



TEACHER'S NOTES

FOOD FOR
MAX

OVERVIEW

Aimed at **key stage 1**

(Prep time 2 mins/Class time 20-30 mins)

This could be an extension activity and linked with '*Picnic for Max*' (foundation stage). Learners consider how food can be turned into something Max could eat, based on what they know and understand about his condition. Children work with the person sitting next to them to discuss their ideas, then feedback as a class.

CURRICULUM LINKS

- Life processes and living things (Science): Variation and classification. Recognise similarities and differences between themselves and others, and to treat others with sensitivity.
- Citizenship and PSHE: To take part in discussions with one other person and the whole class.

LEARNING OBJECTIVES

- To be aware of the needs of others and recognise and respect similarities and differences between themselves and others.
- Express and communicate their ideas, responding to what they have learnt from the film about Max.
- Gain an understanding of the process of food preparation.

you will NEED PREPARATION

- Pens or pencils to record responses on the chart.
- Distribute enough copies between pairs of **Food for Max** sheet and pencils/pens to record responses.

Activity

Watch the film about Max at www.genesareus.org/filmlibrary/maxsstory.

Introduce the activity by explaining that because of Max's genetic disorder he has no teeth. In the film we can see some of the foods that Max can eat. Ask children to think about how they might turn the food pictured on the left of the sheet into something that Max can eat. Why can he not eat it as it is? What do we remember about the food Max can eat from the film? Is it hard or soft?

Ask children to work in pairs and talk about what they would do to the food so Max can eat it. Would they boil and mash it up? Make it into some kind of spread, juice or sauce? What would they need to use in the kitchen to achieve this? Next project the grid onto the whiteboard and ask each pair to feed back on what they agreed between them. Does anyone have any different thoughts?

EXTENSION

Discuss with the class what their favourite food is. Would they be able to eat this if they didn't have any teeth like Max? If not how would they turn it into something they could eat?

Cooking activity – A healthy dessert for Max!

As a class why not make a healthy dessert for you and Max to enjoy? This recipe for Jelly fruits is healthy and yummy! Ask children why this would be a good dessert for Max.

www.greatgrubclub.com/domains/greatgrubclub.com/local/media/downloads/jelly%20fruits.pdf

FURTHER information

Various websites on healthy eating for children:

http://www.greatgrubclub.com/?location_id=348

http://kidshealth.org/kid/stay_healthy/food/go_slow_whoa.html#

<http://www.nhs.uk/change4life/Pages/Default.aspx>

FOR MORE RESOURCES LIKE THESE, AND TO SIGN UP FOR JEANS FOR GENES DAY,
VISIT US AT WWW.JEANSFORGENES.COM

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A Centre for Genetics in Healthcare





FOOD FOR MAX

Name _____

Max's genetic disorder means he has no teeth.

How could each of these foods be turned into something Max could eat?



Food

How could this food be turned into something Max could eat?



Make it into apple
sauce or apple juice.



FOR MORE RESOURCES GO TO WWW.JEANSFORGENES.COM

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