

# Sandwich making session guide



## Introduction

The target audience for this session is children aged 5-7 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 their own sandwich.

A carousel approach is suggested for the main part of the lesson, so half of the class can make their sandwich while the rest are undertaking written activities (they can then 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:

- Recall healthy eating messages from the Eatwell Guide and its five food groups.
- Recall 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 (5 - 9 years)**
- **Getting ready to cook PowerPoint**
- **Getting ready to cook stickers Worksheet**
- **Sandwich generator Worksheet**

# Sandwich making resources

(for a class of 30 children with 15 working at a time)

## 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 - one large one, or several to cover the long table)
- Aprons x 15
- Chopping boards (small) x15
- Table knives x15
- Small scissors (kitchen) x15
- Plastic plates x6 (for setting out ingredients)
- Small plastic bowls x6 (for setting out ingredients)
- Spoons (dessert) x6 (for serving)
- Tongs (small) x2 (For serving ham)
- Paper plates x30 (if eating straight away or 30x sandwich bags and sticky name labels if refrigerating for eating later in the day)

## Ingredients

- 30 bread rolls or 2 x large sliced loaves
- Washing up liquid
- 2 x iceberg lettuces (stem removed, leaves separated, washed, patted dry)
- 2 x cucumbers (washed and sliced)
- 4x pepper (washed, deseeded and sliced into rings)
- 1 x canned sweetcorn, large can (drained)
- 1 x Cheddar cheese, large block (grated)
- 2 x canned tuna in spring water (drained)
- 1 x low fat mayonnaise, small jar
- 4 x ham packs (sliced)
- 1 x hummus pot

**Note:** These ingredients will be for both groups of 15 so only put out half of them for the first group. The ingredients are suggestions only. You may decide to provide less or more options and save the other half for the second group.



## Tips

**Just had or about to have lunch?** You can pack and refrigerate the sandwiches for later or make a 'half sandwich' using one slice of bread folded over.

**Can't find any small kitchen scissors?** Small kitchen scissors can be general children's scissors but new ones should be bought specifically for food work and used only for this purpose. Choosing a colour different than those usually used in school will help to draw this distinction. These should be cleaned, dried and packed away after each cooking session so they are not accidentally used for other activities. Check the scissors regularly to make sure they stay in good condition. Rusty or damaged scissors should be disposed of.

**Class experienced with handling food?** If your class is quite experienced working with food, you could leave some of the ingredients unprepared and allow the children to prepare these in pairs so one child works and the other watches to check it is being done safely. Children could try the following:

- grating some carrot or cheese (using a box grater);
- slicing some cucumber (using a table fork to secure the cucumber and a vegetable knife to slice it);
- including additional ingredients to be prepared (celery to be sliced with the fork secure and vegetables knife).

## Advanced preparation

- Tables – put half the classroom tables together to form a long table where 15 of the child can work at the same time
- Cover these tables with one large or several smaller table cloths
- Wipe the table cloths with antibacterial spray
- Set out the 15 chopping boards, pairs of kitchen scissors and table knives where each child will sit
- Arrange the sandwich fillings as follows and space these out along the middle of the table:
  - 4 x plates of salad items (lettuce leaves, cucumber slices, pepper slices);
  - 2 x bowls of sweetcorn – serving spoon in each;
  - 2 x bowls of grated cheese – serving spoon in each;
  - 2 x bowls of tuna (combined with a small amount of mayonnaise to moisten for palatability) – serving spoon in each;
  - 2 x plates of ham – small pair of tongs with each.

**Note:** 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. Store the ingredients for the second group covered in the refrigerator until they start their session or in a cool bag (with an ice pack) in the classroom.

# Lesson plan

## Extra optional resources

## Healthy eating

15  
mins

### Introduce 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 (plenty from the two largest groups and some from the smaller groups, with only a little from the smallest group);
- we need a variety of foods from within each group to get everything our body needs;
- how much we need to drink each day;
- food and drinks not needed for health;
- ask children what they had for breakfast and how this would fit into the Eatwell Guide. What food groups they will need to eat from during the rest of the day to achieve a balance?

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

What's in a healthy sandwich Worksheet

Where does my sandwich come from Worksheet

Design a sandwich Worksheet

Cheese salad sandwich Recipe

## 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/health-education](http://www.warburtons.co.uk/corporate/health-education)

You could ask for a volunteer to come to the front and model how to do each getting ready to cook step. Get the whole class to mime to each step. Spend extra time discussing 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;
- dry hands thoroughly – especially between fingers.

Model how to put on an apron. This could be a chance to ask the children who are able to tie bows – these children could be your 'helpers' when the class get ready to cook.

## Get practical

20 to 30 mins

### Divide the class into two.

Half the class should work on activity (A) and half on (B). After 20 - 30 minutes the class should swap activities.

### (A) Paper activities

Children can focus on one of these activities or both.

#### Getting ready to cook stickers Worksheet:

Display the five getting ready to cook steps (available on the **Getting ready to cook PowerPoint**). Provide the children with the **Getting ready to cook stickers Worksheet**. Ask the children to design a sticker for each of the five steps. Emphasise that these should be simple and clear so people can easily see the image and remember the step. You could make the sticker designing into a competition with the winners being allowed sticky labels to draw their winning designs on so they become real stickers! Perhaps they could do their designs on the computer and print them onto sticky labels.

#### Sandwich generator Worksheet:

Provide the children with the **Sandwich generator Worksheet** and dice. Task them to generate and record three sandwiches. If they have time, they can create their own generator with new bread and filling possibilities or a generator for breakfast or an evening meal.

### (B) Sandwich making activity

Ask children to get themselves ready to cook.  
Re-cap the steps and the order in which they should be completed.

Explain to the children that they will be making a healthy sandwich. Their sandwich should include a filling, i.e. a food from the Beans, pulses, fish, eggs, meat and other proteins group or the Dairy and alternatives group, and at least two salad ingredients (from the Fruit and vegetables food group). You may wish to display the **Healthy sandwich checklist Sheet**.

#### Demonstrate how to make a sandwich:

- Show how to use a small amount of spread to evenly cover one or both sides of the roll or slice of bread and into the corners. Explain to children that spread is not needed if a moist filling or dressing is being used, e.g. hummus, mayonnaise (in tuna). If they prefer not to have spread, they can leave it out.
- Show them how to use their kitchen scissors to snip the lettuce leaves, cucumber and pepper in to smaller pieces to be added to their sandwich.
- Explain that they should then choose a filling, e.g. cheese, ham, hummus.
- Demonstrate that all the ingredients should be placed on one side of the roll or slice of bread and distributed across the surface.
- Close the roll or sandwich. Sandwiches can be cut with a table knife. Children can use the bridge technique and cut across half their sandwich, then rotate their chopping boards to cut across the other half.

Continued →

- Briefly instruct the children on 'table rules', e.g. asking others for ingredients and waiting patiently for these, placing the tongs back on the ham plate, placing serving spoons back in the correct bowls when finished.
- Allow the children to make their sandwiches. Check that they are adding a filling and at least two salad items.
- If the children are not eating their sandwiches straight away, these can be packed into food bags and sealed with a name label. These will then need to be refrigerated until they are ready to be eaten (within 24 hours).
- The children should wash and dry their chopping board, kitchen scissors and table knife for the next group. The table will need to be wiped. You may wish to allocate two or three children to do this for the whole group.

The two groups should then swap activities.

## Plenary

10  
mins

Ask some of the children what their sandwich contained. Talk with the class about the Eatwell Guide food groups represented in these sandwiches and recap the key healthy eating messages. Show the **Healthy sandwich checklist Sheet**, talk through each point and ask the children to raise their hands if they think their sandwich was healthy.

Talk to the children about whether they would like to make sandwiches at home, perhaps for their parents/carers, grandparents and/or friends. What types of bread and fillings would they use? If they were making sandwiches for a birthday party, what types would they make?