



## Snack Bar: KS2 lesson teacher notes

### Teacher notes

#### Description

In this activity the children are shown a video which includes three video clips, a video conference between two marketing executives, an advertisement for their new snack bar, the Fruit Munchy Square, and a Slow Food Guru's vodcast, they are also given additional nutritional information. The children have to go through a structured decision making process in a simulation situation where they are members of a Scientific Advisory committee that is going to give advice to the "British Institute of Eating Control (BIEC)". They have to come to a consensus as to whether to allow the snack bar to be sold.

Extension work offers suggestions for children to design a healthy snack bar and as class members take the role of the Scientific Advisory Committee to review each groups' snack bar.

#### Learning objectives

Students will learn to:

- make sense of a range of information
- describe simple positive and negative points about the food bar
- know about what we need in a healthy diet
- make decisions (conclusions) that are based on reasoning and evidence.

#### Learning outcomes

At the end of the lesson students should be able to:

- apply their subject knowledge to make sense of the information provided in the video and additional paper based material
- describe reasons for and against the food bar using the available information and subject knowledge
- know about what we need in a healthy diet
- make a group decision based on reasoning and evidence.



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### Professional development resources

- Video – ‘Teaching the KS2 Snack Bar Lesson’ – [www.teachers.tv/videos/teaching-the-ks2-snack-bar-lesson](http://www.teachers.tv/videos/teaching-the-ks2-snack-bar-lesson) Watch this video to see an example of how to teach this lesson.
- Presentation that can be used for a training session on this lesson – ‘Snack Bar KS2 Lesson CPD Slides’ – download this at [www.teachers.tv/junk-food-science](http://www.teachers.tv/junk-food-science)
- Video on using discussion in science lessons – ‘Running Discussions in a KS2 Class’ - [www.teachers.tv/videos/running-discussions-in-a-ks2-class](http://www.teachers.tv/videos/running-discussions-in-a-ks2-class)
- Presentation that can be used for a training session on how to run discussions in science lessons – ‘Running Discussions KS2 CPD Slides’ – download this at [www.teachers.tv/junk-food-science](http://www.teachers.tv/junk-food-science)

### Running the activity

#### Starter (25 minutes)

Either show the ‘What’s in Your Food?’ video, featuring Stefan Gates, and then introduce the lesson, or go straight into introducing the lesson.

Organise the children into groups of four. Introduce the lesson by telling the children that they are going to be taking on a very important role, as members of a Scientific Advisory Committee. This group is going to advise the British Institute of Eating Control (BIEC) on whether or not they should allow a new snack bar called a Fruit Munchy Square to be sold. Tell the children that they have been organized into groups of four, and each group is a Scientific Advisory Committee. Give each child their own badge and tell them that they must work together as a team of scientific advisors.

Ask children what they think the BIEC does and why might such a group be useful. Take responses from each group and record them on the interactive whiteboard or a flip chart.

Then ask the children why they think a Scientific Advisory Committee is needed to advise the BIEC. Take responses from each group and record them on the interactive whiteboard or a flip chart.

Explain to the children that their first job is to look at some information about food and use it to answer questions from the public. Give children the Student Sheet: ‘Food information – What is your advice?’. Tell the children that they must work together to answer the questions and that they have exactly 10 minutes. The whiteboard timer could be used to help children time manage. Debrief the activity by taking answers from different groups and emphasising key points.

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### Running the activity

#### Main activity (40 minutes)

Explain to the children that they are now going to work on a different and very important task. Explain that a company wants to sell a new Snack Bar (hold up the model Fruit Munchy Square), and they have to decide whether they are going to permit the Fruit Munchy Square to be sold.

Discuss with the children what the words 'fact' and 'opinion' mean.

Tell the children that they are going to watch a short video ([Snack Bar – www.teachers.tv/videos/snack-bar](http://www.teachers.tv/videos/snack-bar)) and that they need to think about what each person says and whether what they say is a fact or an opinion, for example, do they think that they can back up what they are saying with facts? Give children individual whiteboards and whiteboard pens to jot down important ideas. After the video ask the children to work in their groups to share and write down on a large sheet of paper all of the things that they can remember from the video.

Show the video a second time. Pause the video after each clip and ask each Advisory Committee to discuss what was said and what makes them think that some things that were said are more convincing and why? Then tell the children that they need to decide as a group, which things they have written on their sheet are opinion (highlight yellow) and which things are fact (highlight blue). Ask each Advisory Committee to choose two things that were said and decide whether or not they are facts or someone's opinion, and why. Record the statements on the board and classify them using symbols or colours.

Circled in yellow – opinion

Circled in blue – facts

Circled in red – not sure about

Explain to the children that it is important that as Scientific Advisory Committees they should only make their decisions using factual information, not opinions. Now give each Advisory Committee the information about the Fruit Munchy Square or the model Fruit Munchy Square. Tell the children that they have to use the information about the Fruit Munchy Square, the recommended daily allowance sheet, food values for snacks sheet and the information from the video clips to make a decision.

Tell the children that they have to decide whether to:

- ban the food – They should do this if they think it is too unhealthy and there is no way it should be sold.
- license (allow it to be sold) If they think that the is safe to eat
- endorse (tell people they should eat it) If they think that it is healthy and really good for people.

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### Main activity (45 minutes) ...continued

The children should give reasons for their decision which are based on facts. Take feedback from each group where one person is delegated to speak on behalf of their group to the whole class.

### Plenary (10 minutes)

Ask the children to think about what advice they could give the food company to improve their snack bar, encourage the children to use the nutritional evidence on the Fruit Munchy Square information sheet. For example, use more fruit and less sugar. Tell them to work in talk pairs.

Then invite one group of children to be the advisory panel, with the class as the Fruit Munchy Square company and explain their advice and answer questions.

### Extension work

Children could use the Information: Food values for snacks sheet to help them design their own food bar. Each group designs their own food bar and creates a presentation for the rest of the class, who take the role of Scientific Advisory Committee. After listening to a group's presentation they use the voting cards to show whether they think each new food bar should be banned, licensed or endorsed.

### Additional ideas

#### Activity 1

Collect a range of snack bar wrappers, such as muesli bars so that children can look at the nutritional data on the wrapper. Many people think that because it says 'healthy snack' or a bar contains lots of fruit and nuts that the food is automatically healthy; children may be surprised at the contents of snack bars. Give each group a range of snack bar wrappers and a large sheet of paper, onto which they can stick the wrappers and annotate them with comments about the contents of the bars.

Children could research a healthy food bar recipes (avoid those using nuts) and either cook one of the recipes or use the information to create their own recipe which they can then cook, taste and score out of 10.

#### Activity 2

Children could design and make their own new Snack Bar. They would need to carry out market research, develop and trial their recipes and develop their final product on which they could carry out taste tests.

## Teacher notes

### Additional ideas ...continued

#### Activity 3

The Children could develop the nutritional information for their new Snack Bar, using information and calculating from the ingredients they have used. They could also collate. Process, analyse and report the market research for their new Snack Bar.

#### Activity 4

The children could design and make the packaging for their new Snack Bar.

#### Activity 5

The children could design the logos, wrapper, and advertising posters for their new Snack Bar.

#### Activity 6

The children could write the television advert script for their new Snack Bar and film it.

### Useful weblinks

[www.eatwell.gov.uk/healthydiet/](http://www.eatwell.gov.uk/healthydiet/)

This government body provides useful advice on healthy eating in an approachable and understandable form. It includes video clips and links to other sites as well as advice on wider food safety.

[www.bbc.co.uk/food/diets/healthy](http://www.bbc.co.uk/food/diets/healthy)

This website has a selection of recipes for people who need specialist diets.

[www.en.wikipedia.org/wiki/Healthy\\_diet](http://www.en.wikipedia.org/wiki/Healthy_diet)

Wikipedia provides useful text-based information on healthy diets including insights from other countries.

[www.topmarks.co.uk/Search.aspx?Subject=22](http://www.topmarks.co.uk/Search.aspx?Subject=22)

Resources for schemes of work including healthy eating.

[www.bbc.co.uk/northernireland/schools/4\\_11/uptoyou/index.shtml](http://www.bbc.co.uk/northernireland/schools/4_11/uptoyou/index.shtml)

Interactive site for children

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### Links to other useful Teachers TV videos

'Science of Food' (a bank of 5-minute videos for pupils)

[www.teachers.tv/series/science-of-food](http://www.teachers.tv/series/science-of-food)

Examining the properties of different foods and how different foods can help with physical and mental ability.

'Eat Better, Do Better'

[www.teachers.tv/series/eat-better-do-better](http://www.teachers.tv/series/eat-better-do-better)

The science behind healthy food and why it's crucial to consider what pupils eat, plus clever ideas to transform school meals and encourage healthy eating.

'Healthier Living'

[www.teachers.tv/series/healthier-living](http://www.teachers.tv/series/healthier-living)

Find out about some innovative initiatives to boost pupils' health.