**Subject: Fish. Focus:** School menus **Group/Class:** P3

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| **EXPERIENCES AND OUTCOMES** | | **SUCCESS CRITERIA** | | **SOCIAL TASK** | |
| By investigating the range of foods available I can discuss how they contribute to a healthy diet.  HWB, Level 1 – 30a.  I understand that people at different life stages have differing nutritional needs and that some people may eat or avoid certain foods.  HWB, Level 2 – 32a.  I explore and discover where foods come from as I choose, prepare and taste different foods. HWB Level 0 - 35a. | | * Pupils will learn about different kinds of fish. * Pupils will be able to taste something new. * Pupils will learn why eating fish is good for your health. * Pupils will be more aware of opportunities to eat fish. | |  | |
| **SUGGESTED LEARNING AND TEACHING ACTIVITIES** | | | | **RESOURCES** | |
| This lesson about fish is an ideal opportunity for a tasting session involving the school cook.  This lesson will probably take two sessions to deliver. It is up to you to decide how much you can realistically cover in each lesson.  The cook will need time to prepare samples, and even more time to order in fish not usually on the menu. Therefore start planning for this lesson well ahead of time and establish with your cook the easiest time of day and day of the week for her/him to get involved. (The school meals service will support this kind of activity. For more information, see the “Involving Your Cook” document).   1. Ask if anyone has been fishing. Does anyone they know go fishing? Where do they go? – a river, a loch or the sea? What kind of fish do they catch? Did they eat it? 2. Ask how many children like fish (hands up). Ask them what kind of fish they like. 3. Explain that eating fish twice a week is a good way to stay healthy. You can ask children to put their hand up if they have fish twice a week and to say what kinds of fish they usually have. It helps us to:  * Concentrate * Sleep well at night * Feel happy and relaxed * Helps us grow * Keeps our heart and blood healthy (See extra guidance notes for more info)  1. As an optional extra and for a bit of fun, play “Activity 6 – Herring song”, from the “Eat Your Words” DVD. Get the pupils to join in! 2. Look at the school meals menu and see how many kinds of fish you can find over the 4 week cycle. Pupils can write them down – eg: salmon kebabs, fish fingers etc. 3. The cook provides some samples of fish for pupils to taste. Ask her (or him) to include:  * Some samples of the following school menu items: Salmon kebabs, salmon nibbles, breaded white fish, tuna sandwich or wrap. * Some samples of fish not from the school menu like prawns, mackerel pate, or sardines in tomato sauce. Small samples of fish on squares of toast or cracker usually go down well!  1. Get the pupils to write down (or say) all the kinds of fish and seafood they can think of that people eat. How many ways is it stored? (Canned in the cupboard – like tuna or sardines, in the freezer like fish fingers, or in the fridge like salmon). Explain that all kinds give you things your need to stay healthy. 2. Explain that vegetarians don’t eat any meat and so they might not want to eat fish either. They can be healthy without fish if they eat lots of vegetables. If you eat meat sometimes, why not eat fish sometimes instead? 3. Get pupils to taste the samples (no pressure!) and give each item a score out of 10. Ask them to write down a word to describe the taste. 4. Find out how many children bring a packed lunch or a school dinner. Ask pupils that have a school dinner, to check the school menu again and write down the day of the week they can next choose fish at school, and the name of the meal. Ask children who bring a packed lunch to say if there is any fish they can include (realistically, if anything this is likely to be tuna). Now ask them to write down the name of a meal they can have at home that includes some fish (even if it is just fish fingers). 5. There is an option of taking the learning further by starting to look at food chains and sustainability of fish stocks.   **Extra Guidance Notes**  One of the High 5 guiding principles is “Respecting differences”. You’ll need to pay attention to this in 3 specific ways in this lesson:   * Find out if there are any vegetarians in the class before starting this lesson. If there are, it will increase the importance of emphasising that not eating fish is OK if you don’t eat any meat. * Check there are no fish or shellfish allergies if you are going to be tasting * Be sensitive to family budgets. Fresh fish can be very expensive so canned and frozen (even fish fingers) should be acknowledged as good choices.   Be careful not to get too technical with nutritional terms. Even “Oily fish” can be confusing at this age (Is fish oily because its in batter or canned in oil?). It may be useful for ***you*** to know that fish is high in minerals like zinc which helps with sleep, attention and fighting infections. You probably already know that oily fish is high in Omega 3 fats which help our mood and keep our heart and blood healthy. Examples of oily fish include salmon, sardines, mackerel, herring and trout, so it is good to feature some of these in a fish tasting session. All fish is high in protein which is needed for growth. Oily fish are rich in vitamins A & D. Whether or not to name these specific nutrients is up to you. Too many new words can be confusing and may not be necessary.  Ensure, by good planning with your cook, that hot or cold fish is not left hanging around for too long at room temperature as it is a relatively high risk food from a food safety viewpoint.   * Progression – As pupils move into primary 4, they will learn that fish fits into the protein group within the Eatwell plate (alongside meat, fish, eggs, beans, nuts and pulses) | | | | Copies of the 4 week school meal menu  Can include the “The 3 wishes” story from the “Eat Your Words” DVD as an introduction, or “Activity 6, from the same DVD – “Herring song”.  [www.fishandkids.org](http://www.fishandkids.org) (Marine Stewardship council resources to help children learn about sustainable fishing, food chains etc)  [www.seafoodinschools.org](http://www.seafoodinschools.org) (Scottish seafood industry run education programme, especially focused on upper primary and high school learning). Dingwall, Nairn, Portree and their associated primary schools have been working with them in 2012/13. KEY VOCABULARY  * Fish * Healthy * Salmon, Mackerel, Herring, Sardines * Twice a week   **ASSESSMENT**  **Say Write Make Do**  **Parental Involvement**  As a homework activity, children could look for as many kinds of fish as possible either at home (freezer, fridge, cupboards) or when they are next in the supermarket.  Parents could be asked to send their favourite fish recipe in. | |
| **Successful Learners**  **and able to**   * use literacy, communication and numeracy skills * use technology for learning * think creatively and independently * learn independently and as part of a group * make reasoned evaluations   link and apply different kinds of learning in new situations | **Confident Individuals**  **and able to**   * relate to others and manage themselves * pursue a healthy and active lifestyle * be self aware * develop and communicate their own beliefs and view of the world * live as independently as they can * assess risk and take informed decisions   achieve success in different areas of activity | | **Effective Contributors**  **and able to**   * communicate in different ways and in different settings * work in partnership and in teams * take the initiative and lead * apply critical thinking in new contexts * create and develop   solve problems | | **Responsible Citizens**  **and able to**   * develop knowledge and understanding of the world and Scotland’s place in it * understand different beliefs and cultures * make informed choices and decisions * evaluate environmental, scientific and technological issues   develop informed, ethical views of complex issues |