**Brilliant bread session plan**

**Overview**

The aim of this session is to help children understand that bread is eaten all over the world in different forms and that we need to eat starchy food like bread with every meal. The main activity, *Have a go*, involves children making their own bread and developing their kneading and shaping skills.

**Learning**

The aim of this session is for children to:

* describe different types of bread;
* explain that people all over the world eat bread;
* explain that we need to eat a food like bread (starchy food) with each meal, e.g. potatoes, pasta and rice;
* perform simple food skills safely with a focus on sieving, stirring, kneading and shaping.

**You will need**

* **Brilliant bread recipe** and the ingredients and equipment listed on the recipe
* **Settling up a cooking session guide**
* **Tasting guide**
* **Get ready to cook cards**
* **Bread snap cards – cut out and laminated**
* **Brilliant bread take home letter**

**Before session preparation**

Prepare the ingredients and equipment in advance. What you will need is listed on the **Bread recipe**. See the **Setting up a cooking session guide** for more information about running cooking activities. You will need to consider how best to run the session as the bread dough will need to rise for at least 30 minutes before it is baked.

Bring in some examples of different types of bread to support discussions, e.g. sliced, unsliced, rolls, brown, white, soda, chapatti, baguette, bagel, pitta.

If you are planning to play bread snap in the *Consolidate* part of the session, you will need to make two copies of the **Bread snap cards.** If you want each of the four players to have eight cards instead of four for the game, make four copiesof the **Bread snap cards.**

**Listen and respond**

Explain to the children that they will be learning about bread. Question them:

* What types of bread have you eaten?
* What is your favourite type of bread?
* What do you eat with bread?

Explain that there are lots of different types of bread. People all over the world eat bread. Show the children different examples and talk about where they come from, e.g. soda bread from Ireland, chapattis from India. Look at where the different countries are on a world map. Talk about how different breads are eaten, e.g. as a sandwich, with curry, toasted. Ask the children about the sorts of bread they like to eat. Explain that bread is a type of ‘starchy food’. We should have a starchy food with every meal - breakfast, lunch and evening meal. Give an example of a starchy food that could be eaten for each meal occasion, e.g. potatoes, rice, pasta, couscous. Ask the children to give an example of a starchy food they have eaten recently and what else was part of the meal.

Let the children handle some of the bread and talk about the different textures, shapes and smells, e.g. round, rough, speckled, grainy. (You could run a bread tasting session, see the **Tasting guide** for more information.)

Talk about the basic ingredients used to make bread (flour, water, yeast, salt) and how it is made.

**Have a go**

Organise the children into groups of four. Each group can take turns to work with an adult to make bread. Make sure the children are ready to cook by using the **Get ready to cook cards** to talk through steps they need to take. Refer to the **Settling up a cooking session guide** for more information about why each step is important.

Allow the children to help with different parts of assembling the dough, e.g. sieve the flour, stir in the yeast, make a well in the flour. When the dough has been made, divide it into four pieces and show the children how to knead. Then instruct the children to shape their piece of dough. When the children have shaped their rolls, explain they have to be left to rise before they can be baked. Show the children their rolls once they have risen and question them about what they notice. When the rolls have been cooked, let the children taste them.

**Consolidate**

This activity is for four players. Show the children each of the cards and briefly talk about the food that can be seen and the bread featured. Shuffle the **Bread snap cards** and deal them out to the players. Decide the order in which the players will go. The first player should place a card face up in the middle. The next player then places a card on top, if the card matches the one it is placed on, any player can say ‘snap’. The first player to do this keeps all the cards from the middle. The game then starts again with the player who has won placing the first card in the middle. The winner is the player with all the cards at the end.

You could also use these cards to play pairs. All the cards should be placed face down and players take turns to select two cards. If the cards match they can be retained, if not they are returned. The winner is the player with the most paired cards.

**At home**

Make a copy of the **Brilliant bread take home letter** for each of the children. Explain to the children what the letter says. The letter includes a bread recipe. Ask the children to report back if they make the bread at home.