



Fuel and Focus

Three lessons on what a snack has to contain to get you to lunch. This page is the whole series in one view.

	Lesson 1	Lesson 2	Lesson 3
What happens	The science, and they write the four criteria.	They make a snack and test it against them.	They design their own, and mark each other's.
Slides	18	17	15
Print	Pages 7 and 8	One of pages 9 to 11, plus 12 and 13	Pages 13 and 14
Buy	Nothing	One snack's ingredients: pages 5 and 6	Nothing
Prep time	Five minutes	Twenty minutes the day before	Five minutes

Why the order matters. The four criteria are written by the class in lesson one and used in both the others, so the lessons only work in order. Leaving a fortnight between them is fine; skipping lesson one is not.

What to do, and when

When	What
Any time before	Read the four criteria on page 2 and check them against your own class list of allergies.
A week before lesson 2	Pick a snack from page 3, then order the ingredients from page 5. Check the swaps on page 6.
The day before lesson 2	Portion the ingredients per pair and print the method cards. Twenty minutes.
After lesson 3	Photocopy the recipe cards that hit all four and hand the set back. One photocopy.

Before you start any of it. Nothing in this series is about weight, body shape or calories. It stays on energy and concentration from start to finish, and the deck says so to the class in plain words. Roughly one student in a tutor group is likely to be struggling with food.





Why you crash at two o'clock

Everything you need for this lesson is on this page.

Before you start. Keep this on energy and concentration. It is not about weight, body shape or calories, and slide 14 says so to the class. If a student is struggling with food, speak to them after.

Print these

Page	What it is	How many
Page 7	The lesson sheet	One per student. They rank on the sheet itself.
Page 8	The label sheet	One per pair

The hour

Time	What happens	Slides
0 to 5	Pairs rank six snacks by how long each one would keep them going.	3
5 to 8	Two pairs who disagree explain themselves. Nothing gets settled yet.	4
8 to 17	The science. What the brain costs, then fast release against slow release.	5 to 6
17 to 24	Trace the biscuit on the graph, then the class traces two more.	7 to 8
24 to 32	The four criteria, then they write them in their own words.	9 to 10
32 to 40	The label sheet. They find the protein and fibre for all six and tick the columns.	11
40 to 49	What the numbers showed, then re-rank the six on the score rather than the guess.	12 to 13
49 to 52	One question, not a verdict. This is about energy, not weight.	14
52 to 60	Three questions, what you are making next lesson, the one thing and close.	15 to 18

The four criteria, and why each one works

Criterion	What it does
Protein	Slows how fast the stomach empties, so glucose arrives gradually.
Fibre	Soluble fibre forms a gel, and glucose works its way out of it slowly.
A slow carb	Oats, wholegrain and whole fruit break down slowly. White and sugary do not.
Healthy fats	Slows the stomach down, and carries the most energy per gram. Seeds, nuts, avocado.

About the numbers. The brain is roughly 2% of body weight, uses roughly 20% of the body's energy and runs almost entirely on glucose. Both figures are textbook. The label sheet values are typical and rounded, and real empty packets work better still if you can collect a few.





Build one that lasts

Pick one snack, buy for it, and prepare it before the bell.

Choose one, then turn to page 5

Snack	Why you would pick it	Watch out for
Pinwheel wraps	Cheapest, quickest, least mess. No chilling needed.	Wheat and dairy
Oat and seed balls	Most hands-on, and the one students ask to make again.	Gluten unless you buy gluten-free oats
Fruit and yoghurt pots	Fastest of the three. Works in a short lesson.	Dairy, and gluten in the oats

Safety, in one box. None of the three needs heat, sharp knives or nuts. Table knives are enough for all of them. Check every ingredient against your own allergy list, not against what students remember about themselves on the day.

Print these

Page	What it is	How many
Page 9, 10 or 11	Method cards for the snack you chose	Four copies, cut up: one card per pair
Page 12	The prove-it sheet	One per pair
Page 13	Recipe cards for the homework	One per student, cut up

The hour

Time	What happens	Slides
0 to 3	The four criteria, back up on the board.	3
3 to 9	Hygiene, then allergies. Neither is negotiable and both are quick.	4 to 5
9 to 11	Show only the method slide for the snack you bought for.	6, 7 or 8
11 to 26	They make it, in pairs, from the card on the table.	9
26 to 29	Click the clear-up slide near the end. Nobody eats until every table is clear.	10
29 to 34	Before anybody eats: name the ingredient doing each of the four jobs.	11
34 to 39	Back to the graph. Their snack against the biscuit, on the same axes.	12
39 to 44	Eat it, and the honest question about whether they would choose it.	13
44 to 48	The swap test: money, time, and how far it gets them into the afternoon.	14
48 to 55	Set the homework, the one thing, and close.	15 to 17

Say this clearly when you set it. The recipe card is the homework. Making it at home is a bonus, and the slides say that twice, because a student without a kitchen or without the ingredients must still be able to arrive next week with the work done.





The one you would actually eat

Their recipes get marked against the criteria, and the best go into a class collection.

Decide this before the lesson. Many schools do not allow food made at home to be shared or eaten on site. The deck gives you both: Option A on slide 9 is tasting, Option B on slide 10 is a thirty-second pitch to the table. Run whichever fits. They take the same ten minutes and nothing else changes.

Print these

Page	What it is	How many
Page 13	Blank recipe cards	A few spares, for anyone who arrives without one
Page 14	Peer-review slips	One per student, cut up

The hour

Time	What happens	Slides
0 to 3	The criteria once more, plus the fourth test: would you choose it?	3
3 to 6	Cards out. Anyone without one writes a card now.	4
6 to 10	Mark one together on the board before they mark each other's.	5
10 to 18	Cards pass two tables along and get marked against the four criteria.	6
18 to 24	Cards go back. What did the room miss, and whose feedback is worth taking?	7
24 to 29	Choose the cheapest, the fastest, and the one they would actually pick.	8
29 to 39	Option A, tasting, if your school allows it. Option B, pitching, if not.	9 or 10
39 to 43	Back to their very first ranking, from three weeks ago.	11
43 to 52	One change not five, the exit slip, the one thing and close.	12 to 15

The class collection. Photocopy the recipe cards that hit all four criteria and hand the set back the following week. It costs one photocopy and it is the only part of these three lessons that leaves the room.





Shopping and prep list

Quantities are for thirty students working in fifteen pairs. Buy for one snack only, whichever you chose on page 3. Swaps are on page 6.

Pinwheel wraps

Ingredients	How much	Equipment	How many
Soft tortilla wraps	15 (two 8-packs)	Table knives	15
Soft cheese	600g (two tubs)	Plates or boards	15
Avocados	8 small, ripe	Graters	4
Carrots	6 medium	Kitchen roll and a bin bag	1
Peppers	3		
Sliced ham or turkey	1 pack, optional		

Prep: Grate the carrot and slice the peppers the day before. Cut the avocados on the day.

Oat and seed balls

Ingredients	How much	Equipment	How many
Porridge oats	1kg	Mixing bowls	15
Bananas, ripe	10 (or 400g soft dates)	Spoons	15
Mixed seeds	300g (sunflower and pumpkin)	Baking trays	2
Cocoa powder	1 small tub	Greaseproof paper and a bin bag	1
Milk	200ml, only if needed		

Prep: Portion the oats, seeds and cocoa into pots per pair. Bananas stay whole until the lesson.

Fruit and yoghurt pots

Ingredients	How much	Equipment	How many
Greek yoghurt	2kg	Clear cups	30
Porridge oats	500g	Spoons	30
Fruit	1kg (bananas, apples, frozen berries)	Table knives and boards	6
Mixed seeds	200g	Kitchen roll and a bin bag	1

Prep: Chop the fruit the morning of the lesson, not the night before, or it goes brown.





Swaps, prep and cost

One recipe, whatever your class needs.

Swaps, so one recipe covers the room

Buy the alternative only for the students who need it. Check your own class list rather than asking on the day.

Who needs it	What to buy instead	How much
Coeliac or gluten-free	Gluten-free wraps, or gluten-free oats	One pack covers a whole class
Dairy-free or vegan	Hummus instead of soft cheese; coconut or soya yoghurt	Buy one small tub
Seed allergy	Mashed avocado does the same job as the seeds	Already on the wraps list
Nut allergy	Nothing in any of the three recipes contains nuts	Check the seed packet label

The prep, in order

When	What you do	How long
A week before	Order the ingredients. Check the swaps above against your class list.	Ten minutes
The day before	Portion everything into pots, one per pair. Print and cut the method cards.	Twenty minutes
The morning of	Chop anything that browns. Fill jugs of water for handwashing if you have no sink.	Ten minutes
Five minutes before	Ingredients and one method card on every table. Bin bag by the door.	Five minutes

Roughly what it costs. Expect somewhere between fifteen and twenty-five pounds for a class of thirty, whichever snack you pick. Prices move, so price it up before you ask for the money rather than quoting this figure.

Safety, in one line. Every one of the three recipes is nut-free, needs no heat and needs nothing sharper than a table knife. Check the seed packet for a may-contain-nuts warning, because that is the one that catches people out.





The lesson sheet

Keep this. You need it in all three lessons.

Part one: rank the six

Longest-lasting at the top. Then, after the science, score each one out of four and rank them again.

Snack	First guess	Protein?	Fibre?	Slow carb?	Healthy fats?	Score /4
A chocolate biscuit						
Toast and peanut butter						
A fizzy drink						
A banana						
A packet of crisps						
Yoghurt and berries						

Part two: your four criteria

In your own words, and one line each on why it works.

1. Protein

2. Fibre

3. A slow carb

4. Healthy fats

One snack I already eat that hits at least two of them:





What the label says

One per pair. Typical values, rounded. The fat column says where it came from, because that is what decides whether it counts.

A chocolate biscuit <i>Two biscuits, 30g</i> Sugar 11g Fibre 0.8g Protein 1.5g Fat 7g, baked in 	Toast and peanut butter <i>One slice, 15g of it</i> Sugar 3g Fibre 3g Protein 8g Fat 9g, from peanuts
A fizzy drink <i>One 330ml can</i> Sugar 35g Fibre 0g Protein 0g Fat 0g 	A banana <i>One medium, 120g</i> Sugar 14g Fibre 3g Protein 1.3g Fat 0.4g
A packet of crisps <i>One 25g bag</i> Sugar 0.5g Fibre 1.2g Protein 1.6g Fat 8g, fried in 	Yoghurt and berries <i>150g yoghurt, 80g fruit</i> Sugar 12g Fibre 2.5g Protein 9g Fat 5g, from the dairy





Method cards: pinwheel wraps

Four to a sheet. Print four copies and cut them up, one card per pair.



Pinwheel wraps

WHAT YOU HAVE

- 1 soft tortilla wrap *or a gluten-free wrap*
- 2 heaped spoons of soft cheese *or hummus, if dairy is out*
- Half a small avocado, mashed *or 1 teaspoon of mixed seeds*
- A handful of grated carrot and a few strips of pepper
- Optional: 2 slices of ham or turkey *or a spoonful of cooked beans*

WHAT YOU DO

1. Spread the soft cheese right to the edges of the wrap.
2. Spread the mashed avocado over the top of it.
3. Scatter the grated carrot and pepper across the middle.
4. Roll it up tight from the edge nearest you, then slice it into six rounds.
5. Check it against your four criteria before you eat it.



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Method cards: oat and seed balls

Four to a sheet. Print four copies and cut them up, one card per pair.



Oat and seed balls

WHAT YOU HAVE

1 ripe banana *or 3 soft dates, mashed*
4 heaped spoons of porridge oats *or gluten-free oats*
1 spoon of mixed seeds *or 1 spoon of seed butter*
1 teaspoon of cocoa powder
A splash of milk if it will not hold together *or any plant milk*

WHAT YOU DO

1. Mash the banana in the bowl until there are no lumps.
2. Stir in the oats, the seeds and the cocoa.
3. Squeeze the mix into balls about the size of a walnut.
4. Put them on the tray to firm up.
5. Check them against your four criteria while they chill.



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Method cards: fruit and yoghurt pots

Four to a sheet. Print four copies and cut them up, one card per pair.



Fruit and yoghurt pots

WHAT YOU HAVE

- 3 spoons of Greek yoghurt *or coconut or soya yoghurt*
- 2 spoons of porridge oats *or gluten-free oats*
- A handful of chopped fruit
- 1 teaspoon of mixed seeds *or a spoonful of seed butter*

WHAT YOU DO

1. Oats in the bottom of the cup, about two spoonfuls.
2. Yoghurt over the oats, enough to cover them.
3. Chopped fruit on top of that.
4. Seeds last, one teaspoon, right across the top.
5. Check it against your four criteria before you eat it.



Fruit and yoghurt pots

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- 3 spoons of Greek yoghurt *or coconut or soya yoghurt*
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Prove it

One per pair. Fill this in before you eat anything.

What we made: _____

The criterion	Which ingredient does this job?	Tick
Protein <i>Slows the whole thing down, and keeps you full.</i>		
Fibre <i>Slows the food down in your gut, so the glucose arrives gradually.</i>		
A slow carb <i>Oats, wholegrain or whole fruit. Not white and not sugary.</i>		
Healthy fats <i>Slows the stomach down and carries the most energy per gram. Seeds, nuts, avocado.</i>		

If one of them is empty

What single ingredient would you add to fix it, and which job would it do?

Now you have eaten it

Would you actually choose this at break?

What would you change about it?

How long do you think it will hold you?





Recipe cards

Four to a sheet. One per student, cut up. This card is the homework.



MY SNACK

What it is called

What goes in it, and how much

How you make it

Protein:

Fibre:

Slow carb:

Fats:



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Fibre:

Slow carb:

Fats:





Marking somebody else's

Six to a sheet. One per student, cut up. You are marking the recipe, not the person.



RECIPE REVIEW

Whose recipe: _____

Protein ☐ **Fibre** ☐

Slow carb ☐ **Healthy fats** ☐

One change that would make it better

Would you eat it? Be honest.



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