**Perfect plant salad session plan**

**Overview**

The aim of this session is to help children understand that a lot of the food we eat is grown and comes from plants. The main activity, *Have a go*, involves the children learning how to make a crunchy vegetable salad and develop their cutting and grating skills.

**Learning**

The aim of this is for children to:

* explain that a lot of our food comes from plants;
* name the parts of some plants that we eat, e.g. leaf, root;
* explain that vegetables come from plants and can be used to make a healthy dish;
* perform simple food skills safety with a focus on cutting with scissors, grating, measuring out by scooping with a spoon, and mixing ingredients.

**You will need:**

* **Perfect plant salad recipe** and the ingredients and equipment listed on the recipe
* **Vegetable cards**
* **Setting up a cooking session guide**
* **Get ready to cook cards**
* **Perfect plant salad take home letter**

**Before session preparation**

Prepare the ingredients and equipment in advance. What you will need is listed on the **Perfect plant salad recipe**. You may wish to organise some additional ingredients to add to the salad such as sweetcorn, apple, spring onions or herbs. You will also need to have some small cooked jacket potatoes cut in half. Aim to have these ready at lunchtime so the children can eat these with their salad as part of their lunch.

**Listen and respond**

Show the children a potato, a white cabbage, a carrot (ideally with some leaves attached) and celery. You could show the photographs of these vegetables from the **Vegetable cards**.

Question the children:

* What is this called?
* What does it taste like?
* How have you eaten it? (For example, mashed potato, cooked or raw carrots.)
* Where does it grow?

Explain that all these four vegetables have been grown and that they all come from plants. Explain that potatoes and carrots grow underground and cabbage and celery grow above the ground. Talk about which parts of plants we eat, e.g. a carrot is a root, cabbage is the leaves, celery is a stem.(Note: a potato is a tuber which grows at the end of the underground stem.)

Explain that plants are living things and they need light and water to grow. Be clear with the children that we cannot eat all plants - some plants are not safe to eat.

Explain that these vegetables can be used to make part of a healthy meal. Explain that potatoes are being cooked in the oven for lunch and you are going to show them how to make a salad filling to go on top.

As you get yourself ready to cook, talk through the steps you are taking. Refer to the **Setting up a cooking session guide** for more information about the steps. Demonstrate how to make the salad safely. Let the children see you quarter the cabbage and remove its core. Show them how they will be peeling back the leaves and using scissors to cut them into strips. Let them see you top, tail and peel the carrot but explain this part will be done for them. Show them how to grate a carrot safely. Use a stand up grater, rest it on a chopping board and hold it by the handle. A damp cloth placed under the chopping board will stop it slipping. Grate the carrot but do not grate it all - leave a bit at the end to hold. (Depending on the age and experience of the children, you may decide to pre grate the carrot they will need but allow them to grate a small amount of a whole carrot for the experience.) Halve the celery sticks lengthways, explain that this part will be done for them. Demonstrate how to snip the celery in to small pieces using the scissors. Show how to spoon the yogurt and mayonnaise and how to mix all the ingredients together. Explain that when everyone has made some salad the potatoes will be ready and then the filling can be added.

**Have a go**

Complete this activity before the lunchtime meal so the children can eat what they have made. Organise the children into groups of four. Each group can take turns to work with an adult to make the salad. Make sure the children are ready to cook by using the

**Get ready to cook cards** to talk through the steps they need to take. You may like to offer the children additional ingredients to add to their salads, e.g. sweetcorn, chives, peppers. When a batch has been made by a group of four, it must be covered and refrigerated until it is eaten. It will be helpful to label each bowl with the children’s names.

**Consolidate**

Choose a section of vegetables from the **Vegetable cards** that represent different parts of a plant. For example:

* Root – carrot, parsnip
* Stem – celery, asparagus
* Leaf – lettuce, cabbage
* Flower – broccoli, cauliflower

(Note: Peas are included in the **Vegetable cards**. Peas are the seeds of a plant. Seeds are not explicitly addressed in the lesson.)

Shuffle the cards, show each one in turn and question the children:

* What food can you see here?
* What part of the plant is this food? (Root, stem, leaf, flower.)
* Have you tried this before?

**At home**

Make a copy of the **Perfect plant salad take home letter** for each of the children. Explain to the children what the letter says. Question the children in the coming days and weeks to see if they are growing any fruit or vegetables at home.