| **BTEC Level 1: Unit HSC7:** Making healthy snacks when caring for people | | |
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| **Assessment Scenario:** You will select and produce three healthy snacks to meet the specific needs of people in given scenarios:<br><br>• a toddler with a *nut allergy*<br>. • a teenager who needs something quick to make but who is<br>• an older person who has a *dairy intolerance*<br><br>You will need to select suitable snacks to prepare from appropriate sources, and then produce a full plan for each of your selected snacks that explains how they will meet the needs and preferences of the people you are preparing them for. You will include how you will acquire the ingredients, including any budgeting details, quantities and measurements of ingredients needed, equipment needed, including PPE, steps to be taken to prepare food with timings for each step, and steps for following procedures relating to hygiene and safety. | | |
| Week/ Lesson(s) | Lesson Objective | Tasks |
| **(Week 1)**<br>Lesson 1 | To research jobs in the Health and Social Care Industry. | **Task 1:** Discuss as a class, with the teacher, the types of careers that are based within this industry.<br><br>**Task 2:** To create a running PPT that displays findings from independent research in lesson. |
| **(Week 1)**<br>Lesson 2 & 3 | To understand our own eating habits and to consider healthier alternatives to the things that we eat. | **Task 1:** What snacks do you like to eat/ drink?<br><br>**Task 2:** (Create a mind map of your ideal snacks)<br><br>**Task 3:** Think about a 24-hour period (Choose 1 day). **Write down all of the foods that you have eaten.** (Healthy or unhealthy, meals and snacks.)<br><br>**Task 4:** In groups or pairs, discuss whether you feel that what you have eaten in a day shows that you have a healthy diet. |

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| | | **<u>Task 5:</u>** Based on your findings, **can you make some recommendations of (healthier)** alternatives as substitutes for the unhealthy foods that are being eaten. |
| **(Week 2)**<br>Lesson 1 | To continue to research jobs in the Health and Social Care Industry. | **<u>Task 1:</u>** Discuss as a class, with the teacher, findings from research last week. What careers have been found? Are we interested in exploring these further?<br><br>**<u>Task 2:</u>** To continue to create a running PPT that displays findings from independent research in lesson. |
| **(Week 2)**<br>Lesson 2 & 3 | To understand what constitutes a 'healthy diet' by researching national guidelines and recommendations. | **<u>Task 1:</u>** Research "what are the guidelines for healthy eating?"<br>Focus on accredited groups such as the NHS- **what recommendations do they have about how to eat a healthy diet?**<br><br>**<u>Task 2</u>:** Visually design a healthy (and balanced) meal that could be eaten at tea-time. |
| **(Week 3)**<br>Lesson 1 | To continue to research jobs in the Health and Social Care Industry. | **<u>Task 1:</u>** Discuss as a class, with the teacher, findings from research last week. What careers have been found? Are we interested in exploring these further?<br><br>**<u>Task 2:</u>** To continue to create a running PPT that displays findings from independent research in lesson. |

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| **(Week 3)**<br>Lesson 2 & 3 | To understand and research allergies and intolerances and to discover how these can affect our food choices. | **Task 1:** Research "food allergies and intolerances."<br>1. What are **common food allergies** that people have?<br>2. How, typically, do people react with each allergy?<br>3. What are **common food intolerances** that people have?<br>4. How, typically, do people react with each intolerance?<br><br>**Task 2:** Complete food allergies and intolerance research worksheet.<br><br>**Task 3:** Consider our target audiences:<br>***Toddlers***<br>***Teenagers***<br>***Older people***<br>Research what healthy snacks each age group might eat. |
| **(Week 4)**<br>Lesson 1 | To consider what further education courses are available in the Healthy and Social Care sector. | **Task 1:** Discuss as a class, with the teacher what college courses/ further education options there are.<br><br>**Task 2:** To look at courses in local education providers such as Birkenhead Sixth Form College, Wirral Met.<br><br>**Task 3:** To continue to create a running PPT that displays findings from independent research in lesson. |

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| **(Week 4)**<br>Lesson 2 & 3 | To recall our knowledge of healthy snacks and consider what types of snacks people of varied ages groups would choose to eat and why. | **Task 1:** Using images, decide which snacks are healthy or unhealthy.<br><br>**Task 2:** Consider 5 x snacks that you might make for a toddler.<br><br>**Task 3:** Consider 5 x snacks that you might make for a teenager.<br><br>**Task 4:** Consider 5 x snacks that you might make for an older person.<br><br>**Challenge:**<br>What similar products are there in the supermarkets for each of the snacks that you have listed?<br><br>**Task 5:** Complete a survey to see what people's favourite snacks are and why. |
| **(Week 5)**<br>Lesson 1 | To continue to consider what further education courses are available in the Healthy and Social Care sector. | **Task 1:** Discuss as a class, with the teacher what college courses/ further education options there are based on findings from prior lesson.<br><br>**Task 2:** To look at courses in local education providers such as Birkenhead Sixth Form College, Wirral Met. |

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| | | **<u>Task 3:</u>** To continue to create a running PPT that displays findings from independent research in lesson. |
| **(Week 5)**<br>Lesson 2 & 3 | To research ingredient options that could be used to help us to make healthy snacks for specific target audiences. | **<u>Task 1:</u>** Revisit survey from last lesson and collate findings.<br><br>**<u>Task 2:</u>** Research: What ingredients could we use to make a healthy cereal/flapjack bar for children with a nut allergy?<br><br>**<u>Task 3:</u>** Research: What ingredients could we use to make a soup for older pensioners with a dairy intolerance. |
| **(Week 6)**<br>Lesson 1 | To continue to consider what further education courses are available in the Healthy and Social Care sector. | **<u>Task 1:</u>** Discuss as a class, with the teacher what college courses/ further education options there are based on findings from prior lesson.<br><br>**<u>Task 2:</u>** To look at courses in local education providers such as Birkenhead Sixth Form College, Wirral Met.<br><br>**<u>Task 3:</u>** To continue to create a running PPT that displays findings from independent research in lesson. |
| **(Week 6)**<br>Lesson 2 & 3 | To consider what food preparation skills we already have secured and which we need support with learning and carrying out. | **<u>Task 1:</u>** Discuss existing food preparation skills<br><br>**<u>Task 2:</u>** Using the worksheet provided, consider what you have done in the past that demonstrates that you have practiced each skill that you have said 'yes' to on the previous sheet. |

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| | | **<u>Task 3:</u>** Research Safety aspects of each skill required for use in the kitchen:<br><br>Chopping<br>Grating<br>Peeling<br>Measuring and Weighing<br>Tasting<br>Cooking<br><br>**<u>Task 4:</u>** What does good food hygiene look like? Create a poster to show your findings. |
| **(Week 7)**<br>Lesson 1 | To consider the differences between the routes to further education courses and to job prospects that are available in the Healthy and Social Care sector. | Class discussion based on the differences between the varied routes to work.<br><br>Consider which route is suitable for each pupil and why.<br><br>Discuss entry to careers options. |
| **(Week 7)**<br>Lesson 2 & 3 | Research alternative aspects of health. Consider what other areas of our health and wellbeing complement our eating habits. | **<u>Task 1:</u>** Research and define the following terms:<br><br>Physical health:<br>Emotional heath:<br>Social health:<br>Mental health and wellbeing:<br>Environmental Health:<br>Spiritual heath: |

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| | | **<u>Task 2</u>**: Create a PPT (1 slide for each area of health) that uses images and text to explain each area of health. |
| **(Week 8)**<br>Lesson 1 | To continue to consider the differences between the routes to further education courses and to job prospects that are available in the Healthy and Social Care sector. | |
| **(Week 8)**<br>Lesson 2 & 3 | To prepare for making our healthy snack for toddlers by ensuring that we have all ingredients, utensils and job roles ready and allocated fairly. | **<u>Task 1:</u>** Create a list of ingredients to make a healthy cereal bar for toddlers with a nut allergy.<br><br>Research methods that we could use to make this (2 required)<br><br>**<u>Task 2:</u>** Create a name for your healthy cereal bar/ design the name and how it would look on your packaging:<br><br>**<u>Task 3:</u>** Design a logo for your packaging.<br><br>**<u>Task 4:</u>** Market Research- Consider what other cereal bars are available in the supermarket to buy for children. Are they suitable for people with nut allergies?<br><br>**<u>Task 5:</u>** Decision- making:<br>What ingredients have <u>you</u> decided to use in your cereal bar? (Ideally decide on this in a small |

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| | | group, so that you can make a traybake together. Possibly 4/5 people per group.)<br><br>**<u>Task 6:</u>** Choosing our groups:<br>Decide on who will be in your group. Who do you work well with? What role will each of you have? |
| **Half Term** | | |
| **(Week 8)**<br>Lesson 1 | To research ingredients in local shops and to consider costings of required products. (Shop 1) | **<u>Task:</u>** To visit the local shop to cost ingredients and to check quantities and brands of products available. *(Photograph evidence required.)* |
| **(Week 8)**<br>Lesson 2 & 3 | To consider how unhealthy eating affects people's health. | **<u>Task 1:</u>** Watch Supersize me by Morgan Spurlock.<br><br>**<u>Task 2:</u>** Stop and discuss findings, considering what fast food can do to the inside/ outside of our bodies. Consider what changes should be made to improve a person's health. |
| **(Week 9)**<br>Lesson 1 | To research ingredients in local shops and to consider costings of required products. (Shop 2) | **<u>Task:</u>** To visit the local shop to cost ingredients and to check quantities and brands of products available. *(Photograph evidence required.)* |
| **(Week 9)**<br>Lesson 2 & 3 | To buy ingredients in the correct quantities, bearing in mind costings and amounts needed vs servings. | **<u>Task:</u>** To visit the local shop to cost ingredients and to check quantities and brands of products available. *(Photograph evidence required.)* |
| **(Week 10)**<br>Lesson 1 | To plan out an effective method and a list of utensils needed to complete | **<u>Task:</u>** To research and plan out 2 effective methods for creating a healthy non-bake cereal bar. Detail each step. |

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| | | **Task 2:** Consider what utensils and equipment will be needed to complete the task successfully. List these items.<br><br>**Task 3:** Design a logo and name for a potential healthy cereal bar. Discuss reasons for word, colour and design choices. |
| **(Week 10)**<br>Lesson 2 & 3<br>**Practical lesson** | To make a healthy cereal bar, following all planned hygiene research and requirements. | **Task 1:** Weigh out and measure all ingredients.<br><br>**Task 2:** Decide upon group roles.<br><br>**Task 3**: Ensure all equipment is ready to use.<br><br>**Task 4:** Make cereal bar and put into the fridge to set.<br><br>**Task 5**: Tidy up and clean down work area.<br><br>**Task 6:** Taste test |
| **(Week 11)**<br>Lesson 1<br>**Practical lesson** | To evaluate our healthy cereal bar and to consider what we did well and what we could improve on. | **Task 1:** To complete evaluation task. WWW, EBI?<br><br>**Task 2:** To make additional healthy cereal bars using over ingredients. Make changes after evaluation. |
| **(Week 11)**<br>Lesson 2 & 3 | To consider how to create a healthy snack for a teenager with …. | **Task 1:** Decide on a healthy snack to make. (Pitta Pizzas)<br><br>**Task 2:** To research what similar products are already on the market in supermarkets. Consider their nutritional value and if they are viable for people with …. |

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| | | **Task 3:** Consider what ingredients to use to make a 'healthy' version of this snack- list these.<br>**Task 4:** Decide on a method. How will you make these- step by step? |
| **(Week 12)**<br>Lesson 1<br>**Practical lesson** | To buy ingredients for Pitta Pizzas (snack for teenagers), ensuring that it meets the requirements of all allergy and intolerance restrictions. | **Task 1:** Go to the supermarket and cost the ingredients needed.<br><br>**Task 2:** Buy ingredients ready to use tomorrow.<br><br>**Task 3:** Store ingredients correctly to ensure freshness for tomorrow. Consider what ingredients will need to be stored in the fridge and which are best kept I warmer/ dryer cupboard spaces.<br><br>**Task 4:** Make small bagel pizzas using only 2/3 ingredients to practice. |
| **(Week 12)**<br>Lesson 2 & 3<br>**Practical lesson** | To make a healthy snack for a teenager who …, following all planned hygiene research and requirements. | **Task 1:** Weigh out and measure all ingredients.<br><br>**Task 2:** Decide upon group roles.<br><br>**Task 3**: Ensure all equipment is ready to use.<br><br>**Task 4:** Make cereal bar and put into the fridge to set.<br><br>**Task 5**: Tidy up and clean down work area.<br><br>**Task 6:** Taste test |

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| **(Week 13)**<br>Lesson 1 | To learn the art of decoration. How can we appeal to specific audiences through making our food look appealing? | **Task:** To watch programmes which focus on this aspect of making food. (Aesthetics)<br><br>**Consider:** Junior MasterChef, is it Cake as examples. |
| **(Week 13)**<br>Lesson 2 & 3<br>**Practical lesson** | To practice our decorating skills to ensure that our food is as appealing as possible. | **Task:** Decorating Christmas- themed cakes, focussing on our hand-eye coordination skills and are ability to use a steady hand to create specific designs. (Dexterity)<br><br>Prize for winning design as voted for by the class! |
| **Christmas Break** | | |
| **Young Health Champions Level 2 Qualification**<br><br>**(Some pupils will take part in this; others will continue with course.)** | 12-week course delivered by external professionals. | |
| **(Week 14)**<br>Lesson 1 | To evaluate our Pizza Pitta and to consider what we did well and what we could improve on. | **Task 1:** To complete evaluation task. WWW, EBI for Pizza Pitta task. |
| **(Week 14)**<br>Lesson 2 & 3 | To research soups that could be made that are suitable for elderly people who are gluten intolerant. | **Task 1:** Research convenient soups on the market currently- flavours/ smooth/ chunky?<br><br>**Task 2:** What flavour soups are there? Are they seasonal in any way? Are only certain vegetables available at certain times of year? |

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| | | **Task 3:** How do we ensure that we are creating a soup that is suitable for gluten intolerant, elderly people? Consider gluten intolerance- what is this? What foods do we need to avoid using?<br><br>**Task 4:** Create a list of ingredients to use in your soup. Veg? Meat? Stock? Herbs?<br>**Task 5:** Write a method (step by step) of how to make the soup. |
| **(Week 15)**<br>Lesson 1 | To prepare foods in advance of cooking and to store the foods appropriately and safely. | **Task 1:** Chop up vegetables in preparation for tomorrow cookery lesson. Ensure that all equipment is used safely and all ingredients are prepared with hygiene at the forefront of our minds.<br><br>**Task 2:** Store foods correctly and safely for tomorrow. |
| **(Week 15)**<br>Lesson 2 & 3<br>**Practical lesson** | | **Task 1**: Ensure all equipment is ready to use.<br><br>**Task 2:** Make soup using correct cooking equipment- pan/ hob. Soup maker.<br><br>**Task 3**: Tidy up and clean down work area.<br><br>**Task 4:** Taste test. |
| **(Week 16)**<br>Lesson 1 | To evaluate our soup- making process and the final product. | **Task 1:** Complete a evaluation form to consider the method carries out/ anything that could be done better and the taste of the final product. Was it what you expected? How could it be improved and why? |

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| **(Week 16)**<br>Lesson 2 & 3 | To consider the development of our healthy snack. How could this be made appropriate for mass-market? | **Task 1:** What does mass-market mean? Research this term. How are products made for mass-markets? How does this compare to niche markets?<br><br>**Task 2:** Consider packaging for the soup if you were to sell it. What packaging would be appropriate for OAPs to be able to use/ open? How do we ensure that it is long-lasting? Do we prefer it fresh?<br><br>Consider a brand/ name for our product. Design this. Consider colours that could be used and their effect. What feel do you want to create through lettering/ font/ colour choices? |
| **(Week 17)**<br>Lesson 1 | How do we promote healthy eating in a care capacity? | **Research:** How do care facilities promote healthy eating? Consider menus that care homes design to ensure that OAPs are getting the correct nutrients from their food.<br><br>Consider nurseries and schools (two of our target audiences) What food do they have on their menus? Why do you think his is?<br><br>Find menus- consider their nutritional value (this is a government requirement!) |
| **(Week 17)**<br>Lesson 2 & 3 | How is healthy eating promoted on TV and in the media? | Watch clips (funny/ realistic/ shocking) to compare how healthy eating is presented in the media. |

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| | | Discuss our feelings about these clips and evaluate our thoughts as thoughts on a mind map. |
| **(Week 18)**<br>Lesson 1 | How are menus planned in facilities that care for children, teenagers and OAPs? | **Task** Create your own questionnaire to hand to local nurseries/ schools and care homes, focussing on what their menus are like and what they consider when planning out seasonal menus. |
| **(Week 18)**<br>Lesson 2 & 3 | How is healthy eating promoted on TV and in the media? (Continued from lesson 17 2&3) | Considering the clips we watch last lesson, create a PPT focussed on how the media promotes healthy/ unhealthy eating.<br><br>- Consider celebrity culture<br>- Consider what the media portrays and how.<br>- Consider the effect of this on younger and older people- compare. |
| **(Week 19)**<br>Lesson 1 | How do we design and make a healthy snack that is suitable for all age groups? | Consider what we have learnt so far about healthy eating, nutrition, allergies and intolerances.<br><br>Design an easy, quick to make meal that would be suitable for various age groups- ideally something that can be made in a cost-effective manner.<br><br>Research ingredients/ meal ideas. |
| **(Week 19)**<br>Lesson 2 & 3<br>**Practical lesson** | Make a healthy snack of your choice- practical lesson. | Prepare and make snack. |

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| **(Week 20)**<br>Lesson 1 | To evaluate practical lesson. | What went well? Even better if?<br>Evaluate our findings from the practical lesson.<br>Evaluate our feelings about the course.<br>What have we learned?<br>What meals would you like to try to make again? |
| **(Week 20)**<br>Lesson 2 & 3 | To complete course paperwork. | Have you printed all paperwork?<br>Have you signed all forms? |