a healthy breakfast menu. (Level 3) Coactively choose some nutritious food and beverage items that can be used for a healthy breakfast. (Level 2) Accept and engage in coactive exploration by allowing adult to guide their hands in an activity such as picking up items and placing them in a container. (Level 1)</td>
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<td>help in the preparation, cooking and serving a healthy breakfast.</td>
<td>Practical session: teacher encourages students to prepare a simple breakfast independently as much as possible. Some students may form part of a group and participate by handing ingredients to other students when asked or by helping to serve the breakfast. Other students may just look at the other students and participate by tasting and smelling the food items used. At the end of the practical session, students are encouraged to evaluate their production coactively. Some students may be able to name one strength of the healthy breakfast. Teacher will then give them a modified chart to fill.</td>
<td>Students will: Manage to prepare a simple breakfast with constant support. Name one strength of the healthy breakfast. (level 4) Use kitchen tools appropriately to perform certain tasks e.g. spreading butter with the butter knife. (Level 3) Perform at least one task required to prepare a breakfast meal e.g. pouring milk in a glass paying attention not to spill. (Level 2) Accept and engage in coactive exploration by allowing adult to guide their hands in an activity e.g. tipping a packet of cereals and watch contents flow out into a cereal bowl. (Level 1)</td>
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| Participate within a group in conducting a market research and the implementing of one investigative technique. (2 lessons) | Field work: market research  
Students are prepared beforehand on the shop they will be conducting the market research at. The teacher provides them with differentiated worksheets. Students are encouraged to observe product information on goods and compare them with each other. Worksheets can be prepared beforehand by the teacher so that students can tick their findings e.g. which items contain more fibre in various types of breakfast cereals  
The results of this market research are then analysed in Unit 5. | Students will:  
Work in a group to prepare the vetting sheet of the market research and tick correct answers. Some support will be necessary. (Level 4)  
Look for particular information on food packaging and tick findings. Some support may be needed. (Level 3)  
Look for a list of particular items in a store e.g. breakfast cereals, pasta, milk, etc. Some support may be needed. (Level 2)  
Take interest in persons and shop environment by focusing on different people and objects and watch the activities taking place. (Level 1) |
**Subject:** Home Economics  
**Unit code and title:** HE 7.5 Sweet endings  
**Strand/s:** Food, Nutrition & Health  
**Form 1**  
**Unit Duration:** 9 sessions of 40 minutes (6 hours)

### Objectives:
The teacher will help students:

1. Weigh solids and measure liquids accurately.
2. Plan a simple, traditional, modified dessert and a healthy drink using milk and fruit.
3. Prepare a simple, traditional, modified dessert and a healthy drink using milk and fruit.
4. Present findings using appropriate representation techniques and interpret the results.

### Key Words

- Weighing, measuring, units of measure, traditional, measuring spoons, measuring cups, measuring jug, heaped, rounded, levelled, balance scales, digital scales, spring balance, modified, bar graph, tally, market research, survey/questionnaire.

### Points to note

The student centred approach adopted in this unit will help students acquire lifelong skills. Skills gained in weighing and measuring are basic skills necessary for food preparation, which determine the outcome of a recipe in terms of taste, texture, appearance and aroma. The investigative work will help students to gain skills in analysis and discussion of results. Students will be actively engaged in the learning process through a variety of hands-on activities which pertain to a constructivist paradigm. The use of ICT helps to facilitate the learning process by making it fun and effective. Utilising such an approach invites the students to analyse, reflect, articulate and work in a collaborative spirit.

### Resources

- Weighing and Measuring: Two cakes – one prepared following a basic recipe and one prepared with extra flour, template for food packaging activity, IWB, PowerPoint presentation: Units of Measuring/weighing solids and liquids, different measuring/weighing equipment, different food items, containers filled with water distributed in four workstations, flash cards explaining work to be done in each work station, digital projector.
- Demonstration: A selection of recipe books/recipe cards, ingredients, equipment.
- Practical: Ingredients, equipment, digital camera/camcorder.
- Investigative work: A selection of empty cereal boxes.
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<td>The teacher will help students: weigh solids and measure liquids accurately. Strand 3 (3 lessons)</td>
<td>Prepare two healthy cakes, one made with the right quantities and one made using a larger amount of flour. The classroom is set up with four work stations. Each work station will include different measuring equipment (e.g. different weighing scales, measuring spoons, measuring jugs, measuring cups) and suitable foods (solids e.g. flour, sugar and liquids e.g. water) to be measured/weighed. As an introductory activity, students are involved in a tasting panel of different cakes. Students are probed to identify the differences between these two cakes in terms of taste, texture, aroma and appearance, the cause of this difference and possible solutions for better results. Emphasis is laid on the importance of correct weighing and measuring of ingredients. Students are asked to bring two different types of food packaging from home. They locate the weight on the packaging and compare the units of measure used. This information is filled on a template in pairs or in groups. Information is then collated on the board/IWB which can then be saved, printed and given to the students. Interactive PowerPoint Presentation using drag and drop macros to match the food to its correct unit of measure. Students are divided into four mixed ability groups. Students go round the work stations and together they estimate accurately measure the weight/volume of the different ingredients using the equipment provided. Students in each workshop are provided with a work card with instructions. This flash card may also contain higher order questions. The groups would then work on rotation until all the four work stations have been visited. After the work stations have been visited, the students discuss the pros and cons of using the different measuring equipment in terms of accuracy, practicality of use and ease of cleaning. This can be done in groups or as a whole class activity. Each group of students articulates a set of three questions to test</td>
<td>Students will: Explain the importance of accuracy in weighing/measuring to produce satisfactory results and the implications of inaccuracy. Explain the difference between a level, rounded and a heaped spoon. (Level 8) Demonstrate ability to weigh and measure ingredients accurately and independently. Identify different units of weighing/measuring namely grams, kilograms, cups, spoons, millilitres, litres, pints, cups. (Level 7) Be able to estimate the weight and measurement of basic food, as well as list basic equipment used for weighing and measuring. Be aware that grams and kilograms are used to weigh solids and that litres and millilitres are used to measure liquids. (Level 6) Be aware that weighing scales are used to weigh solids and measuring jugs are used to measure liquids. (Level 5)</td>
</tr>
</tbody>
</table>
their friends about what has been learnt. This enables them to reflect upon the highlights of the lesson. Such questions may be utilized as a concluding class quiz or as a means of recapitulation during the beginning of the next lesson.

<table>
<thead>
<tr>
<th>Strand 1(2 lessons)</th>
<th>Students will:</th>
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<tbody>
<tr>
<td>plan a simple, traditional, modified dessert and a healthy drink using milk and fruit.</td>
<td>Modify a traditional recipe using milk and fruit to be in line with the CINDI dietary guidelines. (Level 8)</td>
</tr>
<tr>
<td>Strand 1(2 lessons)</td>
<td>Explain three health benefits of milk and fruit and suggest healthy desserts, including traditional ones, and drinks made using milk and fruit. (Level 7).</td>
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<td>Give a simple reason why it is important to include milk and fruit in the diet and suggest simple desserts made with milk and fruit. (Level 6)</td>
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<td></td>
<td>Be aware that both milk and fruit are beneficial for health and suggest a healthy drink using milk and fruit. (Level 6)</td>
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<td></td>
<td>Plan in detail a healthy dessert and a drink justifying choice in terms of nutritional value, likes, cost, safety, time and organisation. (Level 8)</td>
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<td></td>
<td>Examine different types of desserts and drinks; choose and plan, following a logical sequence, a dessert and a drink for a teenager. (Level 7)</td>
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<td>With guidance, work out a flow chart for the preparation of a dessert and a drink. (Level 6)</td>
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<tr>
<td></td>
<td>Put in logical order the steps to follow for preparing a dessert and drink using milk and fruit. (Level 5)</td>
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Prior to the lesson, the teacher organizes the class in two groups. Each group has to bring to class one recipe accompanied by a picture of a healthy dessert/drink made using milk and fresh/dried fruit. The teacher could provide a selection of recipe books for students to access in class should they so require. Teacher prepares a home-made sponge to be used during the demonstration. The students present their desserts/drinks to the rest of the class. The different desserts are included in a web-diagram on the board. Through a class discussion, the teacher elicits the reasons why such desserts/drinks are healthy by focusing on the benefits of milk and fruit. Alternatively, students can compile this information themselves by accessing various sources of information such as leaflets, books or suitable online websites suggested by the teacher. Examples include:

- [http://www.milk.co.uk/](http://www.milk.co.uk/)
- [http://www.nichd.nih.gov/milk/milk.cfm](http://www.nichd.nih.gov/milk/milk.cfm)

The teacher demonstrates two modified traditional milk and fruit desserts such as the traditional Maltese bread pudding and a trifle with custard and fresh fruit (without cream) as well as a healthy drink (e.g. fruit milkshakes, yoghurt drinks). During the demonstration, the teacher asks different students to help out with the preparation of the dessert and drink with a special focus on weighing and measuring as a follow-up to the theory lesson and to give the students further opportunity to master the skills. The teacher can provide students with a structured and tiered (in terms of ability) worksheet which can be filled in during the
| Strand 1 (2 lessons) | Prepare a simple, traditional, modified dessert and a healthy drink using milk and fruit.  
   | | Demonstration for the students to be actively engaged. Students taste the two desserts and evaluate the outcome by referring to their sensory qualities, presentation, health and environmental aspects.  
   | Prior to the practical session, the teacher invites the students who choose to prepare the fruit and custard trifle to get a ready-made sponge from home. This can either be prepared at home or bought ready-made and shared between students (size of each trifle approx. 10cm x 15cm).  
   | Students individually set up their workstations and prepare for the practical session. The students prepare a traditional modified dessert and a healthy drink using fruit and milk. The teacher guides students to work in an organized, safe and hygienic environment, gives help where needed and praises and encourages good practice.  
   | The students can take photos / video of the different steps involved in making the dessert / drink. Later, the students can write captions to accompany each photo and upload the recipe on the school website for other students to access and prepare at home.  
   | At the end of the practical session, students go around the workstations and discuss the outcomes of their own and their peers’ work.  
   | Follow a detailed order of work and demonstrate good food preparation skills independently. (Level 8)  
   | Follow an outlined order of work and demonstrate adequate food preparation skills with minimal supervision. (Level 7)  
   | Follow a pictorial order of work and demonstrate basic food preparation skills with considerable help. (Level 6)  
   | Follow a pictorial order of work and demonstrate basic food preparations skills with constant prompting. (Level 5)  
   | Assess their performance and final product highlighting some strengths and weaknesses, including basic references to organisation, safety, sensory aspects, nutritive value and overall result, suggesting some aspects of improvement. (Level 8)  
   | Give short evaluative comments on the outcome of the practical by filling in a guided evaluation sheet, highlighting the main strengths and weaknesses and identifying one area of improvement when asked. (Level 7)  
   | Give general short comments on the overall outcome of the practical activity highlighting some basic
| present findings using appropriate representation techniques and interpret the results. (2 lessons) | The teacher conducts a short survey in the classroom to help students understand better how simple graphical representations of data could be drawn. Students are asked to indicate what type of breakfast they had by a show of hands in response to the teacher’s questions. This information is recorded on the board possibly using tallying. Students are challenged to try and identify ways of how such information could be displayed. This can be done in groups. The teacher can show students one way how this is done by drawing a bar graph on the board and asking students to come out and fill the appropriate data. The students, in pairs/groups, can work on the results they had obtained in Unit 4 following the same process. The teacher guides students to choose the most appropriate tool to use depending on their ability, possibly coupling students who could help each other out in such an exercise (buddy system). Students may choose to represent their data using Microsoft Excel. A similar exercise can be carried out to compare the sugar, fat and fibre content of cereals. The teacher can provide empty cereal packets for students to carry out the exercise. Data is again represented using bar graphs. In this way students would have two options to choose from for their investigative work. Students are encouraged to comment on their findings. The teacher can prepare a set of questions (depending on the topic) which could encourage students to get actively engaged in this analysis: Which item is the most/least popular? What does this finding tell us? Which cereal has the most sugar / fat / fibre? | strength and weakness with guidance. (Level 6) Identify one or two things that went right or could be better in the practical assignment with prompting from the teacher. (Level 5) Display detailed results using different modes of representation and discuss and interpret them thoroughly. (Level 8) Display results of the investigative technique and discuss them in detail. (Level 7) Display the results of the investigative technique in a bar graph and comment briefly on their findings. (Level 6) Display the results of the investigative technique in a simple bar graph and write simple comments on their findings. (Level 5) |
| Which cereal has the least sugar / fat / fibre? |  |
| Which would you choose and why? |  |
### Objectives:
The teacher will enable students to:

1.1 participate in weighing solids and measuring liquids accurately.
2.1 participate in the planning of a simple, traditional, modified dessert and a healthy drink using milk and fruit.
3.1 participate in the preparation of a simple, traditional, modified dessert and a healthy drink using milk and fruit.
4.1 present findings on a topic using appropriate representation techniques.
<table>
<thead>
<tr>
<th>Key Words</th>
<th>Points to note</th>
<th>Resources</th>
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<tbody>
<tr>
<td>Weighing, measuring, units of measure,</td>
<td>The student centred approach adopted in this unit will help students acquire lifelong skills. Skills gained in weighing and measuring are basic skills necessary for food preparation, which determine the outcome of a recipe in terms of taste, texture, appearance and aroma. The investigative work will help students to gain skills in analysis and discussion of results. Students will be actively engaged in the learning process through a variety of hands-on activities. The use of ICT helps to facilitate the learning process by making it fun and effective. It is very important for the teacher to allow time for the students to respond. This response can take the form of unaided and/or aided means of communication and the teacher needs to provide adequate scaffolding techniques to enable the students to respond affectively or intentionally. The teacher may need to assist students in order to activate a switch especially in the early stages of using a switch. For levels 1 and 2, Picture Exchange Communication System (PECS) and objects of reference can be very useful.</td>
<td>Weighing and Measuring: A cake prepared following a basic recipe. A cake prepared with extra flour, template for food packaging activity, IWB, PPTs, pictures for pictograph, coloured interlocking cubes, different and adapted measuring /weighing equipment, different food items, workstations, flash cards with instructions for each work station, digital projector. Demonstration: A selection of recipe books/recipe cards, ingredients, equipment. Practical: Ingredients, equipment, digital camera/camcorder. Investigative work: A selection of empty cereal boxes</td>
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<tr>
<td>Teaching objectives</td>
<td>Examples of teaching experiences and activities</td>
<td>Indicators of learning outcomes</td>
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<td>The teacher will enable students to:</td>
<td>Teacher prepares flash cards with the words <em>good, bad, soft, hard, tasty,</em> etc. The students touch and taste the cakes that look good, taste bad, hard/soft to the touch etc. The teacher and students discuss the different cakes, emphasizing the importance of correct weighing and measuring. Students are encouraged to point to the cards that most describe bad cakes and state the reason of the problem. Teacher presents students with various food packaging. In various groups, students are encouraged to look for the weight/capacity information. Then students sort them according to solids or liquids to be aware of the different measuring units. Following that, they will be asked to select all the solids/liquids that are equal in weight or capacity and group provide students with different types of measuring equipment. After having assimilated this, scales (preferably digital) can be used to compare all the measuring techniques. When students are asked to estimate the weight/volume of an ingredient, they can do this through multiple choice questions. Teacher adapts conventional measuring jugs where only one of the measures is highlighted. Teacher gives students a selection of 3 – 4 jugs and asks them to give her 1 lt. of water. This exercise can be repeated to expose students to different weights and capacity. Students are encouraged to feel the weight and be aware of what is heavy and what is light. Measuring jugs, cups and other containers may all be used with adaptations to them.</td>
<td>Students will: Tell the difference between a well made cake and a badly made one by using their senses. Be able to fill a measuring jug up to a significantly marked measure. Very close approximations are accepted. (Level 4) Tell the difference between a well made cake and a badly made one by using their senses. Be able to pour solids and liquids with very little spillage. (Level 3) Attempt to tell the difference between a well made cake and a badly made one by using their senses. Be able to distinguish between light and heavy, full and empty. (Level 2) Accept and engage in coactive exploration by showing significant reactions when tasting and/or touching the cakes, etc. (Level 1)</td>
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<tr>
<td>participate in the planning of a simple, traditional, modified dessert and a healthy drink using milk and fruit.</td>
<td>Teacher presents students with 3 – 4 simple recipes of healthy desserts and drinks, and encourages students to choose one. Some students may need a version of the recipe with symbols or pictures (Board maker images) Teacher supports students to present their choice to the rest of the class. Teacher provides students with pictures that represent the benefits of fruit and milk together with other ones that show what happens to our body if our diet lacks milk and fruit. Two big envelopes, one of which has a picture of milk and fruit stuck on the outside, are given to the students so that</td>
<td>Students will: Be aware that it is very healthy to eat fruit and drink milk. Put in logical order some of the steps to follow for preparing a drink using milk and fruit. (Level 4) Be aware that it is very healthy to eat fruit and drink milk. Put in logical order some of the steps to follow for preparing a drink using milk and fruit with a lot of support. (Level 3)</td>
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<td>Activity</td>
<td>Description</td>
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<td>During class discussion</td>
<td>Students choose the correct pictures and place them in their respective envelopes. Students can be given similar tasks to reinforce what they have already learnt. For example, in their files, they can have a section with a healthy looking person and another with an unhealthy looking one where they can stick the same and similar pictures used in the previous task. Students will participate during the teacher’s demonstration lesson with or without support.</td>
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<td>Participate in the preparation of a simple, traditional, modified dessert and a healthy drink using milk and fruit.</td>
<td>Teacher guides students into following the recipes pointing out facts and information learned from the previous lessons to reinforce them in practice. Students work in groups so that they will be able to participate coactively. They may hand ingredients to other students, put the ingredients to be weighed on the scale, or bring tools such as a grater from the cupboard. Students will be allowed to make use of adapted measuring equipment used in previous lessons.</td>
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<td>Present findings on a topic using appropriate tools</td>
<td>Teacher encourages students to participate in the discussion. Data in the bar graph will be represented by pictures and students can be asked simple questions such as, “Which food was the most/least eaten at...”</td>
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</table>

**Be aware that it is healthy to eat fruit and drink milk.**

E.g., on asking, point at food items that can make us strong or shake head/make sign for no for food that is not very good for our health. (Level 2)

Accept and engage in coactive exploration by cooperating with adult/peer to participate in the demonstration session through hands-on support, e.g., holding up envelope for peer to put pictures in. (Level 1)

**Participate in the preparation of a simple, traditional, modified dessert and a healthy drink using milk and fruit.**

Strand 1 (2 lessons)

- Teacher guides students into following the recipes pointing out facts and information learned from the previous lessons to reinforce them in practice.
- Students work in groups so that they will be able to participate coactively. They may hand ingredients to other students, put the ingredients to be weighed on the scale, or bring tools such as a grater from the cupboard.
- Students will be allowed to make use of adapted measuring equipment used in previous lessons.

**Students will:**

- List some ingredients and equipment needed to make the recipe. Will coactively participate in the preparation of food such as weighing, measuring. They may not be accurate. (Level 4)
- Hand the ingredients to students in group that need to be weighed or measured. Attempt to do tasks such as whisking with support. (Level 3)
- Be aware of some of the ingredients used in the recipe but need hands on hands support to carry out most tasks in following the recipe. Enhance hand-eye co-ordination and fine motor skills such as lifting flour with spoon (Level 2)
- Engage in coactive exploration by showing significant reactions when handling ingredients and equipment such as making sounds/vocalizations of excitement. (Level 1)

**Students will:**

- Plot data with some support, using pictographs and/or interlocking blocks and be able to reply to
| Representation techniques. (2 lessons) | The pictograph will be then added to the students’ file. Teacher prepares interlocking blocks of 3 different colours to represent, sugar, fat and fibre. Students are encouraged to build the blocks and place them in front of the respective cereal packets instead of completing a bar graph. They are made aware that every time their buddy is colouring a bar, they add a block. They are also encouraged to observe the length of the blocks and the bars so that they will attempt to answer questions such as, “Which cereal has the most/least sugar/fat/fibre?” questions, such as “Which food was the most/least eaten at breakfast today?” (Level 4)
Plot some data with a lot of support, using pictographs and interlocking blocks and be aware of the tallest and shortest or same size “bar graph”. (Level 3)
Plot data using pictographs and interlocking blocks with hands-on hands support. Enhance hand-eye co-ordination and fine motor skills in handling blocks. (Level 2)
Enhance tracking and fine motor skills when handling blocks. (Level 1) |
**Subject:** Home Economics  
**Unit code and title:** HE 7.6 Roll-up your sleeves!  
**Strand/s:** Food, Nutrition & Health  
Choice & Management of Resources  

**Unit Duration:** 9 sessions of 40 minutes (6 hours)

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**Objectives**

The teacher will help students:

1. Describe the cooker, its functions, safe use and care.
2. Identify the ingredients needed for and explain the rubbing-in method of cake-making.
3. Devise the flow chart for the making of the rock buns.
4. Prepare, cook and serve the rock buns.
5. Carry out an evaluation of their investigative work.

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**Key Words**

Cooker, ingredients, equipment, chopping, peeling, slicing, coring, measuring, weighing, mixing, flow chart, dietary guidelines, hygiene, safety, hob, grill, oven, gas, electric, induction, sift, rubbing-in, cake-making, breadcrumbs, bake, strengths, weaknesses, room for improvement.

**Points to note**

Cubing is a student-centred pedagogical tool within the constructivist paradigm which lends itself well to many HE topics. It enables students to approach and learn about a topic through six diverse learning processes. Cubing is ideal for mixed ability groups and caters for multiple intelligences. The topic of the cooker in this unit has been planned using the cubing approach as an exemplar of how cubing can be utilised. Through this approach the topic of the cooker will be tackled in a manner relevant and meaningful for the students. The lesson about the cooker will also be a preparation for the subsequent rubbing-in-method lesson, demonstration and practical session. Reflection, discussion, collaboration (group work, peer-to-peer interaction) and project-based teaching and co-operation will be a core component of this unit. Home connectivity and ICT will also be integrated. This unit will continue to foster a critical and analytical approach to decision-making and problem-solving. The buddy system is used in the investigation lesson.

**Resources**

Rubbing-in: PowerPoint presentation, recipe cards for modification, names of ingredients on flashcards, interactive quiz, steps of the rubbing-in method of cake-making on flashcards for sequencing.  
Demonstration: Digital camera.  
Investigation: objects to be evaluated (e.g. simple children's book, gadgets etc.).  
Cooker: Flashcards (displaying hob, grill, oven, control knobs) per group; case study (one copy for each group).  
Cubing step 6-ideally conducted in a computer lab.
<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Examples of teaching experiences and activities</th>
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</tr>
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<tbody>
<tr>
<td>The teacher will help students: describe the cooker, its functions, safe use and care.</td>
<td>Cubing step 1. Describe it: Groupwork - In mixed-ability groups, each group is assigned a cooker in the food lab. A set of four flashcards (hob, grill, oven, control knobs) are given to each group. Students have to attach the flashcards on the different parts of the cooker.</td>
<td>Students will: Describe in detail the cleaning of the cooker using different methods and identify unsafe uses of the cooker from a given case study, whilst suggesting safe and correct practices. (Level 8)</td>
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<td>Strand 3 (2 lessons)</td>
<td>Cubing step 2. Associate (connect) it: In groups, students look into the main parts of the cooker and associate them to their functions. On the back of each flashcard, students write down the functions of each part of the cooker. In order to cater for differentiated learning, jumbled-up functions can be prepared by the teacher and given to some of the groups. Students have to connect the functions to each of the cooker part.</td>
<td>Identify and compare different types of cookers (electric, gas, induction) and explain the basic functions of each of the main parts of the cooker. Describe in brief the cleaning of the cooker, propose different dishes/food that can be cooked on/in the different parts and highlight unsafe uses of the cooker from a given case study. (Level 7)</td>
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<td>Cubing step 3. Compare it: Home-connectivity: A PowerPoint is loaded which features the grouped photos of the students’ home-cookers (Remote preparation using ICT - students take a photo of the cooker at their home and email it to the teacher who mounts them on a PowerPoint. Students who cannot take photos of their home cooker, can bring a picture of a cooker instead). Class debate: Students debate on the different types of cookers and compare them (electric, gas, induction).</td>
<td>Name and label the main parts of the cooker, namely the hob, oven, grill and control knobs. (Level 6)</td>
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<td>Cubing step 4: Analyse it: Students are given a case study of a teenager who is incorrectly using and cleaning the cooker. The case study also includes unsafe practices conducted by this teenager. In groups, students have to analyse the case study, identify the incorrect procedures and suggested amendments for the safe and correct use of the cooker. The case studies should include both text and pictures so as to cater for mixed-abilities.</td>
<td>Identify the cooker in the food lab or from a set of images and state its basic function. (Level 5)</td>
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<td>Cubing step 5: Apply it: Creativity - Teacher informs students to imagine that a time travel machine is bringing some cavemen to our time. They have never seen a cooker! Their task is to generate a PowerPoint presentation or Photostory (in mixed-ability groups) highlighting the different parts of the cooker and their functions and also to give the cavemen ideas of different foods/dishes that can be</td>
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<th>Strand 1(1 lesson)</th>
<th>cooked on the: hobs, grill, oven. Students have to end the presentation with a Safety Cooker Slogan! Cubing step 6. Argue for it: Students present their presentations to the rest of the class. Peer-to-peer evaluation: Students are encouraged to be critical friends, appraise and critique the four different presentations. Identify the ingredients needed for, and explain the rubbing-in method of cake-making. A PowerPoint presentation can be used to highlight the main theoretical aspects of making cakes using the rubbing-in method. The following link is also a useful teaching aid: <a href="http://www.savetubevideo.com/?v=zPNTk9hzMBM">http://www.savetubevideo.com/?v=zPNTk9hzMBM</a> Students are then actively involved in an interactive quiz (using Hot Potatoes and the IWB/PowerPoint) to recapitulate the main points. Questions will vary from multiple-choice to more elaborate questions according to abilities. Groupwork: Mixed-ability groups may be given different recipe cards for making items using the rubbing-in method (to include scones, rock buns, lemon/orange biscuits, digestive biscuits). Students are engaged in altering the ingredients and modifying them according to the dietary guidelines, e.g. add fruit, use less sugar (use sultanas or dried apricots instead), add wholemeal flour or oats. To cater for mixed ability, students may be given a choice of ingredients from which to choose. Students then work in groups to put a sequence of pictures in order, to represent the method of cake-making for each item. Some students will be encouraged to explain the importance of the skill covered in each step and to highlight the nutritional value of various ingredients used.</th>
<th>Students will: Modify recipes of the rubbing-in method of cake making to make them in line with the dietary guidelines, giving reasons for each modification. (Level 8) Outline the ingredients needed and explain the method used to make cakes using the rubbing-in method. (Level 7) Put a sequence of pictures in logical order, identifying the basic steps to be followed when making cakes using the rubbing-in method. (Level 6) Select the basic ingredients which are used to make rubbed-in cakes from a realia of ingredients, photos or pictures. (Level 5)</th>
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<tr>
<td>Strand 1(2 lessons)</td>
<td>Students conduct a Hot Potatoes Quiz or PowerPoint used in the previous lesson, in order to reinforce learning on the rubbing-in method of cake-making. The making of rock buns using a variety of ingredients such as fresh apples, dried apricots, raisings, figs, dates, nuts and seeds is demonstrated. Students participate during the demonstration,</td>
<td>Develop a detailed plan for the making of rock buns justifying choice in terms of nutritional value, likes, cost, safety, time and organisation. (Level 8) Examine the use of different ingredients in the preparation of rock buns; choose and plan, following a</td>
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| Strand 1 (2 lessons) | A Microsoft Photostory (digital presentation) is uploaded (this can either be the work of the students, which they had for homework the previous lesson, or else one prepared by the teacher). | Students will:  
Follow a detailed order of work and demonstrate good food preparation skills independently. (Level 8)  
Follow an outlined order of work and demonstrate adequate food preparation skills with minimal supervision. (Level 7)  
Follow a pictorial order of work and demonstrate basic food preparation skills with considerable help. (Level 6)  
Follow a pictorial order of work and demonstrate basic food preparation skills with constant prompting. (Level 5) |
| --- | --- | --- |
| prepare rock buns that are in line with the dietary guidelines, using the rubbing-in method of cake-making. | Practical session  
Whilst preparing the rock buns, the students will have the opportunity to refer to the Photostory in case of difficulty. Furthermore, the background music with the Photostory will help set the scene and relax the students during the practical.  
After the practical session, the students can pair up to evaluate each other’s work (peer evaluation).  
A chef of the week may be nominated!  
Home Connectivity  
For HW, the students need to evaluate their performance (as per learning outcomes) and additionally can obtain the feedback of at least logical sequence, rock buns using the rubbing-in method for the topping. (Level 7)  
With guidance work out a flow chart for the preparation of rock buns. (Level 6)  
Put in logical order the steps to follow for preparing rock buns. (Level 5) |
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<td>3 persons (including themselves) to fill in a sensory analysis test (star diagram conducted in Unit 4). An opportunity for posting comments may also be made through the creation of an online community of learners, where students can discuss their results in an online group (or existing social network).</td>
<td>Assess their performance and final product highlighting some strengths and weaknesses, including basic references to organization, safety, sensory aspects, nutritive value and overall result, suggesting some aspects of improvement. (Level 8) Give short evaluative comments on the outcome of the practical by filling in a guided evaluation sheet, highlighting main strengths and weaknesses and identifying one area of improvement when asked. (Level 7) Give general short comments on the overall outcome of the practical activity highlighting some basic strength and weakness with guidance. (Level 6) Identify one or two things that went right or could be better in the practical assignment with prompting from the teacher. (Level 5)</td>
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<tr>
<td>All students would have completed their investigations (through previous units and work from home) and the final step of the investigation (evaluation) is executed in this unit. This lesson reinforces what an evaluation is all about and students are trained in evaluative and communication skills. Buddy system: In pairs, students are given an item which they have to evaluate: e.g. a children's book, a gadget, a bag or piece of clothing or a leaflet. Students analyse the item and they have to list on a worksheet prepared by the teacher the strengths and weaknesses which they can identify within the given object. To cater for differentiated learning and multiple intelligences, some students can verbally articulate their evaluation; others can draw/sketch the identified strengths and weaknesses.</td>
<td>Students will: Assess their investigative work independently highlighting strengths and weaknesses including references to: realization of aims, planning and organization, choice, execution and analysis of research technique and overall presentation, giving some suggestions for improvements. Conduct peer-to-peer evaluation. (Level 8) Give evaluative comments with minimal guidance on the outcome of their investigation, highlight main strengths and weaknesses and indicate one area for improvement. Present their investigation using a basic...</td>
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</table>
Weaknesses whilst others can write. Each pair can present their evaluation to the rest of the class and a class discussion follows during which students may propose strategies for room for improvement. Students apply their evaluation skills (strengths, weaknesses, and room for improvement) for the evaluation of their investigation. Buddy system: To cater for differentiated learning some students are guided by other peers. Students present their investigation in front of their classmates through verbal articulation, PowerPoint presentation, Photostory or a pictorial chart. Students evaluate their peers’ investigations: Critical friends and critique and appraise other investigations.

<table>
<thead>
<tr>
<th>Level 7</th>
<th>PowerPoint presentation or Photostory</th>
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</thead>
<tbody>
<tr>
<td>Level 6</td>
<td>Complete a simple evaluation sheet with moderate guidance and present their investigation in a simple format (chart or a simple PowerPoint presentation).</td>
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<tr>
<td>Level 5</td>
<td>Fill in a simple and pictorial evaluation sheet with constant guidance and talk about how they made their investigation in simple terms.</td>
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</table>
Subject: Home Economics
Unit code and title: HE 7.6 Roll-up your sleeves!
Strand: Food, Nutrition and Health
Choice and Management of Resources

Unit Duration: 9 sessions of 40 minutes  Total: 6 hours

Objectives
The teacher will help students:

1. Describe the cooker, its functions, safe use and care.
2. Identify the ingredients needed for and explain the rubbing-in method of cake-making.
3. Devise the flow chart for the making of the rock buns.
4. Prepare, cook and serve the rock buns.
5. Carry out an evaluation of their investigative work.

Objectives
The teacher will enable students to:

1.1 identify the main parts of the cooker and become familiar with its function, safe use and care.
2.1 identify the ingredients needed in making a cake using the rubbing-in method.
3.1 participate in devising a flow chart for making rock buns.
4.1 participate in preparing, cooking and serving the rock buns.
5.1 evaluate their investigative work.
<table>
<thead>
<tr>
<th>Key Words</th>
<th>Points to note</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooker, ingredients, equipment, measuring, weighing, mixing, flow chart, dietary guidelines, hygiene, safety, hob, grill, oven, gas, electric, switch, sift, rubbing-in method, cake, rock buns, bake</td>
<td>Topics will be tackled in a manner relevant and meaningful for all students through a cubing approach. Reflection, discussion, collaboration and project-based teaching and co-operation will be a core component of this unit. Home connectivity and ICT will also be integrated. This unit will continue to foster a critical and analytical approach to decision-making and problem-solving. It is very important for the teacher to allow time for the students to respond. This response can take the form of unaided and/or aided means of communication and the teacher needs to provide adequate scaffolding techniques to enable the students to respond affectively or intentionally. The teacher may need to assist students in order to activate a switch especially in the early stages of using a switch. This may start off with hand on hand help but physical prompting should be reduced over time so that eventually students can use their switch without any physical prompting. For levels 1 and 2, Picture Exchange Communication System (PECS) and objects of Reference can be very useful.</td>
<td>Cooker: Remote preparation using ICT – Demonstration and Practical: Apron, headgear, ingredients, equipment, digital camera. Investigation: Remote preparation-objects to be evaluated (e.g. simple children’s book, gadgets etc.). Students prepare a mini PowerPoint presentation, Photostory or pictorial presentation portraying their investigation.</td>
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<tr>
<td>Teaching objectives</td>
<td>Examples of teaching experiences and activities</td>
<td>Indicators of learning outcomes</td>
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<tr>
<td>The teacher will enable students to: identify the main parts of the cooker and become familiar with its function, safe use and care.</td>
<td>The teacher shows the object of reference (which was chosen at beginning of year, e.g. a wooden spoon. This informs the student that the lesson is Home Economics). Students are shown big symbols and pictures of hob, grill oven and control knobs. They are taken near a cooker and shown one of the flash cards. Students are prompted to point (eye gaze/ by hand / finger) at the part of the cooker that is shown on the flashcard. Other students will point finger at part of the cooker when the teacher names a part of the cooker. Other students will try to label a diagram of a cooker. A power point on a big screen showing pictures taken at home of the student’s family and his/her home cooker, his /her father cooking and checking that handles are not protruding, his/her mother checking that the cooker is off , his/her father washing the cooker while his/her mother is washing the plates, etc. The student changes the slides by using a big switch.</td>
<td>Students will: Identify the cooker in the kitchen lab and know that it is used for cooking food. (Level 4) Match some pictures of cooker parts with the real objects. (Level 3) Match a picture of a cooker with the one in the kitchen lab. (Level 2) Accept and engage in coactive exploration e.g. using big switch to change slides. (Level 1)</td>
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<tr>
<td>Strand 3 (2 lessons)</td>
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<td>identify the ingredients needed in making a cake using the rubbing-in method.</td>
<td>The teacher prepares a series of cards with pictures of the ingredients that are used in making a cake with the rubbing-in method. A set of plastic bowls each containing the different ingredients (e. g. flour, margarine, sugar, water) are also prepared. The students are shown the card while making the sign for the ingredient. They are also encouraged to make the sign/ click the big switch when on hearing the name of the ingredient. The teacher engages the students in coactive exploration of the ingredients by seeing and touching all the ingredients, smelling and even tasting them (if appropriate). The teacher could also engage the students in coactive exploration using cards/symbols and actual ingredients that could be added to the mixture to make the different versions such as raisins, sultanas, dried apricots etc and then students are requested to indicate their preference.</td>
<td>Identify a few ingredients needed for the rubbing-in method of cake making from a random selection of food items or pictures of them. (Level 4) Identify at least one ingredient from a random selection of food items needed for the rubbing-in method of cake making. (Level 3) Hand/ point at, look at ingredients when asked e.g. “Where is the flour?”. (Level 2) Encounter and experience the activity by showing pleasure or aversion when handling some ingredients. (Level 1)</td>
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<tr>
<td>Strand 1(1 lesson)</td>
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<td>participate in devising a flow chart for making rock buns.</td>
<td>The teacher can show students the various steps in the making of rock buns through You tube by choosing one or more videos from the How-to Video</td>
<td>Students will: Measure and weigh some of the</td>
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<td>Strand 1(2 lessons)</td>
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<td><strong>How to make rock buns.</strong> This will be followed by the teacher giving an actual demonstration. Students are encouraged to participate during the demonstration where appropriate e.g. by weighing and measuring or by handing and mixing the ingredients. The teacher encourages the students to choose other ingredients to add to the mixture e.g. sultanas, dried apricots, or cereals for a crunchy texture. The teacher helps the students to form buns on the baking tray and switch on the oven.</td>
<td><strong>Ingredients</strong> guided by highly visible markers or by using measuring cups/spoons. (Level 4)</td>
<td><strong>Develop adequate motor skills to control hand and wrist movements when mixing ingredients.</strong> (Level 3)</td>
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<td>Sensory analysis testing: Once the rock buns are ready students are encouraged to carry out sensory analysis testing according to different food characteristic criteria; i.e. aesthetics, aroma, texture, taste.</td>
<td><strong>Wait and take turns when participating in tasks with other students. Show preference for serving accompaniments by relying on own senses and prompts from adult.</strong> (Level 2)</td>
<td><strong>Encounter and experience the activity by taking interest in the activities and cooperate when given hands-on hands support to perform actions e.g. sifting flour etc.</strong> (Level 1)</td>
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<tr>
<td><strong>Students watch a step by step Microsoft Photostory on the making of rock buns. Teacher also shows students the flow chart and discusses the steps referring to the ingredients, equipment and method. Students start making the rock buns following the flow chart and/or Photostory. Teacher allows the student to be as proactive as possible by providing special cooking equipment, flash cards, symbols, signs, etc. Reminding, cueing, prompting, and hand on hand support may also be necessary for the student to be able to perform the task. Encouragement and lots of praise are also needed. Students join their peers to evaluate the buns they have made. Teacher encourages students to use all the senses where possible and closely observe all reactions.</strong></td>
<td><strong>Attempt to follow the flow chart and Photostory to make the buns under supervision (Level 4).</strong></td>
<td><strong>Attempt (with some prompts) to do a couple of tasks in making the buns. E.g. pouring and mixing ingredients, (Level 3).</strong></td>
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<td><strong>Attempt to perform some of the steps in making the buns by allowing hand on hand support. (Level 2)</strong></td>
<td><strong>Hold objects briefly in hands before releasing them e.g. dried fruit in mixing</strong></td>
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<td>evaluate their investigative work. (2 lessons)</td>
<td>Teacher helps students to choose suitable subjects to evaluate e.g. a handbag, a pair of shoes, soft drinks, having a dog for a pet, etc. A worksheet with a picture of the subject to be investigated is given to the students while his buddy is given one like the rest of the class. Both worksheets will have two columns. The modified worksheet will have two symbols, a thumbs up and thumbs down to represent the strengths and weaknesses respectively. Teacher may probe students with questions to make them think about the pros and cons. These are then listed under the correct columns in the form of a symbol, picture, drawing, a simple sentence or by pointing. Later on students and their buddies can present their evaluation to the rest of the class to be discussed and to find out if there is still room for improvement.</td>
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</table>

| bowl. (Level 1) | Identify at least two strengths and two weaknesses in a given item following a discussion about it and with prompts. (Level 4) |
| | Identify at least one strength and one weakness on a given item following a discussion about it and with a lot of prompts. (Level 3) |
| | Use sensory information to identify a strength/weakness and express like/dislike verbally or through gestures. (Level 2) |
| | Accept and engage in coactive exploration and react positively or negatively to items being investigated e.g. change in facial expression to communicate like or dislike. (Level 1) |
Digital Technology Enhanced Learning – Home Economics eLearning Entitlement

HE 7.1 Discovering Home Economics

1. [http://www.youtube.com/watch?v=VKNDF0JrcSw](http://www.youtube.com/watch?v=VKNDF0JrcSw) is a video that explains the steps of how to wash and dry your hands effectively. This is accompanied by a song which is a fun way for the students to understand the importance of hygiene.

2. [http://www.teachers-direct.co.uk/resources/quiz-busters/quiz-busters-game.aspx?game_id=4093](http://www.teachers-direct.co.uk/resources/quiz-busters/quiz-busters-game.aspx?game_id=4093) is an interactive quiz that aids students to identify different kitchen equipment. This quiz may be carried out by students at home as it provides an answer for each question.

3. [http://www.roundgames.com/onlinegame/Cooking](http://www.roundgames.com/onlinegame/Cooking) is a simple, good website providing a variety of interactive cooking games ideal for young students. This can be used in class as a starter activity, or as HW where each student tries to produce different dishes.

HE 7.2 Pyramid Power

1. [http://www.foodafactoflife.org.uk/activity.aspx?siteId=5&sectionId=34&contentId=55](http://www.foodafactoflife.org.uk/activity.aspx?siteId=5&sectionId=34&contentId=55) is an activity in which the students have to sort the foods into their correct food group by dragging them on the plate.

2. [http://www.scholastic.com/familymatters/parentguides/backtoschool/game_lunch.htm](http://www.scholastic.com/familymatters/parentguides/backtoschool/game_lunch.htm) is a simple activity that helps students familiarize themselves with the food pyramid by choosing the right mix of foods in preparing their school lunches.

3. [http://www.nourishinteractive.com/kids/healthy-games/13-interactive-food-pyramid-five-food-groups](http://www.nourishinteractive.com/kids/healthy-games/13-interactive-food-pyramid-five-food-groups) allows students to learn the food pyramid just by placing the mouse over the different parts of the food group.

HE 7.3 Smart snacking

1. [http://www.fsis.usda.gov/OA/foodsafetymobile/mobilegame.swf](http://www.fsis.usda.gov/OA/foodsafetymobile/mobilegame.swf) is a flash game that puts the student in a driving scenario where he/she explores ‘Safe Food Park’. Students are required to answer a number of food safety questions as they drive through. Once a choice has been made, the correct answer is displayed to the user together with a detailed explanation.

2. [http://www.glasgows.co.uk/fsa_interactives/FrdgLoad.swf](http://www.glasgows.co.uk/fsa_interactives/FrdgLoad.swf) is an animated fridge-safety checklist that allows the students to learn how to keep food cool and safe by placing the different items on the correct shelves.

3. [http://www.youtube.com/watch?v=BMXOZw3QpQI](http://www.youtube.com/watch?v=BMXOZw3QpQI) is a video that is ideal for students to become aware of some accidents that may occur in the kitchen and the preventive measures they may adopt.
HE 7.4 Breakfast time!

1. [http://school.fueluptoplay60.com/tools/nutrition-education/games/other/breakfest-detective.php](http://school.fueluptoplay60.com/tools/nutrition-education/games/other/breakfest-detective.php) is an interactive quiz that challenges students to choose the right food for a healthy breakfast. Can easily be done as a class activity if PCs are available, or on the IWB. Also suitable for individual work at home.

HE 7.5 Sweet Endings

1. [http://school.fueluptoplay60.com/tools/nutrition-education/games/other/make-a-shake.php](http://school.fueluptoplay60.com/tools/nutrition-education/games/other/make-a-shake.php) Simple game which allows students to use a blender to prepare a healthy drink by choosing from a variety of ingredients. Students are then provided with a printable recipe including the ingredients chosen and a set of nutritional information.

HE 7.6 Roll up your sleeves

1. [http://www.shockwave.com/gamelanding/lets-get-bakin.jsp](http://www.shockwave.com/gamelanding/lets-get-bakin.jsp) is an interactive game which gives students the chance to have to experience the process involved in preparing and baking cakes. It offers a variety of different recipes which allow students to discover different ingredients, baking methods and kitchen tools/equipment.

2. [http://www.youtube.com/watch?v=AcDo6BLb4FA](http://www.youtube.com/watch?v=AcDo6BLb4FA) is an easy to follow video tutorial on how to prepare and cook rock buns. By following this video, students will be able to prepare buns at their own pace with easy to follow guidelines and images. It may also be used as a basis of the flow chart for the making of the rock buns.