



**LIFE SKILLS**

# HEALTHY COOKING ON A BUDGET >

Session plan

# AT A GLANCE >

This session will help young people to understand how they can have a healthy diet on a budget. Learners will find out what it takes to budget a food shop and plan their own thrifty, healthy meal. Young people will also get the opportunity to be creative and present their own Food Love Story. This content has been made in partnership with Tesco.

Please note: using these materials may help to evidence learners' achievements for the qualification; however, it is a centre's responsibility to ensure all evidence produced meets the required learning outcomes and assessment criteria.



## MATERIALS

- ✓ Food love stories PowerPoint presentation
- ✓ Whiteboard/flipchart
- ✓ Internet access
- ✓ Food love story templates PowerPoint presentation
- ✓ Food love story instructions PowerPoint presentation



## QUALIFICATION OPPORTUNITIES

- ✓ Wellbeing - Healthy Eating - LO: Plan and make a healthy meal

# LEARNING OUTCOMES >

- ✓ Know how to shop for healthy and balanced food on a limited budget
- ✓ Understand how to buy food on a budget
- ✓ Work in a group to create a healthy recipe within a budget

# ACTIVITIES >

ACTIVITY	TIME	PAGE
<u>Icebreaker</u>	5-10 minutes	<u>03</u>
<u>Planning a meal on a budget</u>	10 minutes	<u>04</u>
<u>Tesco food love stories</u>	10 minutes	<u>06</u>
<u>Your food love story</u>	Dependent	<u>07</u>
<u>Wrap up</u>	5 minutes	<u>09</u>

# ICEBREAKER >



## TIME REQUIRED

5-10 minutes



## MATERIALS

✓ Whiteboard/flipchart

# ACTIVITY STEPS >

1. Ask the group to guess how much the average family of 4 spends on food shopping per week. The answer is £97!
2. Explain to the group that in this session they're going to explore what factors need to be considered when planning and cooking meals.
3. Ask the group to imagine that they are preparing a meal for a group of their friends. Encourage them to discuss and share what questions they will need to consider when planning the meal. List the responses on a whiteboard/flipchart.

Suggested answers:

- Is it healthy/balanced?
- Have all the food groups/vitamins/minerals been included?
- What is the budget?
- How many are you cooking for?
- Are there any dietary requirements, e.g. gluten-free, vegan, vegetarian, nut allergies?
- Where can you find food that is value for money?
- Do you need to buy any specialist cooking equipment to prepare the chosen meal?
- Do you also need to prepare a starter and/or dessert?
- Is the meal for breakfast, lunch or dinner?



# PLANNING A MEAL ON A BUDGET >



## TIME REQUIRED

10 minutes



## MATERIALS

- ✓ Pens and paper
- ✓ Whiteboard/flipchart

## ACTIVITY STEPS >

1. Explain to the learners that they have already thought about what is needed when planning a meal generally, and now they will be focusing on planning a meal on a limited budget.
2. Tell the learners that people often think eating healthily is more expensive, but there are actually many ways to find healthy food that is affordable. Ask the learners if they know of any ways, and then share the following tips:
  - Explore the basic/value ranges at supermarkets
  - Shop around to find discounted products
  - Grow your own fruit or vegetables at home
  - Visit local markets, especially at the end of the day when they give food away very cheap
3. Now, instruct the learners, in pairs, to write a list/create a spider diagram of what they would do/the steps they would take if they were asked to create a healthy meal on a small/limited budget. You may want to start them off by discussing one or two of the suggested responses listed below.
4. Ask the learners to share their steps. You may want to record their answers on a whiteboard/flipchart, as they may be useful for the learners to refer to in later activities. Suggested responses:
  - Plan the meal that you want to cook. You could use websites such as:
    - <https://realfood.tesco.com/meal-planner.html>
    - <http://realfood.tesco.com/>
    - <https://www.nhs.uk/live-well/eat-well/healthy-food-swaps/>
    - <https://www.bhf.org.uk/information-support/support/healthy-living/healthy-eating/recipe-finder>
    - <https://www.diabetes.org.uk/guide-to-diabetes/recipes>



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**START  
SOMETHING**

**TESCO**

- Research prices online before purchasing ingredients. Look at any of the supermarket sites and compare prices, e.g. [https://www.tesco.com/groceries/?icid=dchp\\_groceriesshopgroceries](https://www.tesco.com/groceries/?icid=dchp_groceriesshopgroceries) or <https://www.aldi.co.uk/c/groceries>
- Consider alternative ingredients for the recipe that you may already have at home, to save you buying unnecessarily, e.g. <https://realfood.tesco.com/curatedlist/budget-swaps-that-will-reduce-the-cost-of-any-meal.html>
- Consider whether there is likely to be any food left over that you can reheat again, or you can re-invent in another recipe. This will save you money in the long run: <https://realfood.tesco.com/clever-ways-to-use-up-leftovers.html>



# TESCO FOOD LOVE STORIES >



## TIME REQUIRED

10 minutes



## MATERIALS

- ✓ Food love stories PowerPoint presentation
- ✓ Internet access

# ACTIVITY STEPS >

1. Ask the group if anyone has heard of Tesco Food Love Stories (FLS)? To show them what FLS are, play one or both of the videos below. Slides 2-3 of the Food Love Stories supporting presentation also have the links.
  - Rita's Rowdy Enchiladas: [https://www.youtube.com/watch?v=EhAgMkhf6\\_I](https://www.youtube.com/watch?v=EhAgMkhf6_I)and/or
  - Nana's Magic Soup: <https://www.youtube.com/watch?v=p06QbJR6LG4>
2. After playing the videos, encourage a group discussion. Ask the learners:
  - What did you like about the advert(s) and what didn't you like?
  - Did the adverts inspire you to want to cook that dish? Why?
  - Why do companies like Tesco make adverts?
3. To help address the third question above and to give more background to FLS before starting the next activity, you may want to explain the following:
  - Advertising helps organisations like Tesco influence what consumers buy. Businesses dedicate a yearly budget to marketing and advertising as adverts help increase money spent in store. It plays a huge part in influencing spending and buying habits.
  - With FLS, Tesco and an advertising agency, created a campaign asking the nation to dedicate a dish to their loved ones and share it on social media, alongside words of encouragement. The campaign filmed several different adverts and produced recipe cards and words of encouragement. All of this was united under the banner of Food Love Stories.
  - During lockdown, more people turned to cooking and Tesco was able to revamp their campaign focusing on people finding comfort through recipes passed down through generations – absence makes the dish fonder. The adverts helped to increase the sales of products.

# YOUR FOOD LOVE STORY! >



## TIME REQUIRED

Dependent



## MATERIALS

- ✓ Food love stories PowerPoint presentation
- ✓ Internet access (optional)
- ✓ Food love story templates PowerPoint presentation
- ✓ Food love story instructions PowerPoint presentation
- ✓ Materials to complete FLS task (varies) - see Food love story instructions PowerPoint



## QUALIFICATION OPPORTUNITIES

- ✓ Select a nutritious meal to make
- ✓ Ingredients, timings and equipment required
- ✓ Outline how the chosen meal meets the components of a balanced diet
- ✓ Cost of the ingredients
- ✓ Prepare the chosen meal
- ✓ Examples of how to minimise hygiene risks
- ✓ Examples of skills used

# ACTIVITY STEPS >

1. Tell the learners that they will be creating their own FLS. To inspire them, show them the photos on slides 4-5 of the supporting presentation.

2. Encourage the learners to share their thoughts on the photos. What stands out? Do they like them? What do they like about them?

Suggested answers:

- Colourful
- Clear, quirky titles
- Picture of a real person
- Brand is visible and clear
- Image of the final food created

3. Explain to the learners that they will now have the opportunity to plan, create and film (optional) their FLS and present them back to the rest of the group. Show them the questions on slide 6 of the supporting presentation and say that they will have to refer back to these while they plan their FLS.

4. Tell the learners that creating a FLS involves so many different skills and touches upon many different job roles. Can they think of any?

Suggested answers for skills:

- Creativity
- Good communication
- Presentation
- Knowing how to budget
- Collaboration

Suggested answers for different job roles:

- Designer
- Copywriter
- Photographer
- Recipe developer
- Taster

### ADVISER TIP

If your learners are working towards the qualification, then they will have to prepare/cook their chosen meal. You may also think it's more suitable for them to work individually. If they do work in a group, they should still create their own recipe card and make it clear what role they played.

5. Tell the learners that they will be working in small groups to create their own Food Love Story. The basic steps of the task are clearly listed on slide 8 of the supporting presentation. More detailed instructions are listed on slides 4-6 of the Food love story instructions PowerPoint; you should print this entire presentation out for your learners for guidance.

The basic instructions are:

- Write a story and a title
  - Create a recipe (considering budget and health) and recipe card
  - Write the recipe out, and if possible, make the dish at home or your setting:
    1. Gather the ingredients and measure accordingly
    2. Prepare the ingredients (wash/cut/peel etc.)
    3. Cook the dish
  - Take/draw a picture of you/your group and your dish (if photographs of the learners are being taken, please ensure that you have the right parental/carer consent beforehand).
6. Hand out slides 1-4 of the Food love story templates PowerPoint to each group. These sheets are what the learners should read and fill out to complete each step of their FLS. You will also need additional paper/card for the recipe card creation.
7. Based on whether your group cook the dish or not, set a reasonable amount of time for the learners to complete this task. Once completed, ask each group to present their recipe card, dish and photograph/drawing and to explain their dish and the roles everyone played. Encourage the other learners to ask questions about their dish and process.
8. Once the task is complete, you may want to create a display of your groups' recipe cards and pictures.

### OPTIONAL EXTENSION

If you have extra time and the correct equipment and consent, your learners could create a video presenting their FLS. Please see slide 7 of the Food love story instructions PowerPoint for guidance and slide 5 of the Food love story templates PowerPoint for the video storyboard template.

# WRAP UP >



## TIME REQUIRED

5 minutes

# ACTIVITY STEPS >

1. Start a reflective discussion about the session. Encourage the learners to tell you what they have learnt about healthy eating or budgeting.
2. Ask the learners to discuss in pairs one thing they will consider going forward when cooking or eating food. Is it more concerned with health or budget? Encourage the learners to share their thoughts with the wider group before wrapping up the session.

