

## Lesson plan: Dietary guidelines for a healthy diet

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This lesson plan gives you delivery ideas for our GCSE Food preparation and nutrition (8585). The lesson is designed as a two hour session, which can be delivered as a double or two single lessons.

The lesson is designed to:

- enhance students' knowledge and understanding of what constitutes a healthy, balanced diet
- develop students' technical skills with a relevant practical activity
- provide opportunities for stretch and challenge activities to extend teaching and learning
- provide students with practice exam questions to test knowledge and understanding.

You can adapt the lesson plan to the needs of your school, college and students. Practical work can be done individually or as part of a group to reduce costs. For the activity involving preparation of a meal, you can choose to specify an individual recipe for a whole class or give students choices from a specified range of recipes.

### Prior knowledge needed

Students will build upon learning from the KS3 cooking and nutrition curriculum. They will further develop their knowledge and understanding of what constitutes a balanced diet and the role of the main nutrients in a balanced diet. Students should already have a good range of practical skills and have made a repertoire of predominantly savoury products which meet current guidelines for a healthy diet.

### Lesson preparation

#### Resources and equipment

Set up the food room in advance with all resources and equipment necessary for both theory and practical activities:

- PowerPoint presentation

- recipes and instructions to set up and clear away on an interactive whiteboard or at work stations, to encourage independent learning and group work
- ICT facilities for nutritional analysis of the product, if time permits
- the online stopwatch to manage timings and add pace to practical activities.

## Activities

Support each lesson with a variety of teaching and learning activities, including:

- starters, plenaries and opportunities to stretch and challenge
- activities and opportunities to encourage questioning for learning during demonstrations and practical activities
- practice exam questions to test knowledge and understanding.

Allow time for feedback to students on attainment, progress and reflection on next steps.

## Lesson 1

### Learning objectives

This will teach students to:

- describe the principles of the eatwell plate and relate this to dietary advice through life
- explain why people's nutritional needs change through different life stages
- identify the main dietary requirements for each life stage
- plan a suitable savoury main meal which meets current guidelines for a chosen life stage.

### Lesson 1 Activity plan

#### Starter activity

A01 - 5 minutes.

Identification of the main food groups in the eatwell plate. Interactive card sort of different food photographs into the correct categories of the eatwell plate.

Resources:

- Interactive or card sort of ingredients and food groups

#### Questioning for learning activity

A01 - 10 minutes

How much of each section of the eatwell plate should we eat? Why is it important to eat the correct amounts? What do you need to think about when planning a balanced meal for other people? Why do nutritional needs change through different life stages?

Resources:

- [Food a fact of life website](#)

### Research activity

A02 - 20 minutes (5 minutes per life stage)

Work in small groups or individually. Use textbook information and create a mind map or set of flash cards to summarise what happens at each life stage. Include the important nutrients and give advice about the importance of healthy food choices. Life stages to include: young children, teenagers, adults and the elderly.

Resources:

- [Illuminate GCSE text book](#)
- [Hodder Education GCSE text book](#)
- [The Eatwell plate](#)
- [Online stopwatch](#)

A02 - 10 minutes

Allocate a different life stage to each student and working in groups, allow them to select (or give them) a recipe to make during the next lesson for a meal that meets the nutritional needs of the specific age group. Suggested recipes include: fish cakes or sausage hotpot for children; risotto, biryani or jambalaya for teenagers; Italian chicken wrapped in Parma ham, served on a bed of pasta or crushed new potatoes and vegetables for adults; Shepherd's or Cottage pie for the elderly.

Resources:

- Nutritional Information cards on different life stages.
- Recipes for fishcakes or sausage hotpot, risotto, biryani or Jambalaya, Italian chicken, Cottage pie.

A04 - 10 minutes

Complete a nutritional analysis of chosen recipe using textbooks or nutritional software programme, to create a nutritional profile of the chosen products and explain how the nutritional needs of different life stages have been met.

Resources:

- Chart to record nutritional profile of product
- [BNF website](#)

- [Explore Food, food a fact of life](#)

## Further work and reading

A02 - 5 minutes

Group session: presentation to the class and summary of the dishes to be made next lesson, including justifications of why they are suitable for that life stage.

Extension – stretch and challenge activity

- After completing the nutritional analysis, use results to explain how the dish meets the needs of chosen life stage.
- Explain how the recipe could be improved further or adapted to meet different dietary needs.

## Homework and preparation for next lesson

Prepare recipes, ingredients and a suitable serving dish for the chosen age group to bring to the next lesson.

Practice question

1. What useful dietary advice would you give to a teenage girl who wants to reduce the amount of sugar, fat and kcals in her diet? (8 marks)
2. Suggest some healthy snacks for her to eat at school as an alternative to her usual crisps and chocolate. Explain why they are a healthy choice. (4 marks)

## Lesson 2

### Learning objective

This will teach students:

- demonstrate the essential skills of preparing and cooking a main course dish that meets the current guidelines for a chosen life stage (S1, S2, S3, S4, S5 and S6)
- demonstrate and apply the principles of food safety and hygiene when cooking
- demonstrate a good working routine in the food room
- explain how the ingredients in their dish provide the necessary energy and nutrients to meet the guideline daily allowances for teenagers.

## Activity plan

### Starter Activity

A03 - 5 minutes

Registration and objectives. Recap what makes a successful practical lesson. Preparation for practical work. Use online stopwatch for set up of workstations.

Inform students they are going to plan, prepare, cook and serve a main course dish which meets the nutritional needs of one of the following life stages: Young children, teenagers, adults or the elderly. Students can work on their own or as a pair to reduce costs.

Group 1 (young children): fish cakes or cowboy hotpot.

Group 2 (teenagers): Risotto, Biryani or Jambalaya.

Group 3 (adults): Italian chicken wrapped in Parma ham.

Group 4 (the elderly): Cottage pie with steamed vegetables.

### Main Activity

A03 - 40 minutes

- Prepare, cook and serve a main course dish which meets the nutritional needs of one of the following life stages: young children, teenagers, adults or the elderly.
- Follow a set of instructions carefully with the awareness of the importance of working safely and hygienically at all times.
- Develop a good workshop routine, working independently whilst adhering to tight time deadlines and producing a good quality lunch dish with a high level of finish

Resources:

- PowerPoint with objectives, recipes and outline of lesson, groups and task.
- [Online stopwatch](#)
- Student and team instructions for setting up a practical lesson
- Recipes for: Fishcakes, Sausage hotpot, Risotto, Biryani or Jambalaya Italian Chicken, Cottage pie

A03 - 10 minutes

Work effectively as a team to clear away work stations and equipment maintaining high standards of cleanliness and good hygiene throughout the entire process.

Resources:

- Student and team instructions for clearing away workstations and washing up.

### Further work and reading

A04 - 5 minutes

Plenary: Serve dish and present for assessment. Celebration display with teacher or peer assessment of final dishes. Give students feedback on attainment. Self-reflection and individual targets set for next practical activity.

### Questioning for learning

Students present dishes and explain how they meet dietary guidelines of a healthy diet for the relevant life stage. Discuss possible improvements to the nutritional profile of chosen dish.

Extension – stretch and challenge activity

Create a set of revision fact files on each dietary life stage with advice and recommendations for maintaining a balanced diet and healthy lifestyle. Be prepared to micro teach your topics to a friend in the next lesson.

### Homework

Research specific dietary needs for a range of diets, including vegetarianism, coeliac disease, lactose intolerance, high fibre (NSP), low sugar and fat reduced diets. Read relevant sections from either Hodder or Illuminate textbook and make a set of flashcards explaining each special dietary need. Give details of foods that can be eaten and foods that should be avoided. Suggest two savoury recipe ideas for each dietary need.