



Lesson plan for teachers

Lesson 10: How to create a meal



Learning intentions

- ★ To understand how to balance a meal
- ★ To learn how to make a tray-bake dish
- ★ To make **Summer tray-baked salmon**, **Minty yoghurt dip** and **Strawberry slushies**

Key skills

- ★ Boiling vegetables
- ★ Baking
- ★ Chopping herbs and vegetables
- ★ Assembling a tray-bake
- ★ Seasoning

Before the lesson

- ★ Read through the lesson plan and narrative in full
- ★ Read through each recipe in full
- ★ Print one copy of each recipe per pupil
- ★ Gather ingredients and equipment needed for the **Summer tray-baked salmon**, **Minty yoghurt dip** and **Strawberry slushies**
- ★ Source paper and pens to create lunch menus
- ★ Source a picture of the balanced plate

Running order

- 1 Welcome children to the classroom
- 2 Introduce learning intentions
- 3 Discuss what you need to think about when deciding what meal to make
- 4 Introduce the concept of balance: flavours, textures, colours and food groups
- 5 Introduce and discuss the balanced plate
- 6 Recap rules and get ready to cook
- 7 Introduce **Summer tray-baked salmon** recipe and concept of a tray-bake
- 8 Prepare **Summer tray-baked salmon** recipe in two groups, introducing and talking about each ingredient as you go
- 9 Prepare **Minty yoghurt dip** recipe
- 10 Put **Summer tray-baked salmon** in oven
- 11 Prepare **Strawberry slushie** recipe
- 12 Lay the table and create menus for lunch
- 13 Sit down to eat
- 14 Finish with discussion questions

Terms and techniques

- | | |
|--|-------------------|
| ★ Balance | ★ Pin-bone |
| ★ Food groups: starchy carbs, fruit and vegetables, proteins, dairy, fats and sugary foods | ★ Score |
| | ★ Anadromous fish |

Curriculum links

Literacy
Science

- Write a story about a favourite meal, using descriptive language
- Keep a food diary over the course of a week and compare it to the balanced plate



Lesson narrative for teachers

Lesson 10: How to create a meal



Introduction: 20 minutes



Today we're going to make a complete meal in the kitchen. In the lessons we've had so far, we've focused on learning lots of different skills, one at a time, so now we're going to bring all that knowledge together to make an entire lunch. We need to think about the different tastes and flavours, colours and textures, and we're going to talk about the golden rule of creating meals: balance.

Can anyone tell me some of the important things we need to think about when deciding what to cook for a meal? Think about some of your favourite meals.

To create a meal you need to think ahead. You need to think about what foods are in season, what style of food you want to cook, and what you already have available.

Whenever you cook a meal, you need to read through the recipe in full so that you know how long it'll take, the order you should cook it in and what you need. The menu for today is a delicious **Summer tray-baked salmon**, a **Minty yoghurt dip** and a **Strawberry slushie**.

Who remembers what the golden rule for creating a meal is? **Balance**. Balance is the most important thing to remember when you're planning a meal. You need to think about creating a balance of flavours and textures. Think about how the food will look on the plate – you want a range of colours so that it'll look and taste delicious. For example, a plate of plain pasta and plain chicken or a plate of chips, are not a good examples of a balanced plate – everything will look the same colour, with no vibrant vegetables to liven it up.

Close your eyes and think about the balance of flavours, colours and textures in a burger. You could just have the brown minced meat patty on its own, but that would be a bit boring. Instead, you could put it in a golden, soft bun and all of a sudden you've got a new flavour and texture. Add a gherkin and you'll have some green, salty, vinegary sharpness. Then, add some cheese and you'll have yellow creaminess, then some salad to add a bit of crunch and colour. Eat the whole thing together and you've got a delicious taste combination, with lots of different flavours and textures to bring it all together to create a wonderful balance.

The final thing we need to consider is whether we have balanced our plate with the right amounts of the different food groups. The balanced plate is made up of five different food groups and is a guide to show us how much of each food group we should be eating. Who can name the five food groups? **Fruit and vegetables, starchy carbs, protein, dairy, fats and sugary foods**.

Balancing your plate means eating the right foods in the right amounts and is an extremely important part of a healthy diet. It might not always be possible to balance your plate at every meal, but it's good to use it as a guide to make sure your body is getting everything that you need over the course of the day.

★ Show the children the balanced plate.



The balanced plate is made up of one-third fruit and vegetables, one-third starchy carbohydrates such as potatoes or grains, and one-third split between protein, dairy and a small amount of fats or sugary foods.

When we finish our meal today, we're going to check to see if we've done a good job at balancing our plate. Let's get ready to cook!

Lesson 10 continued: How to create a meal



Children get ready to cook.

- * Roll up sleeves
- * Tie hair back
- * Remove jewellery
- * Put aprons on
- * Wash hands

Cover the key rules for the kitchen, suggesting ideas if the children aren't heading in the right direction.

Cooking: 40 minutes



Let's start by preparing our vegetables and our salmon. Can someone look at the recipe and tell the class how we're going to be cooking the salmon today? **Baking it in the oven.** Because we're going to be using the oven, I need someone to turn the oven to 230°C/450°F/gas 8.

Here are the ingredients for the tray-bake.

- * Show the children each ingredient and see if they can name each of them.



We're using new potatoes, green beans, runner beans, podded fresh peas and salmon.

- * Show the children the yellow French beans too, if using.



Tray-bakes are brilliant because once everything is prepared, we can arrange it nicely in the tray and leave the oven to do its magic.

You can experiment at home by tweaking and changing the ingredients and flavours in the tray. The only important thing to think about is how long each ingredient is going to take to cook so that you don't overcook or undercook them.

Jamie is a huge fan of this type of cooking because it's a great way of getting all those gorgeous flavours mingling and cooking together to create something really special.

We're going to work in two groups today. Both groups will make the salmon tray-bake so that we have enough for everyone for lunch. Next, we need to read our recipes thoroughly, then make sure we're carrying out our newly learned skills in the correct way.

- * Break the children into two groups to make the **Summer tray-baked salmon**, and make sure that both groups are supervised at all times.



First we're going to scrub the potatoes, removing any eyes or gnarly bits, then we need to put them in a pan to boil, like we did with the potato salad. We need to use the bridge technique to cut any bigger potatoes in half so that they're roughly the same size.








- * Get the children to scrub the potatoes in a bowl of water, then help them to use the bridge to cut any larger potatoes in half (secure the chopping board).



We're going to boil all the potatoes together. Who can remember what we need to do to boil our potatoes? Do we need to wait for the water to boil or is it OK to put them into the cold water? **Cold water is OK.** Great. What else does our water need? **A tiny pinch of salt.**

Lesson 10 continued: How to create a meal



	<p>While we're letting those boil away, we need to prepare our beans and peas.</p>
	<p>★ Rinse the green beans and the peas. Get the children to cut the ends off the green beans, leaving the wispy tips on.</p>
	<p>For our runner beans, we're going to use the claw to slice them into smaller pieces.</p>
	<p>★ Demonstrate slicing the beans, then hand out the runner beans and knives. Collect the beans into a bowl, then get the children to pod the peas and add them to another bowl.</p>
	<p>We need to add the beans to the water when the potatoes are nearly done, because our beans will only take a few minutes to cook.</p>
	<p>★ Add the beans to the water with the potatoes and cook for around 4 minutes.</p>
	<p>While they finish cooking, can someone look at the recipe and see what other ingredients we need to prepare? 2 lemons, ½ a bunch of fresh basil, a handful of fennel tops or dill and 4 x 180g salmon fillets.</p> <p>Next we need to zest both lemons. Who remembers what the zest is? The zest is the outer peel of the lemon.</p> <p>Before zesting lemons, you should always give them a really good wash because the ones we buy at the supermarket are often waxed to make them stay shiny. If you can, buy unwaxed organic lemons, so that you don't get any of the horrible stuff in your zest. You should always zest lemons onto a secured chopping board, so that you can get a good grip on the grater.</p>
	<p>★ Demonstrate how to zest the lemon safely, then get each group to safely zest two lemons each.</p> <p>★ Check on the boiling vegetables.</p>
	<p>Who can remember how we know when the potatoes are done? Stick a regular eating knife into them to see if it goes in easily.</p> <p>Shall we test one of the potatoes?</p>
	<p>★ Demonstrate checking a potato.</p>
	<p>How are the beans looking?</p>
	<p>★ When the vegetables are done, carefully carry them to the sink using oven gloves, reminding the children that you're carrying a hot pan. Drain in a colander over the sink, then allow to steam dry for a couple of minutes.</p>
	<p>What do you think we need to do now? Who can read their recipe and tell me?</p> <p>It's time to assemble our tray-bakes. We need to put our potatoes and beans in first, then scatter over the peas and dot a tiny bit of butter on top. Next we need to drizzle over 1 tablespoon of olive oil and add a tiny pinch of salt and pepper.</p>
	<p>★ Get both groups to assemble their trays.</p>

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After that, we need to add our zest and some lemon juice.

★ **Cut the lemons into wedges (eight wedges per group), then get each child to squeeze their wedge into the trays and add the zest.**



We need to give everything a good mix so all those lovely flavours can get absorbed while our veg is still warm.

Now we're going to pick and chop some herbs to add some more fantastic flavours to our tray-bake. We're using basil and dill (or fennel tops) today.

★ **Pass the herbs around for the children to smell them.**



What do these smell like to you? Do they remind you of any dishes you may have eaten before? Basil is an incredibly aromatic herb, which means that it has a very strong perfume-like smell. Close your eyes and give it a sniff. Experts have described it as smelling and tasting somewhere between liquorice, cinnamon, lemon and pepper. What do you think? It's used all over southern Europe and the Far East. It's also best friends with tomatoes – did you know that for centuries gardeners have been growing them next to each other because they help each other to grow? So it makes complete sense that they taste delicious together. Basil loves a nice warm climate, so don't store it in the fridge otherwise it'll quickly turn black. Dill is this wispy herb here. What does this one smell like? Can anyone think of a food that it reminds them of? Dill goes really well with lots of different kinds of fish, and is really popular in Scandinavian and Eastern European cookery.

We're only using the basil leaves today, so I need half of each group to pick the leaves from the stalks and I need the other half to gather around the chopping board to help practise chopping the dill.

★ **Separate the groups, and get half the children in each group to pick basil leaves. Demonstrate carefully chopping the dill, and let the rest of the children have a go.**



Once our herbs are ready, we need half of them to go into the tray, and we are going to put the other half to one side while we season our fish.

★ **Get children to scatter half the herbs into their tray.**



Put your hand up if you've eaten salmon before. Salmon is a fish with lovely pink flesh – it comes from the north coasts of the Atlantic and Pacific oceans. A wild salmon is an amazingly athletic fish – for most of the year they live in the deep ocean, but they then have to work very hard to swim up the rivers to reproduce. This is because salmon are anadromous, which means that they migrate from salt water to fresh water to have their babies. The life of a wild salmon is a struggle – born in the rocky bottom of a river or a stream, they then swim out to a life in the sea. They return by swimming upstream back to where they were born to repeat the cycle.

Salmon is part of the oily fish family, with mackerel, sardines, herring and anchovies, which means they are packed with healthy oils and have a stronger flavour and a denser, meatier texture than white fish. Oily fish spoils easily so these fish are often preserved in brine (salty water) or oil and sold in tins or jars, or they are smoked and dried. Smoked salmon is a classic example of this.

★ **Remove the salad from the fridge once you're ready to use it.**

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The first thing we need to do is to check the salmon fillets for bones – you should always ask the fishmonger to pin-bone the fish, which means they'll remove any small bones, but it's always a good idea to double-check. If you run your fingers carefully over the surface of the fish, you'll feel if there are any bones left in there. If there are, you just need to tug them out with a pair of tweezers. Next, we're going to carefully slice three lines, or scores, into the skin of our salmon. This will help the lovely oils from the skin to drip down into the fish while the salmon cooks. We're going to season with a bit of salt, pepper and olive oil, and stuff half of our lovely herbs into the scores we've made.

★ Demonstrate how to score and season the salmon, then pass out the salmon fillets and knives for the children to prepare their own, helping each child to make sure that the knife isn't slipping. Once the salmon is ready, place the fillets in the tray, cover with clingfilm and transfer to the fridge, making sure the children wash their hands thoroughly.



We're going to put our tray-bakes into the fridge while we make our **Minty yoghurt dip** and **Strawberry slushie**. We're going to be using this herb in our dip, does anyone know what it is called? **Mint**.

What does mint remind you of? Mint goes really well with both sweet and savoury things. **Pass it around**. It's great friends with fruit, especially berries, peaches and melons, and it makes a delicious ice cream flavour. Put your hand up if you like mint ice cream. It's also lovely with lots of savoury things. Who can think of an example? Roast lamb with mint sauce is a famous example, or what about minty peas. Mint is also great combined with chillies in spicy food – Thai cooking is a good examples of this.

Next we need to measure out 200g of natural yoghurt. Who can tell me what yoghurt is made from? **Milk**. Yoghurt can be made from any kind of milk, but the most common is cow's milk. We need 200g of yoghurt in a bowl for the base for our dip.

★ Get one of the children to measure 200g of yoghurt.



Now we're going to pick and finely chop the mint leaves, but we don't need the woody stalks, just the leaves.

★ Get four children to pick the leaves, then collect all the leaves on one board and demonstrate finely chopping them, then add them to the yoghurt.



Next goes in our lemon zest.

★ Get one of the children to zest half the lemon onto a secured chopping board, then ask them to collect the zest and add it to the bowl.



Now we're going to cut the lemon in half and squeeze the juice into the bowl.

★ Get one of the children to cut the lemon in half using the bridge, and then squeeze the lemon into the bowl, using their fingers to catch any pips.



The next step says to peel and very finely chop the garlic. Who remembers which piece of equipment we can use instead of a knife? **A garlic crusher**.

★ Get one of the children to peel and crush the garlic into the bowl.



All that's left to do is season the dip and stir everything together.

Lesson 10 continued: How to create a meal



- ★ Get one of the children to add a tiny pinch of salt and pepper and give it a good stir so it's really well mixed. Get another child to taste the dip with a clean spoon and to decide if it needs a little more lemon juice. Once happy, transfer to a serving bowl.
- ★ Remove the salmon tray-bakes from the fridge and carefully place in the hot oven using oven gloves, setting the timer for 10 minutes.



The last thing on our menu for today is the **Strawberry slushie**. This is a really simple and delicious drink, without any of the nasties or added sugar you'll find in a fizzy drink. We want to begin by quickly washing our strawberries, then cutting off the leafy bits using the bridge. We also need to pick some mint leaves, discarding the stalks, then add everything to our liquidizer along with ice cubes, water and some lemon juice.

- ★ Get the children to prepare the strawberries and mint. Add everything to the liquidizer along with the juice of from the lemon, the water and ice cubes. Make sure the lid is on very tightly, then whiz together. Taste the slushie and sweeten with a little sugar if needed, although it is likely to be sweet enough on its own.
- ★ Get the children to help set the table. Because it's the last lesson and you've cooked a beautiful lunch, take extra care to make the table look beautiful. Discuss how taking time to make the table look nice will help to make it extra special and more memorable. Talk about the value of taking time to sit down and enjoying your food with other people.
- ★ After 10 minutes check on the salmon – to make sure it's ready to eat, cut into the thickest part of the fillet – the meat should be opaque and paler in colour. Talk the children through how to check the salmon is cooked while you're doing it.
- ★ Carefully transfer the tray-bake to a serving platter, then carefully carry to the table, and sit down together to eat lunch. Serve all the children some vegetables, potatoes and a fillet of salmon with a bit of **Minty yoghurt dip** and some **Strawberry slushie**.
- ★ After lunch, work together to tidy the table and the kitchen, reminding the children that they need to be careful when carrying and washing knives and other sharp objects.

Discussion question suggestions:

- ★ Do you think we've managed to balance the colours, flavours, textures and food groups in our meal today?
- ★ What's your favourite dish that we've made in the kitchen classroom this year?
- ★ What would you like to learn to make that you haven't already?
- ★ What's your favourite meal to help make at home?
- ★ Who in your family is going to be cooking over the summer holidays?
- ★ What kinds of lovely ingredients will be growing over the summer that you need to look out for?



Summer traybaked salmon



Serves 4



Equipment list

- Large saucepan (25cm)
- Weighing scales
- Scrubber
- Chopping board
- Knife
- Slotted spoon
- Colander
- Roasting tray (roughly 25cm x 35cm)
- Measuring spoons
- Microplane
- Tongs
- Fish slice
- Serving plates

Jamie's top tip

This is one of those great dishes that you can really make your own by using whatever vegetables are in season - it's particularly nice with broad beans, asparagus or little halved cherry tomatoes. Delicious served with a dollop of yoghurt or garlic mayonnaise.

Ingredients

- sea salt and freshly ground black pepper
- 700g new potatoes
- 100g runner beans
- 100g green beans
- optional: a large handful of yellow French beans
- 100g podded fresh peas
- 40g unsalted butter
- olive oil
- 2 lemons
- ½ a bunch of fresh basil
- a handful of fresh fennel tops or dill
- 4 x 120g salmon fillets, skin on, scaled and pin-boned

Allergy info



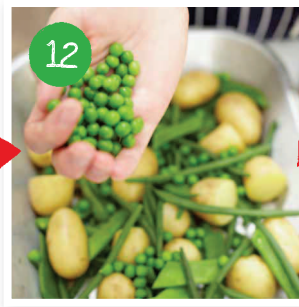
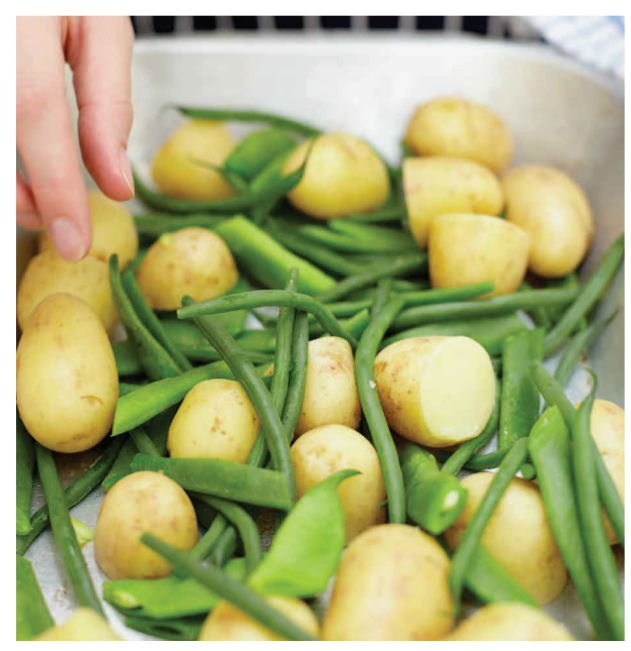
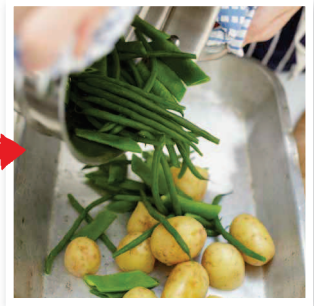
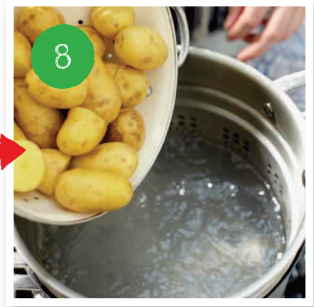
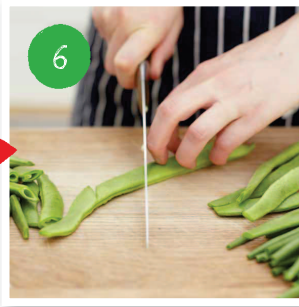
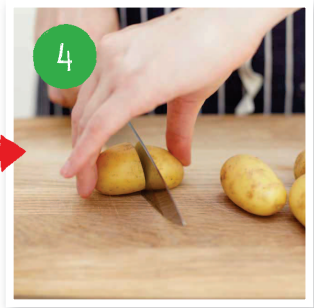
dairy,
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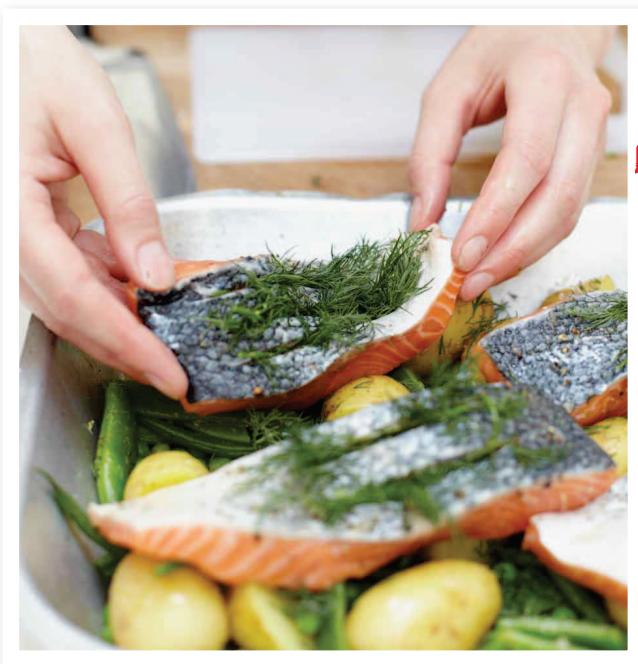
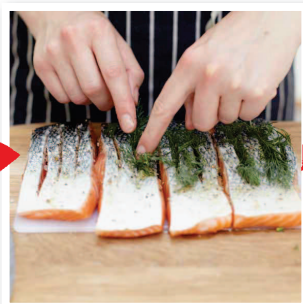
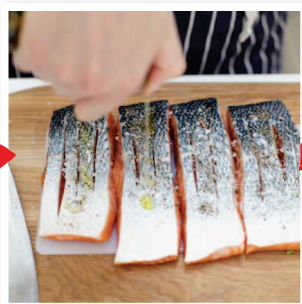
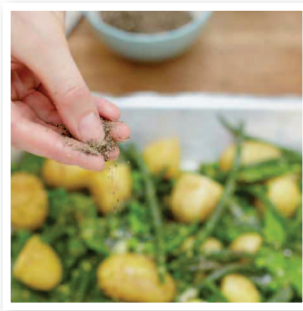
For nutritional information ask your teacher.

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Step by step



Step by step



Minty yoghurt dip (base recipe)

Serves 6



Jamie's top tip

This dip is delicious as it is, or tweak it in any of the ways below, depending on what you're using it for - they're much tastier than the shop-bought ones you can get, and you know exactly what's gone into them.

Ingredients

- 4 sprigs of fresh mint
- 1 lemon
- ¼ clove of garlic
- 200g natural yoghurt
- sea salt and freshly ground black pepper

Equipment list

- Chopping board
- Knife
- Mixing bowl
- Microplane
- Weighing scales
- Spoon
- Serving bowl

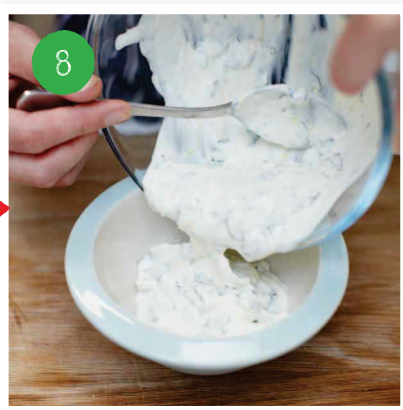
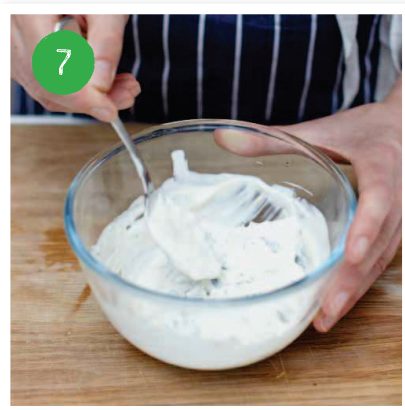
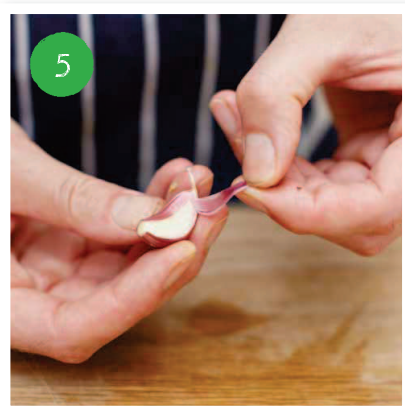
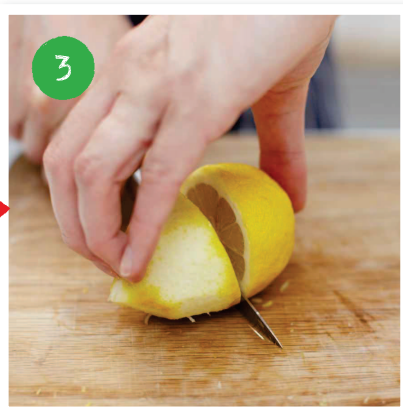
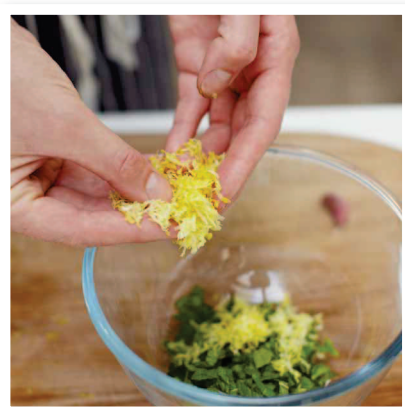


Here's how to make it

- 1** Pick and finely chop the mint leaves on a chopping board, discarding the stalks, then add them to a mixing bowl.
- 2** Use a microplane to finely grate the zest of half a lemon onto the board, then transfer to the bowl.
- 3** Cut the lemon in half.
- 4** Squeeze the juice into a bowl, using your fingers to catch any pips.
- 5** Peel and very finely chop the garlic on a board, then scoop it up and add to the bowl.
- 6** Add the yoghurt and a tiny pinch of salt and pepper, then stir everything together.
- 7** Have a taste and add a squeeze more lemon juice, if you think it needs it.
- 8** Transfer to a serving bowl, and serve with a platter of veggies for dipping.



Step by step



Strawberry slushie

Serves 8



Jamie's top tip

Give this super simple and really delicious slushie a try - without all the added sugar and junk of a shop-bought fizzy drink, it's a treat without all the nasties.

Ingredients

- 500g strawberries
- 1 sprig of fresh mint
- ice cubes
- 1 lemon
- optional: 1 teaspoon golden caster sugar

Equipment list

- Weighing scales
- Liquidiser
- Chopping board
- Knife
- Measuring jug
- Large serving jug
- Measuring spoons
- Wooden spoon

Here's how to make it

- 1 Pick the top leafy bits off the strawberries.
- 2 Pick the mint leaves, discarding the stalk.
- 3 Add the strawberries and mint leaves to a liquidiser along with 100g of ice cubes.
- 4 On a chopping board, cut the lemon in half.
- 5 Squeeze half the juice into the liquidiser, using your fingers to catch any pips.
- 6 Add enough cold water to just cover the strawberries (roughly 350ml), pop the lid on and whiz until smooth.
- 7 Fill a large jug halfway up with ice cubes.
- 8 Taste the slushie and sweeten with a little sugar, if needed.
- 9 Pour into the jug and stir with a wooden spoon.



For nutritional information ask your teacher.

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Step by step

