

Street food super stars

Introduction

These materials are intended to provide lesson ideas for Science, Design & Technology and English. The ideas and materials are suitable for children at KS1 and KS2 although some differentiation will be necessary for the youngest children.

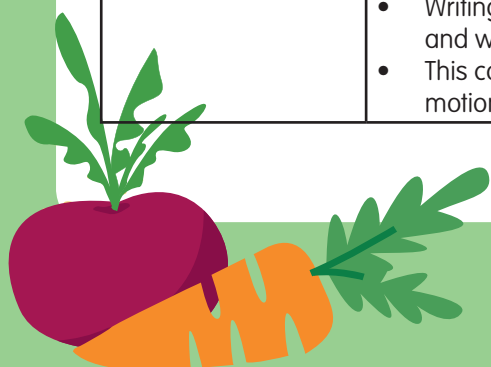
Throughout the project, children should work in pairs or small groups.

The suite of materials and ideas can be used flexibly in the classroom. It is a creative thinking exercise to imagine, design and create an item of street food which is healthy, nutritious and avoids food waste and unnecessary packaging. The activities have been designed to give the children the knowledge and skills they need to enter the Farmvention competition challenge independently, with a food product design of their imagination.

The project is split into three stages. You may choose which stages your children do dependant on their age, the time available and relevance to your curriculum and context. Suggestions for how the activities may be simplified for younger learners is given within this guidance.

Project overview

Stage	Overview
Stage 1: Healthy street food	<ul style="list-style-type: none"> • Introduction to the Eatwell guide and the elements of a healthy, balanced diet. The children are challenged to research food groups (this research will be incorporated into their persuasive writing in stage 3) • Introduction to street food and how it celebrates lots of cuisines and cultures from around the world. • Introduction to the competition task: making a street food product from a cuisine of the children's choice but starring a British ingredient. • Exploration of where our food comes from and why it is important to buy British produce. • Introduction to the problem of food waste and how this might be combatted in their final recipe.
Stage 2: Product Development	<ul style="list-style-type: none"> • Introduction to the problem of plastic packaging and how this might be combatted by incorporating edible packaging into the children's final recipe. • Practical Food Technology lesson on various vegetable cutting techniques. The children will apply this learning to making either a Mexican or Italian flavoured stuffed pepper as an example of a healthy street food dish with edible packaging. • Children will then have the opportunity to use their learning to plan and design their own unique street food dish using British produce as a star ingredient.
Stage 3: Marketing	<ul style="list-style-type: none"> • Exploration persuasive writing features. • Writing persuasive adverts/ speeches to explain how their product solves a problem and why it should win. • This could be presented as a speech, video, power point, radio/ TV/ magazine/ stop motion advert, persuasive letter etc.



Stage 1: Healthy street food

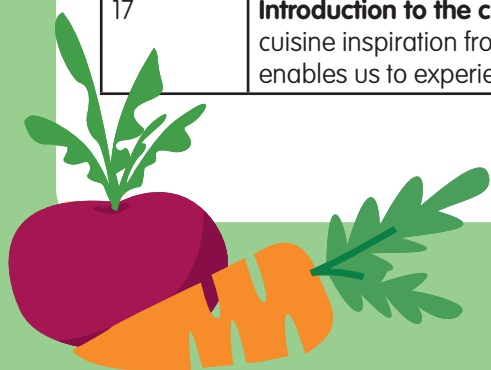
Suggested learning objective: To explore the components of a healthy diet and foods that contribute to a healthy diet.

Suggested equipment and materials:

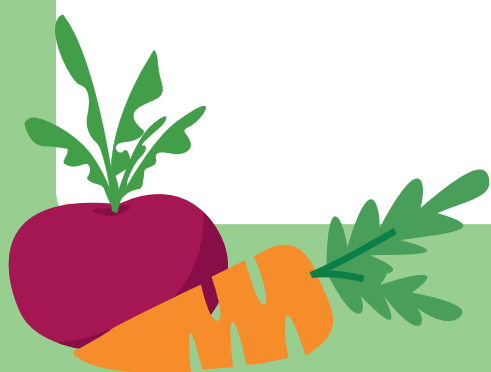
- PowerPoint presentation.
- Access to the Eatwell guide
- Pupil sheet: Research task recording sheet

Presentation guidance:

Slide	Teacher guidance
2	<p>A healthy, balanced diet: Use the power point slide to introduce the research task. You could provide printed copied of the 'Eatwell Guide' which is available to download from https://www.gov.uk/government/publications/the-eatwell-guide or children could use an interactive online resource at https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/</p> <p>The children could use the research recording template to make notes on the information they find out. Different groups of children should research one food type and then share their findings. This could be through a Jigsaw type activity or by creating a short presentation.</p>
3- 11	<p>Eatwell guide: Share the British Nutrition Foundation's 'Eatwell guide' to explain the principles of a healthy, balanced diet.</p> <p>Younger children may benefit from a food sorting task using photos of different foods, after working through the Eatwell guide slides as a class rather than working independently on the research task.</p>
12-13	<p>Where does our food come from? Use the slide to elicit whether children know the origin of the food they eat and lead a discussion about where food comes from.</p> <p>Good quality information about farming practices in the UK can be found here: https://www.countrysideonline.co.uk/food-and-farming/feeding-the-nation/</p>
14-15	<p>Harvesting, processing and transporting our food: Use these slides to support the children's understanding of food production, transport, processing and packaging.</p> <p>Slides 14 and 15 provide a brief overview of harvesting, transporting and processing foods.</p>
16	<p>Introduction to street food: Street food is ready-to-eat food or drink sold by a vendor in a street, market or fair. It is often sold from a portable food booth and is meant for immediate consumption. Most street foods are classed as both finger food and fast food, and are cheaper on average than restaurant meals.</p> <p>Street food is a great way of experiencing dishes from cuisines across the world. Ask the children to give examples of times they have tasted street food dishes.</p>
17	<p>Introduction to the challenge: You are going to be designing your own street food dishes using cuisine inspiration from around the world but making the dishes using British ingredients. This enables us to experience new international flavours and ideas whilst backing British farming.</p>



18	<p>Backing British Farming: Display the red tractor logo and ask the children if they know what it means.</p> <p>Explain that the red tractor logo can be found on a wide range of quality food and drink including meat, vegetables, fruit, milk, cheese, sugar and flour.</p> <p>The union jack within the logo tells us that the food has come from British farms and every stage of its journey can be traced. Foods that carry the red tractor logo have been produced following rigorous food safety, animal welfare and environmental protection standards. British food standards and animal welfare are some of the highest in the world.</p> <p>Ingredients that have been grown in this country do not have to travel as far to reach our plates and so they are also better for the environment because they reduce the need for transport, reducing air pollution.</p> <p>By buying foods with the red tractor logo, we can support British farmers.</p>
19	<p>Food waste: The food industry wastes nearly 2 million tonnes of food every year. On average each person throws away their weight in food each year (70 kg) and 13% of people in the world do not have enough food to be healthy and active.</p> <p>A proportion of waste food will end up in a landfill site, where it rots and releases methane, a powerful greenhouse gas.</p> <p>If we stopped throwing this good food away it would save the equivalent of at least 17m tonnes of carbon dioxide. That's the environmental equivalent of taking one in five cars off UK roads.</p> <p>Challenge the children to think about ways they could contribute to the Year of Green Action and minimise food waste in their recipe designs. This could be by using alternative cuts of meat or entire vegetables etc.</p>



Stage 2: Product development

Suggested learning objective: To design a healthy street food product

Suggested equipment and materials:

- PowerPoint presentation
- Product development design template
- Stuffed pepper recipes
- Access to suitable chopping boards, knives, peelers and graters
- Ingredients

Presentation guidance:

Slide	Teacher guidance
2	The downside of street food: Recap the learning from the last session to revise what street food is. Display the photograph and ask the children to think about the potential downsides of street food.
3	Packaging: Display the images of street food and draw the children's attention to the packaging used in each: the burger is served in a paper bag; the salad is in a cardboard tray; the noodles are served in a polystyrene tray and the pepper has its own, edible packaging.
4	Benefits of food packaging: Use the slide to explain the purpose of food packaging: to keep it fresh, to reduce microbes and to protect it from damage during transport. However, in the context of street food, disposable food packaging is being used for convenience. Explain that packaging is often made from plastic. Plastic packaging is particularly damaging to the environment as it takes hundreds of years to biodegrade yet we only use it for a few moments before throwing it away.
5-6	Environmental consequences of plastic packaging: Display the photographs and explain that as a result of us so much of a material that does not biodegrade quickly, the world has a serious plastic pollution problem both on land and in the oceans and there are many examples of where animals have become entangled in plastic waste.
7	Life before plastic: Explain that there are lots of other materials that can be used for food packaging that are easy to recycle or reused and many people are now returning to these materials in order to reduce their plastic usage.
8	Introduction to the task: Explain that today, they will be learning some key knife skills to help them prepare vegetable ingredients correctly and safely. This learning will be applied to making an example of a healthy street food dish with edible packaging to help inspire their street food design for their competition entry. Other edible packaging could include bread, wraps, vine leaves and baked potato skins. Encourage children to be creative in their ideas to minimise packaging waste Choosing a cuisine: Explain that today you take inspiration from two cuisines to make a street food dish using British ingredients. Give the children a choice of either the Mexican or Italian stuffed pepper recipe and stress that although the recipes are from across the globe, the ingredients used to make them are grown in this country.



9-12	<p>Knife skills: Use the power point to model the correct methods to use when chopping and preparing vegetable ingredients.</p> <p>Pause regularly to give the children an opportunity to practise the each technique on the appropriate vegetable ingredients.</p> <p>Practical activity: Challenge the children to complete the recipe using the knife skills that they have learnt in this session. This could be completed in pairs, small groups or step by step as a whole class.</p>
13-16	<p>Street food design template: The children could use the template to help them design their competition entry.</p> <p>Remind them to incorporate their learning on nutrition, healthy eating, taking inspiration from cuisines around the world, using British produce, reducing food waste and reducing packaging into their designs.</p>

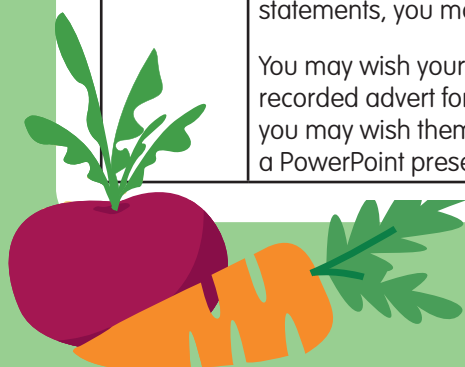
Stage 3: Marketing

Suggested learning objective: To use persuasive language to advertise a product.

- PowerPoint presentation
- Internet access
- Access to digital images of street food

Presentation guidance:

Slide	Teacher guidance
2	<p>What is marketing? Use the power point to introduce marketing.</p> <p>The marketing aspect of the activity could become an extended activity if you wish. For example, children could conduct market research about their street food product within their family or among their peers. Dependent on outcomes from their market research, they could refine their product. For example, if the cost is too high, can it be reduced by reducing the amount of more expensive ingredients or the portion size could be made smaller?</p>
3	<p>What is advertising? Use the power point to introduce advertising.</p>
4	<p>Exploring the features of advertising: The advertising activity is accessible for all children. Explore the features of a good advert. Children will suggest memorable adverts they have seen on billboards, online and on TV. Draw out why the adverts are memorable and why we remember snappy statements in adverts. Explore features of persuasive language: repeated words, alliteration, emotional language, strong arguments, rhetorical questions, humour and colourful, eye-catching fonts.</p> <p>Children could take photographs of their food as the central image in the advert. Alternatively, they could draw images or source them from the internet. To help them to develop snappy statements, you may wish to explore features of some real adverts.</p> <p>You may wish your children to explore other forms of advertising. For example, by making a recorded advert for radio, video advert for TV or a stop motion animation advert. Alternatively, you may wish them to explore other forms of marketing such as by making a speech, producing a PowerPoint presentation or writing a persuasive letter.</p>



Links to the National Curriculum

Key Stage/ Subject	Topic	Curriculum objective
KS1 Design and Technology	Design	<ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
	Make	<ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
	Evaluate	<ul style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria
	Cooking and nutrition	<ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from.
KS2 Design and Technology	Design	<ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
	Make	<ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
	Evaluate	<ul style="list-style-type: none"> Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
	Cooking and nutrition	<ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

