**Tasty toast session plan**

**Overview**

The aim of this session is to explore the importance of having something healthy to eat and drink every day for breakfast. The main activity, *Have a go*, involves selecting and adding a topping to toast. Children will taste different toppings, choose their favourites and prepare their own toast using these.

**Learning**

The aim of this session is for children to:

* recall that they should have breakfast every day;
* recognise that toast can be eaten at breakfast time;
* taste and select food options to top their toast;
* perform simple food skills, safely, e.g. spreading, arranging.

**You will need**

* **Tasty toast recipe** and the ingredients and equipment listed on the recipe
* **Tasting guide**
* **Setting up a cooking session guide**
* **Get ready to cook cards** - cut out and laminated
* Small plates or kitchen paper
* **Breakfast pairs game** x 2 copies, cut out and laminated
* **Tasty toast take home sheet**

**Before session preparation**

During the *Have a go* part of the session, the children will taste samples of possible toast toppings before going on to choose the toppings they will put on their toast. Refer to the **Tasty toast recipe** for the ingredients and equipment needed.

For the tasting task, prepare:

* small, sample size pieces of toast, each topped with a spreadable toppings that

will be available for the children during the makingtask;

* small samples of each of the fruit/vegetable options that will be available during

the making task.

The children will sample the different options to help them choose both a spreadable topping and fruit/vegetable topping to prepare their own toast. To support the tasting part of the *Have a go* session, see the **Tasting guide.**

For the main making task, prepare the ingredients and equipment needed according to the **Tasty toast recipe**. Consider how you will organise the ingredients based on what the children select during the tasting session. See the **Setting up a cooking session guide** for more information about running cooking activities.

**Listen and respond**

Question the children:

* What is breakfast?
* Why do we need to eat and drink at breakfast time? (To help our bodies wake up and work properly so we can think and play.)
* How often do we need to eat breakfast? (Every day.)
* What food and drinks might we have for breakfast?

Explain that they will be looking at how to make toast and then tasting different food that can go on the toast as a topping. Explain that toast is made from bread. 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.

Explain to the children that they will prepare a toast breakfast for themselves. 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 **Setting up a cooking session guide** for more information about why each step is important.

Show each piece of equipment and ask the children what each piece is called and what it does, e.g. knife – spreads and cuts, plate – holds food.

Demonstrate how to make toast. Highlight the following safety points:

* toasters should only be used by older children and adults because they get very hot and use electricity;
* when the toast has popped up it should be left for a while before it is removed to allow it to cool slightly - tongs can be used to remove the toast;
* nothing should ever be poked into the toaster because it is electrical.

When the toast is ready, place it on the chopping board. Show children the toppings available (see the recipe for ideas). Question them:

* What is this topping called?
* Who has tried it before?
* What does it taste like?

Demonstrate how to spread a topping on the toast evenly and safely. Show how you might add some additional fruit, e.g. sliced banana.

**Have a go**

Working with four children at a time, ensure that they are ready to cook and that the work space and equipment are prepared. Look at the toast topping ingredients you prepared before the session and question the children about these, e.g. What is this food called? Have you tried it before? Encourage the children to taste the samples and use their senses and descriptive words to describe the food, e.g. cool, smooth, bitty. Explain that, as they are tasting, they need to think about which toppings are their favourite as they will have the chance to make their own toast with some of these. Use utensils to serve the samples to the children’s plate or kitchen paper. They can then eat their sample from their own plate or kitchen paper to avoid cross-contamination.

Allow the children to select one spreadable and one fruit/ vegetable option to top their own slice of toast and help them to prepare this. The children could use cutters to make their toast into interesting shapes. When the toast is topped, the children can eat what they have made. Ask them what it is like and what else they would like to try if this did this activity again.

**Consolidate**

To reinforce the importance of breakfast and healthy breakfast food and drink options, allow the children to play the **Breakfast pairs game**. The game can be played with two to four players. Shuffle the cards and place them face down on a table. Players should take turns to turn over two cards to try and find a matching pair. If the two cards chosen do not match, they must be returned and placed face down. If the two cards chosen make a matching pair, they can be kept by the player. The player with the most pairs at the end is the winner.

**At home**

Make a copy of the **Tasty toast take home sheet** for each of the children. Explain to the children what the letter says and enthuse them about keeping a breakfast diary with their parent/carer. You may wish to ask them to bring their diaries back to school when they have been completed so you can talk to the children about what they have had to eat and drink for breakfast.