

1A3

The Eatwell guide

How can the Eatwell guide be used to plan a healthy diet?

The Eatwell guide has been produced by the UK Government to show how much we should eat from each food group in a healthy, balanced diet. It is based on the recommended daily guidelines for each food group.

What you'll do

This challenge explores what makes up a healthy diet and how the Eatwell guide can help to plan healthy meals.

You will:

- use the internet to research the Eatwell guide and the UK Government dietary recommendations for energy and nutrients.
- in a group, discuss the current UK Government guidelines on healthy eating.
- research how the Eatwell guide is used by professionals such as dieticians and public health workers.
- use your findings to choose and plan a healthy meal for yourself and explain why it is healthy and balanced.
- share your healthy meal idea with other people in your group and listen to their ideas.



✓ Skills I used:

- | | |
|--|--------------------------|
|  Learning | ☐ |
|  Decision-making | ☐ |
|  Communicating | ☐ |
|  Team working | ☐ |
|  Thinking | ☐ |
|  Self-awareness | ☐ |

How I might show the skills

Skills	Examples
 Learning	Finds information about the Eatwell guide. Records UK Government dietary recommendations. Applies this information to plan a healthy meal.
 Decision-making	Chooses foods from different food groups. Selects appropriate portion sizes using the Eatwell guide. Gives reasons for their meal choices.
 Communicating	Explains their meal plan clearly. Shares ideas in a group discussion. Presents reasons why their meal is healthy.
 Team working	Shares ideas with others in a group. Listens to other meal suggestions. Adds contributions to group discussion.
 Thinking	Explains what makes a balanced diet. Links food choices to health guidelines. Compares their meal with Eatwell recommendations.
 Self-awareness	Describes their own eating habits. Identifies changes to improve their diet. Shows awareness of healthy food choices.

3A6

Cooking with eggs

How are eggs used in food, and what are some of the different ways to cook eggs?

Eggs are a versatile food and can be used as ingredients in lots of different recipes, both savoury and sweet. They can be used as the main part of a dish, to glaze baked goods or to bind ingredients together.

What you'll do

This challenge explores the many ways that eggs can be used in recipes and dishes.

You will:

- find out which animals are used to produce eggs for food, and how animals are kept (eg free range, organic).
- find out about the nutritional value of eggs.
- make a list or mind map showing different ways of using eggs in cooking.
- research different recipes that use eggs.
- explore some of the alternatives to using eggs for people who are allergic to eggs or following a vegan diet.
- create a recipe file of ten different ways to cook and eat eggs.



✓ Skills I used:

	Learning	☐
	Decision-making	☐
	Communicating	☐
	Team working	☐
	Thinking	☐
	Self-awareness	☐

How I might show the skills

Skills	Examples
 Learning	Identifies at least two animals that produce eggs for food. Lists nutritional benefits of eggs. Records at least five different uses of eggs in cooking.
 Decision-making	Chooses suitable recipes to include in a recipe file. Selects appropriate egg alternatives for different needs (eg vegan, allergy). Gives reasons for choices.
 Communicating	Creates a recipe file with clear structure. Includes at least ten recipes or uses of eggs. Presents information using simple descriptions and examples.
 Team working	Shares ideas when researching recipes. Works with others to compare uses of eggs. Adds contributions to group discussion if working collaboratively.
 Thinking	Explains how eggs are used in different ways (eg binding, glazing, main ingredient). Compares egg-based recipes and alternatives. Identifies how cooking methods affect eggs.
 Self-awareness	Describes their own food preferences. Identifies whether they would try egg alternatives. Shows awareness of dietary needs and choices.

6A1

Exploring farming in the UK

How are plants and animals farmed for food in the UK?

Food in the UK is produced using different types of farming. These include arable farming (crops), pastoral farming (animals), mixed farming (a combination of both), and horticulture or market gardening (fruit, vegetables and flowers).

What you'll do

In this challenge, you will work as a group to investigate how food is produced through different types of farming in the UK. You will:

- create a group mind map showing different types of farming in the UK and the foods they produce.
- work as a team to research arable, pastoral, mixed and market gardening farming.
- create one-page factsheets for each type of farming, including the type of land used, foods produced, and where in the UK it takes place.
- find out what organic farming involves.
- identify examples of organic foods produced in the UK and compare their cost to non-organic foods.
- present your findings as a group presentation or display.



✓ Skills I used:

	Learning	☐
	Decision-making	☐
	Communicating	☐
	Team working	☐
	Thinking	☐
	Self-awareness	☐

How I might show the skills

Skills	Examples
 Learning	Identifies different types of farming in the UK. Finds information about how food is produced using different farming methods. Records key facts about land use, foods produced and locations in the UK.
 Decision-making	Chooses relevant information to include in factsheets. Selects examples of organic and non-organic foods. Gives reasons for comparisons made.
 Communicating	Creates clear factsheets with relevant information. Presents findings as part of a group. Uses appropriate subject terms (eg arable, pastoral, organic).
 Team working	Works with others to research different farming types. Shares tasks and contributes to a group product. Combines individual work into a final presentation or display.
 Thinking	Sorts types of farming into categories. Compares organic and non-organic foods. Explains how farming types link to food production.
 Self-awareness	Describes their contribution to the group task. Identifies what they did well and what they found challenging. Explains how they could improve their teamwork next time.

7B2

Working in a kitchen environment

How can you work effectively with others in a kitchen environment?

Working in a kitchen often involves being part of a team, taking responsibility for your own work and following instructions. It requires communication, organisation and the ability to work safely and efficiently.

What you'll do

In this challenge, you will gain experience of working in a kitchen environment and reflect on your performance. You will:

- take part in a kitchen-based activity (eg work placement, volunteering, helping at an event or working in a training kitchen).
- work with others to prepare, cook or serve food.
- follow instructions and complete tasks safely and responsibly.
- communicate with others during the activity.
- gather feedback from others (eg staff, supervisors, experienced cooks).
- reflect on your performance, including your teamwork, communication and skills.
- identify your strengths and areas for development.
- identify one course or qualification that could help you develop these skills further.



✓ Skills I used:

	Learning	☐
	Decision-making	☐
	Communicating	☐
	Team working	☐
	Thinking	☐
	Self-awareness	☐

How I might show the skills

Skills	Examples
 Learning	Follows instructions to complete kitchen tasks. Applies practical skills in a real or simulated kitchen environment. Records feedback from others about their performance.
 Decision-making	Chooses how to complete tasks within given instructions. Selects appropriate tools or methods when needed. Gives reasons for decisions made during the activity.
 Communicating	Listens to instructions from others. Speaks clearly when working with team members. Asks questions to check understanding or clarify tasks.
 Team working	Takes responsibility for completing assigned tasks. Works with others to prepare, cook or serve food. Supports others and responds appropriately during the activity.
 Thinking	Identifies what needs to be done to complete tasks. Adapts their approach if something does not go to plan. Explains what worked well and what could be improved.



Self-awareness

Describes their contribution to the activity. Identifies strengths and areas for development. Explains how they can take more responsibility in future tasks.