

# Bread making session guide



## Introduction

The target audience for this session is children aged 8 - 11 years. Approximate timings for each part of the lesson have been provided as a guide. The overall lesson length is approximately 1 hour 30 minutes. This lesson is about:

- healthy eating based on the Eatwell Guide (the UK healthy eating model);
- getting ready to cook (steps and why we do these);
- providing the opportunity for children to develop their practical food skills by making bread.

A carousel approach is suggested for the main part of the lesson, so half of the class can make their bread while the rest are undertaking written activities (then they can swap over). This approach is suggested to reduce the number of children doing the practical activity at any one time. This reduces the amount of equipment needed and allows teachers to deliver more in-depth food skills and provide closer supervision.

Remember to check your records or send out parent/carer permission forms to check for any allergies or religious or cultural reasons why children may not be able to eat or handle particular foods before you do any practical food work with your class.

## Objectives

Children will be able to:

- explain healthy eating messages from the Eatwell Guide and its five food groups;
- describe and demonstrate the five getting ready to cook steps and talk about why we do each of these;
- follow instructions to make a sandwich safely and hygienically.

## Resources

- The Eatwell Guide PowerPoint (9-11 years)
- Getting ready to cook PowerPoint
- Making bread PowerPoint
- Bread roll recipe
- On the road to being ready to cook Worksheet
- Bread around the world Worksheet
- Types of bread word search Worksheet

## Bread making resources

(for a class of 30 children – 15 working at a time in five groups of three)

### Equipment

- Antibacterial spray
- Washing up liquid
- Washing up bowl with hot water (add some washing up liquid to this for the children before they begin washing up). The washing up bowl can rest on a table covered with a clean table cloth if the classroom sink area is not suitable/hygienic for food work
- Tea towels x 3-4
- Cling film
- Cloths x 2
- Sponges x 2
- Table cloths (plastic)
- Bread roll recipe x 5
- Weighing scales
- Aprons x 15
- Baking trays x 5
- Grease proof paper or oil for the baking tray
- Mixing bowls x 5
- Measuring jugs x 5
- Measuring spoons x 5
- Mixing spoons x 5
- Oven gloves
- Cooling racks x 3



### Advanced preparation

- Tables – organise the classroom tables so 15 children can work in five groups of three
- Cover these tables with table cloths
- Wipe the table cloths with antibacterial spray
- Set out the five lots of equipment (baking tray, mixing bowl, spoon, measuring jug) and the five copies of the recipe
- Weigh and measure all the ingredients for the 10 groups (put aside five sets of the ingredients for the second group). Note: you may wish for some of the children to weigh/measure their own ingredients to add differentiation and progression
- Ingredients for the first group can be set out on the table just before the start of the lesson but should be covered, e.g. with cling film

### Ingredients

- 2.5kg strong flour

Note: gluten free flour is available if any children in the class have coeliac disease but be aware that you may need to amend the recipe as gluten free flour has different characteristics than standard flour

- Extra flour to sprinkle on the tables for kneading
- 5 x 5ml spoons salt
- 10 x 7g sachets of fast action yeast
- 1.5L warm water

### Optional

You may wish to provide additional ingredients for children to knead into the bread or to add as toppings.

- Grated foods such as, cheese, apple, courgette
- Chopped foods such as peppers, sun-dried tomatoes
- Dried foods such as raisins, herbs
- Seeds such as poppy, sunflower, sesame

Note: The ingredients listed will be for both groups of 15 so only put out half of them for the first group and save the other half for the second group.

### Tips

Fast action yeast (sometimes called 'easy blend') is sold in sachets and formulated so that you can add it straight into the flour. You may wish to show the children fresh yeast if you are able to buy it locally.

Keep fresh yeast wrapped and in the fridge it will last for about a week and can be frozen for up to three months.

Check the temperature of the water, if it is too hot the yeast could be destroyed and if it is too cool the dough will take longer to rise.

Additional ingredients such as grated cheese or dried herbs can be kneaded into the dough before it is shaped and left to rise. Toppings can be added after the dough has risen.

# Lesson plan

## Extra optional resources

## Healthy eating

15 mins

### Recap the Eatwell Guide

(use **The Eatwell Guide PowerPoint**)

Use the PowerPoint to help you cover the following information:

- the number of food groups and the foods each group contains;
- size of the groups and what this means regarding the amount which should be eaten;
- how much we need to drink each day;
- foods and drinks not needed for health;
- the main nutrients provided by each food group and the function, e.g. the Potatoes, bread, rice, pasta and other starchy carbohydrates group provides carbohydrate which is needed for energy;
- ask the children to name as many different types of foods as they can that would be included in the Potatoes, bread, rice, pasta and other starchy carbohydrates group, e.g. bread, breadsticks, breakfast cereals, crackers, crumpets, flour, malt loaf, noodles, pancakes, pasta, pitta bread, porridge, potatoes, rice, rolls, teacakes, wraps.

**You may wish to use some of these resources to extend your bread making work.**

- Making and baking Worksheet
- Making bread facts Worksheet
- What makes bread rise? Experiment

## Getting ready to cook

5 mins

to 10 mins

### Discuss the five Getting ready to cook steps

(use the **Getting ready to cook PowerPoint**)

Explain that before we prepare or cook food we have to get ourselves ready so we handle food hygienically. This is so what we make is safe to eat.

Look at the images one at a time and talk about what is being done and why it needs to be done. Refer to the **Getting ready to cook in a primary school classroom guide** (Preparing the children) for more information about why each step should be undertaken. The guide is available at: [www.warburtons.co.uk/corporate/teaching-resources](http://www.warburtons.co.uk/corporate/teaching-resources)

You could ask for a volunteer to come to the front and model how to do each getting ready to cook step. Remind the children how to wash and dry hands properly:

- use warm water and hand wash or soap;
- wash the palms, backs of hands, wrists, between the fingers, the thumbs and around the nails;
- rinse and dry hands thoroughly – especially between fingers.

## Get practical

20  
mins

30  
mins

### Divide the class into two.

Half the class should work on activity (A) and half on (B). After 30 minutes the class should swap activities.



### (A) Paper activities

Children can focus on one or all of these activities.

#### On the road to being ready to cook Worksheet:

Challenge the children to design five simple illustrations to show the five get ready to cook steps. Ask them to design these in the style of road signs. You could look at some road signs together first to help inspire the children.

#### Types of bread word search Worksheet:

Challenge the children to search for the eight different types of bread hidden in the word search. They can then choose or think of three types of bread which originate from different countries, identify and draw the flags of those countries.

Note: The types of bread in the word search are roll, pitta, naan, wrap, bagel, ciabatta, chapatti and focaccia.

#### Bread around the world Worksheet:

Children will need internet access to carry out research for this activity. Challenge the children to find out what each of these types of bread looks like and what special ingredients and/or cooking methods are used to make them different than the standard bread recipe being made in the lesson (you could provide children with the bread roll recipe so they can compare). The children should draw the bread on the sheet, note the ingredients and/or special cooking method and origin of the bread.

### (B) Bread making activity

Use the **Making bread PowerPoint** to support your demonstration of how bread is made. Talk about each ingredient using the following questions and information.

- What ingredients are needed to make bread? Flour, yeast, water, salt.
- Where does flour come from? Talk about wheat: it is grown, harvested and the grains are milled to extract the flour. Explain how the wheat is sieved which gives us white flour for white bread. We get wholemeal flour when parts of the wheat (bran) are added back into the sieved flour. The bran provides fibre which helps keep our digestive system healthy.
- What does yeast do? Explain that yeast is a micro-organism = 'small living thing'. When yeast is dry, it is dormant (sleeping). When warm water is added to the yeast, it comes to life and produces gas called carbon dioxide. When the yeast is in the bread dough, the gas creates bubbles in the dough which make it rise.

- What does the water do? Warm water is needed to bring the yeast to life. It would not come to life if cold water was used. The water is also important to wet the flour so it can be shaped into dough.
- What does the salt do? Salt is added to bread for taste and proving (to help the structure of the bread).
- If you are using additional flavourings/topping ingredients talk to the children about the options available and when and how they are added.
- Show the children how to divide the dough and shape it into rolls. You may wish to have some examples of different shapes that they can make, e.g. hedgehog, mini cottage loaf, plait, knot.
- Ask children to get themselves ready to cook. Explain to the children they will be making bread dough which they will then shape and make into bread rolls.
- Organise the children into five groups of three and explain that they have a set of equipment and ingredients to make one batch of dough which they will then divide into three.
- Children should work in threes to make the dough (ensuring each child has a turn) and then divide the dough between themselves to do the kneading and shaping (if optional ingredients are being used, they can be added at this point).
- Children should place their bread shapes on a piece of baking paper on a baking tray. The initials of each child's name can be written near their roll, at the edge of the baking paper - so their role can be identified. Six rolls should fit comfortably on each tray.
- Cover each tray of dough rolls lightly with cling film.
- Leave the bread shapes to rise in a warm place for 30 minutes.
- The children should wash and dry their equipment ready for the next group and wipe their table.

While the bread from the first group is rising, the two groups can swap activities. When the bread has risen, an adult can bake the bread in the oven for around 10-15 minutes, until golden.

## Plenary

10  
mins

### Question the children about their bread making experience:

- What ingredients are needed to make bread?
- What does yeast do?
- What shape did you make with your dough?
- If you made a bread roll again, what would you like to try, e.g. different shapes, adding ingredients, changing the texture?



You could plan to taste the bread later in the day when all the rolls are cooked and have cooled. Based on their experience, the children could design their own bread using the **Design some bread Worksheet**.