

Dish it up



Teacher Notes



FOOD
STANDARDS
AGENCY

Table of Contents

Welcome	3
Acknowledgements	3
Background	4
Getting Started.....	4
Installing the CD-ROM on a school network	4
Installing the Adobe Reader.....	4
How to use Dish it up.....	5
Start Session.....	5
Main Menu - Welcome to Dish it up.....	6
Finishing Dish it up.....	7
Opening a Previous Session	7
Episodes	8
Episode 1: Breakfast.....	8
Begin.....	9
Classroom activities	9
Watch.....	9
Classroom activities	10
Choose.....	10
Classroom activities	11
Learn	11
Classroom activities	11
Improve.....	12
Classroom activities	12
Episode 2: Lunch.....	13
Begin.....	13
Classroom activities	14
Watch.....	14
Classroom activities	14
Choose.....	15
Classroom activities	15
Learn	15
Classroom activities	16
Energy expenditure from different activities	16
Energy provided by different food and drinks	17
Improve.....	18
Classroom activities	18
Episode 3: Club	19
Begin.....	19
Classroom activities	20
Watch.....	20
Classroom activities	20
Choose.....	21
Classroom activities	21
Learn	21
Classroom activities	22

Improve	22
Classroom activities	22
Balance-a-tron and Look-it-up	23
Balance-a-tron.....	23
Virtual day	23
Real week.....	24
Look it up	25
Curriculum and Other Links	26
England	26
Licence to Cook.....	26
Wales	27
Northern Ireland.....	28
Scotland.....	29
FSA Food Competences.....	30
Sources of further information	31
Curriculum	31
Healthy eating	31
Food safety	31
Body image and mental health	31
Appendix I – The Eatwell Plate.....	32



Welcome

Dish it up is a journey through a virtual day to help young people think about their food choices. In addition, it also explores issues related to food hygiene and safety, physical activity and energy balance and body image.

This resource has been designed to be flexible, enabling you to decide the most appropriate way in which it should be used with your pupils in your school. It has been developed to support the curriculum (see page 26), as well as be engaging and motivating to young people (who have also been involved in its creation). The CD-ROM can also be used to ensure that consistent information is being delivered throughout your school, as it has good links with food technology/home economics, science, personal health education and physical education. Its use could be integrated into your whole school approach and policy to food education.

Dish it up can be used by pupils independently for self study and reflection, as well as for group and whole class teaching. It is ideally suited for use on interactive whiteboards, allowing you to easily highlight important health, nutrition and food safety issues. Depending on the way in which you decide to plan to use this resource, you may need to book the ICT room for whole class teaching. The choice is yours.

The resource comprises a virtual journey through one day, which is split into 3 episodes; breakfast, lunch and after school activity (club). These are then further divided into 5 learning areas: begin, watch, choose, learn and improve (see pages 6-22 for further details). Again, you may wish to select areas to use for group or whole class teaching (e.g. begin and watch), while allowing pupils to individually use the CD-ROM to complete other aspects (e.g. choose and learn).

To aid planning, pupils can save their progress when they exit the resource. This allows pupils to continue with their work if you decide to split the use of the CD-ROM over several lessons.

We hope you and your pupils enjoy using *Dish it up*.

Acknowledgements

The Food Standards Agency (FSA) commissioned 3T Productions Ltd and the British Nutrition Foundation (BNF) to develop the *Dish it up* CD-ROM you are now using. The FSA would especially like to thank the pupils and staff at the Kingsway School and Wilmslow High School in Cheshire, for their time, contributions and support during the development and production of *Dish it up*.

The FSA acknowledges the contributions from the original research group and Interface New Media who developed the original version of the *Dish it up!* CD-ROM in 2002.



Background

This version of *Dish it up* reflects findings from FSA commissioned evaluation of school resources. *Dish it up* provides an opportunity for young people to learn about food and make healthier lifestyle choices, in an enjoyable and engaging way. It also helps schools and parents/carers to bring the FSA's Food Competences to life and complements the progress made on improving school food.

The Food Competency framework is presented in 4 themes:

- Diet and health
- Consumer awareness
- Cooking (food preparation and handling)
- Food safety

Getting Started

Insert the CD-ROM into the CD-ROM drive. The CD-ROM should automatically start. If this is not the case, navigate to your CD-ROM/DVD-ROM drive on your PC. When you have successfully located this, double-click to explore the contents of the *Dish it up* CD-ROM. In the root directory of the CD-ROM you will find a file named '**DishItUp.exe**', double-click on this. The *Dish it up* CD-ROM should now start.

Installing the CD-ROM on a school network

The contents of the *Dish it up* CD-ROM can be copied onto an area of your school network. However, it is not possible for *Dish it up* to be accessed and run across the school network so it must be copied to each local PC before it can be run.

For further information on installing the *Dish it up* CD-ROM in your school, please consult your School Network Administrator.

Installing the Adobe Reader

A number of resources are included within the *Dish it up* CD-ROM for use and download by pupils and teachers. All documents are provided in PDF format and can be printed or saved locally for future reference. If you experience difficulty in viewing any of the resources included on the *Dish it up* CD-ROM you may need to install the Adobe Reader. This is available for installation on the *Dish it up* CD-ROM.

To install, browse to your CD-ROM/DVD-ROM drive on your PC, right-click on the drive icon and select '**Open**'. Next, open the folder named '**adobe**', inside will be in the Adobe Reader installer. Follow the on screen instructions to successfully install the Adobe Reader.



How to use Dish it up

When the *Dish it up* CD-ROM has loaded, click **'Start'** at the main menu.



Start Session

You will then need to decide whether you are going to use *Dish it up* as female or male.





Click on your chosen character to begin. If you have used the CD-ROM before and saved progress, click **'Open Previous Session'**, find the file and click **'Open'**.

There is also the option to access teacher support resources. Click **'Teacher Notes'**. Here you can access these teacher notes, as well as other documents, e.g. answers to the pupil quizzes. When you have finished, click **'Go back'**.

After you have selected your character, the guide character will appear and let you know what you have to do. Simply click **'Next'** in the box to read more help and advice. If you want to go back and read the instructions again, click **'Back'**. When you have finished, click on the **'X'** in the corner of the guide screen. If you need help from the guide at any time, click **'Guide'** (bottom left-hand side of the screen).

You also have access to **'Look it up'**, the *Dish it up* glossary of terminology used in the CD-ROM (see page 25) and **'Balance-a-tron'**, a unique nutrition calculator (see page 23), at any time. These two tools can be used independently to support other aspects of your teaching.

Main Menu - Welcome to Dish it up

This screen gives you 3 episodes to explore. These are:

- **Breakfast**
- **Lunch**
- **Club** (after school activity).



Click on **'Breakfast'**, **'Lunch'** or **'Club'** to view the episode. These can be viewed in any order, but it would be logical for pupils to take their journey in chronological order, as one of the goals of *Dish it up* is to look at the balance of food and drink choices throughout a day. Pupils' work can be saved at any time, so that they can continue where they left off at another time (see page 7, *Finishing Dish it up*).



However, you might want the pupils to focus on just one area, as it supports your teaching and learning aims in your Scheme of Work. For example, you may have a unit focusing on the importance of breakfast, so the episode **Breakfast** could be used as a starter activity for discussion and work. Equally, you might want to just use the video sequences in all three episodes with your class to prompt discussion on reasons for food choices. Feel free to use the CD-ROM flexibly to fit the needs of your teaching.

Finishing Dish it up

When the pupil has finished using *Dish it up*, they can exit by clicking the top-right hand '**X**' (labelled '**Exit**') at any time. The pupil will then be prompted to save their session. To save the details of their session, they will need to give the session a name, e.g. KittieSmith. Finally, they will need to decide where they wish to save their session file and then click '**Save**'. It may be beneficial to remind pupils to make a note of the name and location at which they have saved their session.

Opening a Previous Session

When loading *Dish it up*, pupils can open a previously saved session. This is done by selecting the '**Open Previous Session**' button on the **Start Session** screen (see pages 5-6). By locating their saved session filename and selecting this, pupils can continue to use *Dish it up* in the state that it was last saved in. This means that any balance-a-tron and choose information is retained ready for further use.

Episodes

Episode 1: Breakfast

This episode focuses on breakfast. The guide will explain that eating breakfast is really important because it:

- Makes you more alert;
- Helps you to concentrate and be more creative;
- Keeps your energy levels up.

This screen gives you access to the 5 different areas which comprise **Breakfast**.



The areas to explore are as follows:

- Begin – a stimulus about breakfast food and drinks;
- Watch – video case studies about young people and breakfast;
- Choose – an interactive food diary, focusing on breakfast;
- Learn – an interactive game about food hygiene and safety;
- Improve – a series of activities to further improve pupils' understanding.

The guide character will appear within a pop-up giving you details about the breakfast episode. Click '**Next**' to read further information, '**Back**' to view the information again or '**X**' to close the guide.

The 5 areas can be viewed in any order, although you may wish to go through them in the logical order listed above.

Click '**Back to Main Menu**' to return to the main menu.

Begin

This section provides 5 messages about breakfast in bite-sized chunks. The messages cover:

- Fruit juice (5 A DAY);
- Bananas (eating when in a rush);
- Milk (calcium and bone health);
- Don't skip breakfast;
- Starchy foods (fill you up and keep you going).

The information is displayed as a mobile phone, which will be familiar to pupils. Simply click **'Next'** to view the next message. When you have viewed the screens, click **'Back'** to view the information again.

Classroom activities

- As a whole class, go through the 5 messages. Ask pupils the importance of each statement. Why do they think the messages have been included?
- Get pupils to come up with their own 5 messages for a healthy balanced breakfast. What would they say?
- In a set time limit, set pupils the challenge of thinking about different breakfast combinations which include starchy foods, milk and/or fruit. Who can come up with the largest list?
- Set pupils the challenge to prepare a range of breakfast foods that will appeal to each other. They need to be healthy, quick to make and tasty!
- Get pupils to keep a breakfast diary for a week. What do the results show? Use the Balance-a-tron (page 23) to analyse the results. Is it balanced?

Click **Back to Episode Menu** to go back to the **Breakfast** menu.

Watch

This section allows pupils to watch a set of videos of their peers talking about breakfast. The videos are intended to help support discussion and debate on breakfast matters. They can be used flexibly to support your own teaching, for example, they could be used with whole classes on an interactive whiteboard.

The following questions are considered:

- Does your school have a breakfast club?
- Do you normally eat breakfast?
- What about at the weekends? Do you eat breakfast then?
- Do you think having breakfast is important?
- What's your favourite breakfast food?
- Do you eat on the way to school?
- What do you think is a healthy breakfast?
- If you don't eat breakfast at home, what sort of foods do other pupils eat on the way to school?

To start the video, click the **'Play'** button. You can also pause the video at any time, fast-forward to the next question or rewind.

Classroom activities

- Discuss the questions raised in the videos in small groups, reporting back to the class. Are there any similarities or differences?
- Get pupils to interview other members of their family and/or friends about breakfast habits as a homework task.
- Play the video sequences on a whiteboard, pausing between the question and pupil responses. Get pupils to comment on the responses.
- If there is the facility, video pupils answering these questions. Show the results to the group for discussion.
- Give the questions to the pupils to answer, then use their answers as a basis for further discussion and exploration into the importance of breakfast.
- If your school has a breakfast club, get pupils to conduct a survey to find out how the current club is going, e.g. what do pupils think about the food and drink served? If not, get pupils to find out whether a breakfast club would be a useful addition to the school. What sort of food and drinks could be sold?

Click **'Back to Episode Menu'** to go back to the breakfast menu.

Choose

This section allows you to select food and drinks for breakfast, as well as mid-morning snacks. Simply drag the food and drink you want onto the table. If you no longer want the food or drink, drag it back. Use the **forward** and **back** arrows to scroll through more food and drink options.

As food and drink choices are made, they will appear in the Your Breakfast list. Here you can decide whether you would like 1 or 2 portions (1 portion is the default). If you want to start again click **'Start Again'**. Once you have selected all the foods and drinks for breakfast, click **'Finish'**.

You will then be prompted with the following question 'Would you like to choose a mid-morning snack?'. Click either **'No'** or **'Yes'**. If **'Yes'**, you will then need to select the snacks for the mid-morning. When you have selected all the snacks, click **'Finish'**.

The screen will then display a graphical representation of the foods and drinks selected for breakfast and snacks, based on the five food groups of the Eatwell plate (see appendix 1 for further information and a diagram of the Eatwell plate). The chart will show graphically the amount of food for each food group. If a food group flashes, then this indicates that you have chosen lots of foods from this food group. Remember to take heed of the advice and balance your food choices.

Depending on the food and drinks selected and the balance achieved, food targets for the remaining day are also suggested, e.g. eat more fruit and vegetables. Remember, that breakfast is the first meal of the day, so an even balance may not be achieved. It would be a good teaching point though to discuss good breakfast foods, such as starchy foods, fruit and vegetables and milk and dairy foods. If a balance is not achieved, then this can be addressed through food and drink choices later.

If you would like more detailed feedback on your choices, click **'Balance-a-tron'**.

Classroom activities

- Eatwell plate induction – ensure students are familiar with the plate and the food groups (see appendix).
- Review the food and drink options available with the whole class on the whiteboard first. Talk through those foods which are more suitable for breakfast than others.
- Get pupils to complete the breakfast selection, perhaps using the foods and drinks they had eaten in the previous day. Remind pupils of the 5 messages from the **'Begin'** section.
- Using the **'Balance-a-tron'** tool, pupils could record and analyse their own breakfast diary for up to 7 days. The feedback can be printed out for their own records or used as a classroom display.

Click **'Back to Episode Menu'** to go back to the breakfast menu.

Learn

This section places pupils in a kitchen environment to explore and identify as many hygiene and safety hazards as they can in 2 minutes. Pupils need to scroll left and right, and then click on objects and open doors to find out more information. When the time is up, 5 randomly selected multiple choice questions will be presented (This means that pupils sitting next to each other will not necessarily receive the same questions at the same time.).

A score is given to the pupil at the end. They may try the questions again if they wish.

Classroom activities

- As a starter activity, use the kitchen environment screen on a whiteboard to talk about different areas of hygiene and safety. Ask pupils to come up and identify potential hazards. This could be helpful to recall prior learning.
- Run through the questions with the pupils as a whole class or in small groups. Get them to write their answers down first, and then reveal the correct answer with them. You could also ask the class for a consensus answer to see whether they are correct.
- As a whole group activity in an ICT suite, get all pupils to use this section at the same time. Ask them to report back on their scores.

Click **'Back to Episode Menu'** to go back to the breakfast menu.

Improve

A series of extended tasks are available for pupils in worksheet format. Click on a worksheet in the **'Choose an activity'** panel to find out more about the activity. Use the **scroll bar** to find more choices. When you have found the worksheet you want, click on it and select the **'View'** button. The worksheet selected will then open. Files are provided in PDF format that can be saved to your computer or printed out.

For breakfast, the following documents are available within Improve:

- **Balance-a-tron diary** – a diary to record everything you eat and drink for a day;
- **Barriers to healthy eating** – a worksheet to allow pupils to suggest solutions to a number of common barriers;
- **Healthy eating quiz** - a quiz to test healthy eating knowledge;
- **Healthy eating quiz 2** – a quiz to see what type of healthy eater you are;
- **What motivates you to eat well** – a worksheet exploring motivators for eating well.

Click **'Back to Episode Menu'** to go back to the breakfast menu.

Supporting documents are available to the teacher for use within the Improve area. These can be found within the **Teacher Notes** section, accessible from the **Start Session** screen (see page 5), and compliment those documents available for download by pupils.

For breakfast, the following supporting documents are available to teachers:

- **Healthy eating quiz 2 teacher sheet** - provides the answers to the **'Healthy eating quiz 2'** pupil sheet;
- **Barriers to healthy eating teacher sheet** – provides a number of suggested solutions to the common barriers to healthy eating, introduced within the **'Barriers to healthy eating'** pupil sheet.

Classroom activities

- Get pupils to complete the **'Balance-a-tron food diary'** for a school day and one day at the weekend. Ask them to discuss why their food choices might be different, and what impact this might have over the long term.
- Use the **'Healthy eating quiz'** sheet as a taster to assessing healthy eating knowledge amongst pupils. The **'Healthy eating quiz 2'** can then be used to crown the individual or team healthy eating egg heads.
- Divide the class into groups. Using the **'Barriers to healthy eating'** worksheet ask each group to come up with some possible solutions to the common barriers to healthy eating.
- Ask pupils to complete the **'What motivates you to eat well'** worksheet and make a healthy eating pledge to improve their own eating patterns over the next three weeks.

Episode 2: Lunch

This screen gives you access to the 5 different areas which comprise 'Lunch'.



There are five areas to explore:

- Begin – a stimulus about lunch time food and drinks;
- Watch – video case studies about young people and lunch;
- Choose – an interactive food diary, focusing on lunch time foods;
- Learn – an interactive game about energy balance;
- Improve – a series of activities to further improve pupils' understanding.

The guide character will pop-up giving you details about the lunch episode. Click '**Next**' to read further information, '**Back**' to view the information again or '**X**' to close the guide. The 5 areas can be viewed in any order, although you may wish to go through them in the order listed above.

Click '**Back to Main Menu**' to return to the main menu.

Begin

This section provides 5 messages about lunch in bite-sized chunks. The messages cover:

- Sandwiches (different types of bread and fillings);
- Apple (5 A DAY);
- Water (staying well hydrated, drinking around 6-8 glasses of liquid a day);
- Jackets (potatoes, starchy foods);
- Cut down on sat fat.

The information is displayed as a mobile phone, which will be familiar to pupils. Simply click '**Next**' to view the next message. When you have viewed the screens, click '**Back**' to view the information again.

Classroom activities

- Get pupils to create and make a range of sandwiches, wraps and rolls using different types of breads and fillings. Explore the different types of bread that could be used – potentially through a tasting session. This could be repeated with the pupils planning, cooking and running a jacket potato bar.
- Challenge pupils to plan and cook a lunch which promotes healthy eating. Could they get support from the school canteen?
- Ask pupils to keep a drinks diary for a few days. Are they drinking enough? We should all drink around 6-8 glasses of fluid a day, although this will depend on activity levels, the weather and occasion.
- Get pupils to think about how saturated fat can be cut down in the diet. You may need to explain about the different types of fats. Usually, saturated fat is from animal produce and can be simply removed, e.g. trimming the visible fat from a piece of bacon. You can also opt for lower fat versions of products, e.g. yogurts and cheeses.
- Create a display or PowerPoint presentation promoting healthy, balanced lunch time menus to other secondary school pupils. What could they include? What would their friends like to eat?
- Ask pupils to think about other issues that effect what they eat at lunchtime, useful prompts include food and drink available, time, queues, canteen set up, the weather and so on.

Click **'Back to Episode Menu'** to go back to the lunch menu.

Watch

This section allows pupils to watch a set of videos of their peers talking about lunch. The following questions are considered:

- What do you think makes you choose the food you eat?
- What's your favourite food at lunchtime?
- Suggest a healthy lunchtime menu.
- Do you always have a healthy lunch?
- Do you prepare your own packed lunch?

To start the video, click **'Play'**. You can also pause the video at any time, fast-forward to the next question or rewind.

Classroom activities

- Watch the videos as a whole class, pausing the video after each question. What do the pupils think about the responses? What would they say?
- Get pupils to answer the questions considered in the video. Ask them to work together to look at whether their responses have any similarities. Get a few pupils to report back to the group.
- Ask pupils to watch the videos independently and feedback their feelings on what they have heard. Would they have responded differently? Why? What would they have said?

Click **'Back to Episode Menu'** to go back to the **Lunch** menu.

Choose

This section allows you to select food and drinks for lunch time. Simply drag the food and drink you want onto the table. If you no longer want the food or drink, drag it back. Click **'Start Again'** if you want to remove all food and drinks. Use the **forward** and **back** arrows to scroll through more food and drink options.

Your food and drink choices are added to the **'Choose your lunch'** list. Here you can decide whether you would like 1 or 2 portions (1 portion is the default). Once you have selected all the foods and drinks for lunch, click **'Finish'**.

The screen will then display a graphical representation of the foods and drinks selected for lunch, based on the five food groups of the Eatwell plate. The chart will show graphically the amount of food for each food group. If a food group flashes, then this indicates that you have chosen lots of foods from this food group. Remember to take heed of the advice and balance your food choices. If you have been through episode 1 and selected a range of breakfast foods and snacks, these foods will also be included in this feedback.

Depending on the food and drinks selected and the balance achieved, food targets for the remaining day are also suggested, e.g. eat less food high in fat and/or sugar.

If you would like more detailed feedback, click **'Balance-a-tron'**.

Classroom activities

- Review the food and drink options available with the whole class on the whiteboard first. This will ensure that all pupils have an appreciation for the foods available.
- Get pupils to complete the lunch selection, perhaps using the foods and drinks they had eaten in the previous day. Remind pupils of the 5 messages from the **'Begin'** section. If they have selected foods and drinks in episode 1, they should also consider any feedback they received when making their choices.

Click **'Back to Episode Menu'** to go back to the lunch menu.

Learn

This activity explores and helps students begin to think about the concept of achieving energy balance, i.e. energy consumed from food and drink is equal to energy expenditure from everyday activity (energy in = energy out). It focuses on demonstrating the need to consume enough energy to do everyday activities and helps pupils think about what might happen if their energy balance is not quite right. The challenge is to select a range of activities (energy out) that balance the energy provided by food and drink consumed for a day (energy in).

The activity first asks pupils to select 5 activities, each of which is for a duration of 1 hour. As the activity is based on a day, energy expenditure for the remaining 19 hours is automatically added, e.g. sleeping, washing, getting dressed, breathing. This might need to be explained to the pupils. Drag the activities into the time slots provided. If you are not happy with your choice, drag the activity out. Use the **left** and **right** arrows to view more activity choices.

There are 17 activity choices from which to select. There are 6 high, 7 medium and 4 low energy expenditure activities (see page 16). The intensity is not indicated on screen. Once you are happy with the activity selection, click **'Next'**.

You then need to select the foods and drinks for the whole day, not just for the 5 hours. There are 5 breakfast, 8 lunch/dinner, 3 dessert, 4 snack and 7 drink options. Again, these vary in the amount of energy

they provide (see page 17). When selecting foods, it is important that food and drink for the entire day is selected, i.e. breakfast, lunch, dinner, snacks and drinks. Pupils can select up to 8 items.

In addition, you will need to consider the activities that you previously selected. This is because if you selected activities high in energy expenditure, you will need to select enough food (and possibly the types of food) to remain in energy balance. Equally, if you selected low energy activities, you will need to think carefully about the types of foods selected to remain in energy balance.

It is important to think not only about high or low energy dense foods to match the activities that you have selected, but also consider the balance of different foods in relation to the Eatwell plate. For example, it is still important to consume at least 5 portions of fruit and vegetables. Once you are happy with your food and drink choices, click **'Next'**.

Feedback on your choices is then presented, indicating whether the activities and foods you selected resulted in being in energy balance. In addition, you will receive feedback on the balance of foods in relation to the food groups of the Eatwell plate.

Classroom activities

- Talk about which activities are high, medium or low energy expenditure. Ask pupils to arrange the activities in order of energy expenditure (low to high). You may wish to repeat this activity with the different food options.
- Give pupils the challenge of selecting activities and foods to see whether they can remain in energy balance.
- Set pupils the task of deciding which of the food groups they should try to eat more to get their energy. Ask them to explain their reasons.

Click **'Back to Episode Menu'** to go back to the lunch menu.

Energy expenditure from different activities

Energy Expenditure	Activity
High	Football
	Roller skating
	Tennis
	Basketball
	Dancing
	Yoga
	Swimming
	Skateboarding
Medium	Cycling
	Horse riding
	Trampolining
	Gardening
	Walking
	Cooking
	Playing an instrument
	Computer work
Low	Drawing

Energy provided by different food and drinks

Energy	Breakfast	Lunch/dinner	Dessert	Snacks	Drinks
High	Egg, bacon, tomato and toast with spread	Vegetable curry, naan bread and rice	Fruit crumble and custard	Bar of chocolate	Fizzy drink
	Peanut butter on toast with a banana	Fish fingers, oven chips and vegetables			Smoothie (milk and fruit)
	Croissant, jam and spread	Cheese burger with salad and wedges		Wholemeal fruit scone	Milk
Medium	Fruit salad and yogurt	Cheese salad sandwich and vegetable soup	Fruit salad and yogurt	Crisps	Orange juice
	Wheat biscuits with milk and fruit	Baked potato, with beans, cheese and salad	Strawberries and ice cream		Tea, with milk
		Pizza, potato wedges and side salad			Diet fizzy drink
		Shepherd's pie with vegetables			
Low		Tofu and vegetable stir-fry with noodles		Apple	Water

The 'high to low' energy range is specific to the foods for each meal occasion (up-down). Energy levels should not be interpreted as foods having similar/equal energy values when reading the chart left-right.

Improve

A series of extended tasks are available for pupils in worksheet format. Click on a worksheet in the **'Choose an activity'** panel to find out more about the activity. Use the **scroll bar** to find more choices. When you have found the worksheet you want, click on it and select the **'View'** button. The worksheet selected will then open. Files are provided in PDF format that can be saved to computer or printed out.

For lunch, the following documents are available within Improve:

- **Food allergy and intolerance** – a worksheet and questions about allergies;
- **Food allergy and intolerance menu** – a typical restaurant menu, where the aim is to spot which foods people might need to avoid with different allergies;
- **Physical activity diary** – a diary to record all activities for a day.

Click **'Back to Episode Menu'** to go back to the lunch menu.

Supporting documents are available to the teacher for use within the Improve area. These can be found within the Teacher Notes section, accessible from the Start Session screen (see page 5), and compliment those documents available for download by pupils.

For lunch, the following supporting documents are available to teachers:

- **Food allergy and intolerance teacher sheet** – provides background information with regard to food allergy and intolerance. This includes the answers to the **'Food allergy and intolerance'** pupil activity.
- **Food allergy and intolerance menu teacher sheet** – indicates which menu food items and contents may affect those with food intolerance and allergies. Further guidance on lesson usage is also provided.
- **Food allergy and intolerance class activity** – provides detail of an additional homework and classroom activity.

Classroom activities

- Ask pupils to read and complete the **'Food allergy and intolerance'** sheet to find out more about Food allergies and intolerance.
- Divide the class into groups. Using the **'Food allergy and intolerance menu'** and associated teacher sheet, allocate each group a food allergy or intolerance. Ask each group to identify what they would have to avoid and which dishes they would be able to eat. Finally, ask each group to plan a menu that is completely suitable for a person with their food allergy or intolerance.
- Refer to the **'Food allergy and intolerance class activity'** teacher document for information on an additional homework and classroom activity.
- Get pupils to complete their own **'Physical activity diary'** for a day. In pairs, discuss whether it is a school day or a weekend and share ideas about how they might increase their level of physical activity.

Episode 3: Club

It can sometimes be difficult to eat healthily when you are out. Sometimes food and drink choices can be limited. This episode explores this concept in more detail.

This screen gives you access to the 5 different areas which comprise **Club**.



This episode is about looking at selecting an evening meal (dinner).

There are five areas to explore:

- Begin – a stimulus about eating out and evening time foods;
- Watch – video case studies about young people and eating out;
- Choose – an interactive food diary, focusing on eating in the evening;
- Learn – an interactive activity focusing on body image;
- Improve – a series of activities to further improve pupils' understanding.

The guide character will pop-up giving you details about the Club episode. Click '**Next**' to read further information, '**Back**' to view the information again or '**X**' to close the guide. The 5 areas can be viewed in any order, although you may wish to go through them in the order listed above.

Click '**Back to Main Menu**' to return to the main menu.

Begin

This section provides 5 messages about eating out healthily in bite-sized chunks. The messages cover:

- Eat more fish – eat 2 portions a week, 1 of which should be oily, e.g. salmon, mackerel, sardines;
- Eat less salt – always check food labels and do not eat more than 6g a day (less for children and teenagers);
- Starchy foods – base your meals on starchy foods, like bread, rice, potatoes, pasta and rice;
- Fruit/veg – eat plenty from different sources (fresh, canned, dried, frozen and juiced);
- Pudding – these are ok now and again.

The information is displayed as a mobile phone, which will be familiar to pupils. Simply click **'Next'** to view the next message. When you have viewed the screens, click **'Back'** to view the information again.

Classroom activities

Using eating out as a theme get pupils to:

- Explore how fish can be incorporated into evening meals, especially oily fish. Get them to cook their ideas.
- Research and practically show different ways in which to flavour different foods, other than using salt.
- Investigate how starchy foods can form the basis of dishes when eating out. Look at different scenarios and provide suggestions, e.g. bowling alley, youth club, in town with friends, swimming, cinema.
- Plan and cook a variety of different dishes that could be eaten when out which include 1-2 portions of fruit and vegetables, e.g. kebabs, stir-fry, pizza, dips and dippers.
- Find out what different types of desserts are available when they eat out. What do they think of them? Are there healthier alternatives? How could they be modified?

Click **'Back to Episode Menu'** to go back to the club menu.

Watch

This section allows pupils to watch a set of videos of their peers talking about eating out. The following questions are considered:

- Is the food you choose affected by who you are with or where you are?
- Does who you are out with (friends or family), influence what or where you eat?
- What do you think affects the food you choose to eat?
- Does advertising on TV or in magazines affect what you choose to eat?
- Do you think you are in control of what you eat overall?

Classroom activities

- Get pupils to answer the questions considered in the video. Ask them to work together to look at whether their responses have any similarities. Get a few pupils to report back to the group.
- Get pupils to discuss the questions raised in the videos.
- Produce a montage of advertising from magazines and newsletters to illustrate the way in which we may be influenced from different promotions.
- Ask pupils to think about what foods they have when eating out that they do not get at home. Why is this?

Click **'Back to Episode Menu'** to go back to the club menu.

Choose

This section allows you to select food and drinks for eating at the club (dinner). Simply drag the food and drink you want onto the table. If you no longer want the food or drink, drag it back. Click **'Start Again'** if you want to remove all food and drinks. Use the **forward** and **back** arrows to scroll through more food and drink options.

Your food and drink choices are added to the Food list. Here you can decide whether you would like 1 or 2 portions (1 portion is the default). Once you have selected all the foods and drinks for dinner, click **'Finish'**.

The screen will then display a graphical representation of the foods and drinks selected for dinner, based on the five food groups of the Eatwell plate. The chart will show graphically the amount of food for each food group. If a food group flashes, then this indicates that you have chosen lots of foods from this food group. Remember to take heed of the advice and balance your food choices. If you have been through episode 1 and/or episode 2 and selected a range of breakfast foods, snacks and/or lunch dishes, these foods will also be included in this feedback.

If you would like more detailed feedback, click **'Balance-a-tron'**.

Classroom activities

- Review the food and drink options available with the whole class on the whiteboard first. Talk through the different foods that may be selected for this time of day.
- Get pupils to complete the club (dinner) selection, perhaps using the foods and drinks they had eaten in the previous day. Remind pupils of the 5 messages from the **'Begin'** section. If they have selected foods and drinks in episode 1 and/or 2, they should also consider any feedback they received when making their previous choices.
- Using the **'Balance-a-tron'** tool, pupils could record and analyse their own evening meal diary for up to 7 days. The feedback could be printed out for their own records or used as a classroom display.

Click **'Back to Episode Menu'** to go back to the club menu.

Learn

This activity deals with the issue of body image. This is an important topic, which needs to be dealt with sensitively at school. The aim of this activity is not for pupils to use the tools to depict their own body image, but to use the tools to depict how society, the media, friends and family see teenagers. It could also be used to look at how media stereotypes are portrayed, e.g. models.

This activity allows you to create two simple characters by combining different body features. There are no wrong answers. The tools should be used to generate discussion and be used for reflective thought.

On the **'Body Image'** tab, use the **left** and **right arrows** to view the different options available and start creating a typical teenage character – these include hair styles, face, body, legs and shoes. You can also modify the body size and select skin colour. Click **'Clear Screen'** if you would like to start again.

Click on the other tab, e.g. People at school, and repeat the process again.

Once the two characters have been completed, click **'Next'** to compare the two images. A series of questions will then be posed. Click **'Try Again'** to repeat the activity again with a different focus.

Additional support and information is available on page 31.

Classroom activities

- Talk to the pupils about the way in which the media, magazines and television portrays people. What do they think? Do they believe that there are stereotypes to which they feel pressurised to conform? Use the questions in the activity to prompt discussion.
- Use the activity on an interactive whiteboard with pupils. Get them to help create the portraits. Use the questions as a stimulus for a discussion.
- Individually, get pupils to work through the activity. Ask pupils to answer the questions that are posed to them at the end of the activity.

Click **'Back to Episode Menu'** to go back to the club menu.

Improve

A series of extended tasks are available for pupils in worksheet format. Click on a worksheet in the **'Choose an activity'** panel to find out more about the activity. Use the **scroll bar** to find more choices. When you have found the worksheet you want, click on it and select the **'View'** button. The worksheet selected will then open. Files are provided in PDF format that can be saved to computer or printed out.

For club, the following are available:

- **Mood and food** – a worksheet to look at food and mood.
- **My Top 10 worksheet** – create a Top 10 about you!
- **What foods do you associate with different moods** – a worksheet to explore foods and their association with different moods or activities.

Click **'Back to Episode Menu'** to go back to the club menu.

Supporting documents are available to the teacher for use within the Improve area. These can be found within the Teacher Notes section, accessible from the Start Session screen (see page 5), and complement those documents available for download by pupils.

For club, the following supporting documents are available to teachers:

- **What are eating disorders teacher sheet** – provides background information with regard to various eating disorders. This includes sources of further information.
- **Mood and food teacher sheet** – provides examples for use in conjunction with the **'What foods do you associate with different moods'** pupil sheet and classroom activity.

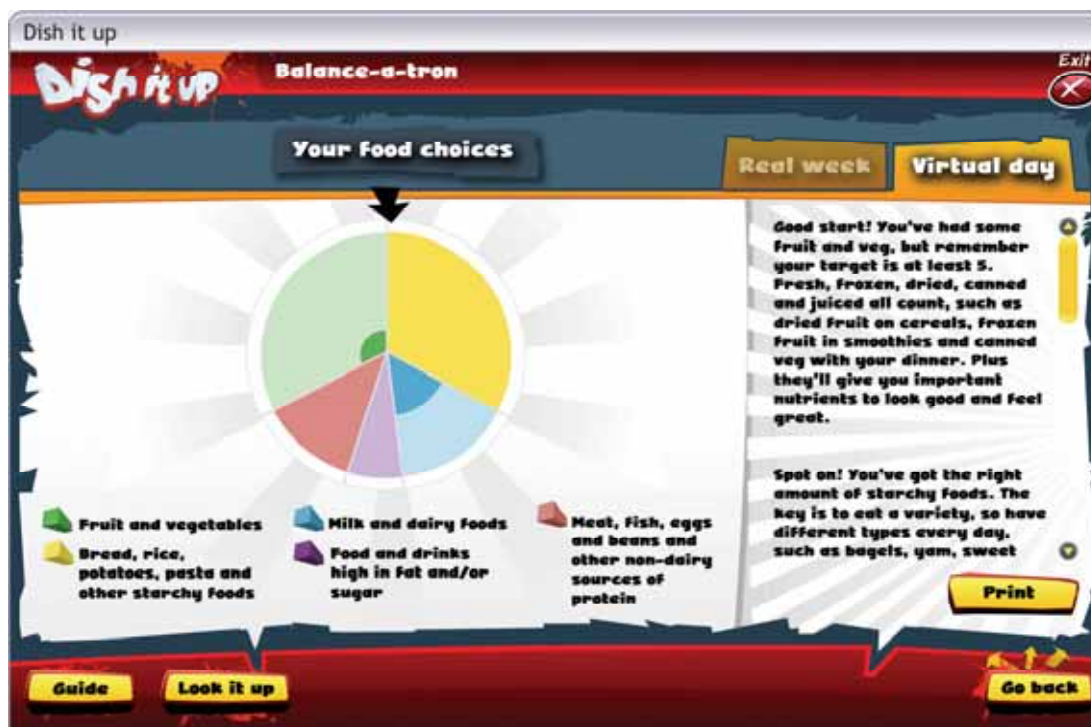
Classroom activities

- Ask pupils to complete the **'What foods do you associate with different moods'** worksheet and create a mood board or collage of foods which they associate with a particular mood/activity.
- Use the **'My top 10 worksheet'** to get pupils to list what they like about themselves. In addition, pair pupils together to compare their results.
- Challenge pupils to suggest alternative ways of dealing with their emotions in a constructive way.

Balance-a-tron and Look-it-up

Balance-a-tron

The Balance-a-tron is a nutrition calculator, which utilises the Eatwell plate food groups and is unique to *Dish it up*. It can be accessed at any time while you are using *Dish it up* and is easy to open, use and then close. The Balance-a-tron shows the foods that you have chosen as represented as the five food groups of the Eatwell plate. This in turn provides a profile of what you choose to eat and allows you to ascertain its overall balance. It provides you with detailed feedback on your choices and breaks this down by food group.



To use the Balance-a-tron, click on '**Balance-a-tron**' button (bottom of the screen). You can then toggle between '**Virtual day**' and '**Real week**'.

Virtual day

This provides detailed feedback on the food and drinks selected during the 3 episodes, i.e. breakfast, lunch and club. It shows Your Food Choices analysed against the balance of food groups of the Eatwell plate, allowing pupils to reflect on their decisions. The food groups are filled in with colour to indicate the amount of food and drink consumed. A filled-in food group indicates that adequate amounts of food and drinks have been consumed. If a food group flashes, then this indicates that you have chosen lots of foods and drinks from this group. The idea is to achieve a balance over all the food groups, as indicated in the Eatwell plate.

In addition, detailed feedback for each food group is presented – just scroll up and down to view all the feedback. This can be printed out – click '**Print**'.

You may want to look at this detailed feedback while you are working through any of the 3 episodes. During an episode, feedback is deliberately kept short with the emphasis on key messages. The detailed feedback available from within the '**Balance-a-tron**' may be suitable for some of the pupils in your class as extension work, or to challenge the more able.



Click **'Go back'** when you have finished (you will return to where you came from in any episode).

Real week

This is a useful additional tool which can be used as a stand-alone teaching aid. It enables pupils to enter their complete diet for breakfast, snacks, lunch and evening meals for up to one week. The balance of their diet can then be analysed against the balance of food groups of the Eatwell plate, allowing them to reflect on their decisions. As with the Virtual day, the food groups are filled in with colour to indicate the amount of food and drink consumed. A filled in food group indicates that adequate amounts of food and drinks have been consumed. If a food group flashes, then this indicates that you have chosen lots of foods and drinks from this group. The idea is to achieve a balance over all the food groups, as indicated in the Eatwell plate.

The food and drink list is more comprehensive than that used in the episodes. The food and drinks are listed in alphabetical order, and give hints on how they may have been prepared or cooked, e.g. bacon (grilled). Some also give their portion size, e.g. glass or can. Food and drinks can not be added to this list.

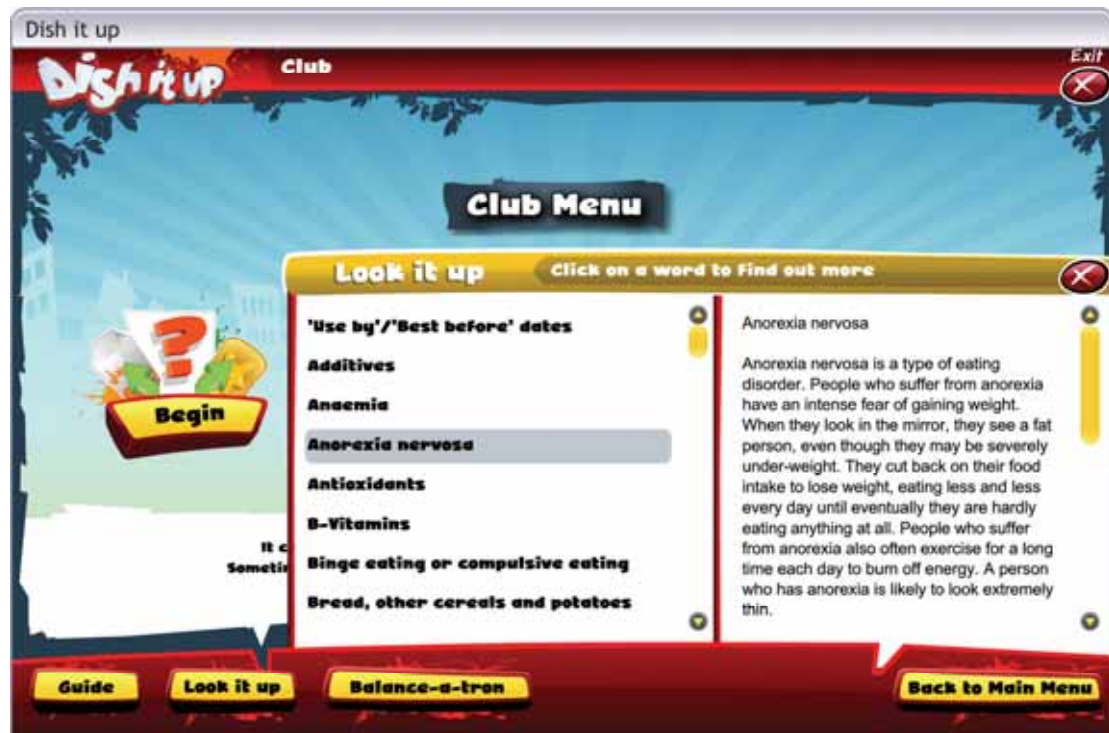
To use the Real Week:

- 1) Select the day (**left** and right **arrows**).
- 2) Click the meal occasion, i.e. **'breakfast'**, **'snacks'**, **'lunch'** or **'dinner'**.
- 3) Scroll through the food and drinks available. Click on **'1'** or **'2'** portions for the food or drink. Click on another portion size if you change your mind, or on the same portion to remove the food or drink as a choice.
- 4) Click **'Update'** to view the impact of your food choices. The graph will refresh showing the new balance of foods.
- 5) Repeat steps 1-4, for each day, meal time and foods/drinks consumed.
- 6) Click **'Day's summary'** or **'Week's summary'** to view a day or week summary.
- 7) Click **'View feedback'** to see the detailed feedback on each food group. Click **'Print'** to print out this feedback.

Click **'Go back'** to finish (you will return to where you came from in any episode).

Look it up

'Look it up' is a glossary of terms. It can be accessed at any time while you are using *Dish it up*. It is easy to open, use and then close.



To use Look it up, click '**Look it up**' (at the bottom of the screen). A new window will pop-up, containing an alphabetical list of key words to the left. Scroll through the list of words, and click on a word to view its definition. Repeat as many times as you need.

Click on the '**X**' in the top-right hand corner of the window to close.

Curriculum and Other Links

Classroom activities have been suggested throughout this guide in each episode. This page shows how various aspects of *Dish it up* support the curriculum for 11-12 year olds in the UK.

England

Key Stage 3	Episode 1	Episode 2	Episode 3
Design and Technology	Breakfast choices, food selection, hygiene, reasons for food choice. <i>PoS Range: f,g, h</i>	Food selection, energy balance, food allergy and intolerance. <i>PoS Range: f, h</i>	Food selection, food choice and mood. <i>PoS Range: f,h</i>
Science	3.3 Organisms, behaviour and health c	3.3 Organisms, behaviour and health c	3.3 Organisms, behaviour and health c, e
Personal wellbeing	1.2 Healthy lifestyles a 3d the benefits and risks of health and lifestyle choices	1.2 Healthy lifestyles a 3d the benefits and risks of health and lifestyle choices	1.1 Personal identities a, b, b 3b how the media portrays young people, body image 3c causes, symptoms and treatments of some mental and emotional health disorders 3d the benefits and risks of health and lifestyle choices
Physical education		1.4 Healthy, active lifestyles a	1.4 Healthy, active lifestyles b

Licence to Cook

This CD-ROM can be integrated into the delivery of *Licence to Cook* in England. For example, it can be used when working through *Diet and Nutrition* and *Hygiene and Safety* areas of learning.

Wales

Key Stage 3	Episode 1	Episode 2	Episode 3
Design and Technology	Breakfast choices, food selection, hygiene, reasons for food choice. <i>PoS Food: 6,7,8</i>	Food selection, energy balance, food allergy and intolerance. <i>PoS Food: 6,7,8</i>	Food selection, food choice and mood. <i>PoS Food: 6,7,8</i>
Science	Components of a balanced diet are needed for good health <i>PoS: Communication 1,2 Independence of organisms 2</i>	How food is used by the body as fuel <i>PoS: Communication 1,2 Independence of organisms 2</i>	Components of a balanced diet are needed for good health <i>PoS: Communication 1,2 Independence of organisms 2</i>
Personal and social education	Health and emotional wellbeing (the relationship between diet, exercise, and good health and well-being) Working with others (work both independently and cooperatively/empathise with others' experiences, feelings and actions) Preparing for lifelong learning (take personal responsibility for actions and decisions related to learning)		
Physical education		Health, fitness and wellbeing 4. Identify how to eat and drink healthily in order to meet the energy requirements of different activities and levels of performance.	

Northern Ireland

Key Stage 3	Episode 1	Episode 2	Episode 3
Learning for life at work (home economics)	Healthy eating - provides opportunities to develop understanding required in the choice, planning, storage, preparation, cooking and serving of food.	Healthy eating - provides opportunities to develop understanding required in the choice, planning, storage, preparation, cooking and serving of food.	Healthy eating - provides opportunities to develop understanding required in the choice, planning, storage, preparation, cooking and serving of food. Independent living - Investigate a range of factors that influence consumer choices and decisions,
Science and technology (science)	Organisms and health: healthy body and mind	Objective 1: developing pupils as individuals - explore physical, chemical and biological effects on personal health	Organisms and health: healthy body and mind
Learning for life and work (Personal Development)	Key concept: personal health (diet, hygiene)	Key concept: personal health (physical activity)	Key concept: personal health (body image) Key concept: self awareness (self esteem)
Physical education		Knowledge and understanding: monitor and evaluate their own activity levels over a period of time and plan how they can fulfil the activity recommendations for health;	Objective 1: developing pupils as individuals - experience and evaluate the health and fitness benefits of a range of different physical activities, including their physical, social and psychological well-being

Scotland

At the time of development, the experiences and outcomes for Technologies and Health and wellbeing had not been published by Curriculum for Excellence. However, *Dish it up* supports the following proposed guidance.

Third level	Episode 1	Episode 2	Episode 3
Technologies	Third level	using technologies effectively, including developing practical skills in using tools, equipment, materials and processes evaluating and improving products and solutions	using technologies effectively, including developing practical skills in using tools, equipment, materials and processes evaluating and improving products and solutions
Health and wellbeing	eating for health, and safe, hygienic practices	eating for health physical education and physical activity including sport	eating for health health - mental, social, emotional and physical
Science	SCN 314M		

FSA Food Competences

The Food Competences framework is intended to help schools and community-based organisations provide children and young people with the foundation to make healthy food choices now and into adulthood. It is a framework of core skills and knowledge for children and young people, which sets out the essential building blocks in relation to healthy eating, cooking and food safety.

This chart shows how *Dish it up* can contribute to pupils achieving these competences.

By the age of 14 pupils should ...	Episode 1	Episode 2	Episode 3
Diet and health	✓ ... use current healthy eating advice to choose a varied balanced diet for their needs, as well as being physically active.		
		✓ ... understand the importance of energy balance and the implications of dietary excess or deficiency, e.g. malnutrition, maintenance of a healthy weight	
Consumer awareness			✓ ... understand the influence of food marketing, advertising and promotion on their own diet and purchasing behaviour. ... be aware that food choice depends on many personal and lifestyle factors, e.g. role models, body image.
Cooking	✓ ... with guidance modify recipes and cook dishes that promote current healthy eating messages,		
	✓ ... understand and use good food safety practices.		
Hygiene and safety	✓ ... understand the principles of cleaning, preventing cross-contamination, chilling, cooking food thoroughly and reheating food until it is piping hot. ... understand and use date-mark and storage instructions on food labels.		

Sources of further information

Curriculum

England	http://curriculum.qca.org.uk/
Wales	www.wales.gov.uk
Northern Ireland	www.nicurriculum.org.uk
Scotland	www.curriculumforexcellencescotland.gov.uk
FSA Competences	www.food.gov.uk/healthiereating/nutritionschools/competencies
Licence to Cook	www.licencetocook.org.uk

Healthy eating

Food Standards Agency	www.food.gov.uk www.eatwell.gov.uk
5 A DAY	www.5aday.nhs.uk
British Nutrition Foundation	www.nutrition.org.uk
Allergy UK	www.allergyuk.org
FSA Allergy information	www.eatwell.gov.uk/healthissues/foodintolerance/
British Dietetic Association	www.teenweightwise.com

Food safety

Food link	www.foodlink.org.uk
FSA Keeping food safe	www.eatwell.gov.uk/keepingfoodsafes

Body image and mental health

Beating Eating Disorders	www.b-eat.co.uk
Young Minds	www.youngminds.org.uk

Appendix I – The Eatwell Plate

The eatwell plate makes healthy eating easier to understand by showing the types and proportions of foods we need to have a healthy and well balanced diet.



The eatwell plate shows how much of what you eat should come from each food group. This includes everything you eat during the day, including snacks.

So, try to eat:

- Plenty of fruit and vegetables.
- Plenty of bread, rice, potatoes, pasta and other starchy foods – choose wholegrain varieties whenever you can.
- Some milk and dairy foods.
- Some meat, fish, eggs, beans and other non-dairy sources of protein.
- Just a small amount of foods and drinks high in fat and/or sugar.

For further information on the eatwell plate:

<http://www.food.gov.uk/healthiereating/eatwellplate/aboutplate>

<http://www.eatwell.gov.uk/healthydiet/eatwellplate/>



**'helping young people to choose, cook and eat
safe healthy food'**

For more information about the Agency's work with schools, visit:

food.gov.uk/schools

For further information and advice about food, visit the Food Standards Agency's websites:

eatwell.gov.uk

food.gov.uk

salt.gov.uk

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Published by the Food Standards Agency 2008

Printed by RM Education plc.

© Crown Copyright Published by the Food Standards Agency September 2008 | FSA/1282/0908

Printed in England on paper comprising a minimum of 75% recycled fibre



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