**LESSON PLAN**

**7. Sustainable Nutrition – Focus on Beans and Pulses**

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| **Lesson** **aim:** | | The aim of the lesson is to introduce the concept of sustainable nutrition and plant-based diets. | **Learning objectives:** | • Understand the nutritional benefits of a diverse diet containing more wholegrains and plants.  • Identify and observe the cooking times and soaking time of different types of beans and pulses.  • Create a range of dishes using the beans and pulses. | | | | | |
| **Week No:** |  | | **Date:** | | **Time:** | | **.00** | **Duration** | **:minutes** |
| **Subject Tutor:** |  | | | | **Numbers in class:** |  | | **Room :** |  |
| **Topic of lesson**  (link to SOW): |  | | | | **Venue:** |  | | **Themes embedded** | **Health & Safety**  **Equality & diversity**  **Functional skills**  **Positive Challenge & stretch**  **Sustainability** |

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| **Content – link to qualification specifications** | **Teaching, Learning and Assessment Activities** | **Embedded**  **Elements** | **Resources** |
| As per SOW | **Start (including recap, objectives, key questions, links to previous lesson, lively starter activity)**  **Starter activity**- Building on from the Reduce red meat session- design a plant-based protein meal.  Conduct a survey in the class:  1. When eating out, how likely are you to choose plant-based dish over meat/fish dish?   * Never * Don’t know * Occasionally * All the time   Write your answer number on a post-it and hand over to your tutor. Collect the responses on post-it, stick on the white board under each response.  2. Hedonic: Give out Hedonic (taste evaluation sheets) scales and ask students to score based on their last vegetarian meal experience. Collect the data. (Handout)  ***(about 15-20 minutes)***  **Main (including teacher exposition, active learning, mini plenaries and checks on learning)**  **Activity 1:**   * Tutor explain the learning outcomes * Explain vegetarian Thali (popular Indian food platter) * Introduce pulses beans and grains generally used in India. * Introduce alternative grown in the UK and EU * Divide class in to 3 groups (A, B & C) * Divide the dishes to be made among the 3 groups * Tutor will provide the quantities and recipes- see handout * Demonstrate any dishes – levels and ability of students depending * Present Thali platter for tasting * Closing checks- kitchen   ***Note: Tutors can add additional items for the Thali (for example, Chapati, Samosa etc…) depending of the students’ capabilities, available facilities and level of qualifications)***  ***(about 90 minutes max)***  **Mini plenary:**   * Write 3 benefits of substituting meat with beans and pulses from nutritional point of view. * Evaluate, to what extent this vegetarian example meets the EAT WELL plate and healthy eating guidelines/ benchmarks. (tutor to provide handouts of EATWELL plate and healthy eating guidelines). * Discuss improvements, if any.   **Activity 2: Sensory evaluation- discussion**   * Students to taste and evaluate the meal experience (Tutor and students led – see extra resources below) * Repeat the survey 1 and 2. * Compare the results and conclude.   **End (including summary of session/plenary, learning checks, bridge to next session)**   * Tutor to check results and recap key points * Student to complete objective sheets/ learning log etc | **FSM**  **E&D**  **S**  **FSE**  **E&D**  **FSE**  **H&S** | Theory presentation – Sustainable Nutrition (PowerPoint)  Vegetarian Thali -Indian Vegetable Platter recipes (PDF)  Taste Evaluation worksheet (in Extra Resources below)  Eatwell Guide (JPEG)  Link to Chefs’ Manifesto Action 7. [**EDUCATION ON FOOD SAFETY & HEALTHY DIETS**](http://www.sdg2advocacyhub.org/actions/ActionPlanArea7) **and 8.** [**NUTRITIOUS FOOD THAT IS ACCESSIBLE & AFFORDABLE FOR ALL**](http://www.sdg2advocacyhub.org/actions/ActionPlanArea8) |
| **SMART Learning Objectives** |
| **All learners will be able to:**  **Most learners will be able to:**  **Stretch & challenge learners will be able to:** |

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| **Evaluation of lesson:** | **Make notes on how it could be improved:** |

**Teaching Tips**

Opportunity in Activity 1 when talking about pulses used in India, to make a connection with local lesson #5 – local ancient grains and pulses are becoming trendier amongst consumers.

*“We asked the students if they missed the meat in the vegetarian recipes they cooked. They didn’t - they were surprised by the results and how much they liked the dishes. They really enjoyed the session”* - Nathan, UWL Lecturer.

**EXTRA RESOURCES:**

**Activity 2: Taste evaluation**

1. Think about a vegetarian meal experience that you may remember and rate your experience below. Select only one answer.

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| 1. Having tasted today’s Thali (Indian vegetarian platter) rate you preference/ experience below. Select only one answer.      |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Crying face with no fill** | **Sad face with no fill** | **Nervous face with no fill** | **Smiling face with no fill** | **In love face with no fill** | | **Dislike a lot** | **Dislike a little** | **Neither dislike or like** | **Like a little** | **Like a lot** |  1. Compare your answers for questions 1 and 2. Explain your choices to the class. |  |  |  |  |