



RHET
The Royal Highland Education Trust



Festive Learning Pack

Get your class engaged with farm to fork learning over the festive period



Welcome to our Festive Learning Pack!

This pack offers a variety of engaging opportunities to explore the journey of food throughout the festive season. From hands-on tasting experiences to storytelling activities in the classroom, you'll find a range of learning ideas suitable for all levels and stages.

This pack contains a wide range of options and learning resources for use in your classroom this festive season.

Whats inside our festive learning pack?

Early/first level	Reindeer dust
Early/first level	Carrots for Rudolph's party! Lesson plan with links Overnight carrot oats recipe sheet
Second level	Exploring the Journey of Milk Lesson plan with links Learner worksheet 1 A glass of milk for Santa Learner worksheet 2 Christmas cheese types
Second level	Christmas Foods Hamper Advent food calendar
Second level	Festive wool crafts
Second level	Tasting Christmas vegetables With learner worksheet



Reindeer Dust Activity

Suggested Participants – Early level/P1

Did you know Santa has “farmer elves” to look after his reindeer?

Find out what makes reindeer fly and how to send a Christmas wish on Christmas Eve, along with leaving a special environmentally friendly treat for Rudolph and the other reindeer. A magical, fun activity for children.

What this pack contains:

- All the resources to make Reindeer Dust with your early level/P1 class.
- Suggested Experiences & Outcomes, Learning Intentions & Success Criteria, Learning for Sustainability links.
- Lesson plan – with link to information/demonstration/story.
- Suggested additional activities.

Learning Outcomes

- To understand different ways of measuring ingredients.
- To sharing and work together with my friends.

Success Criteria

- I can measure different ingredients to make reindeer dust.
- I can share the ingredients and work with my friends.
- I can make reindeer dust for Santa’s reindeer.

Maths & Numeracy Experiences and Outcomes

- **MNU 0-01a** I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me.
- **MNU 0-11a** I have experimented with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing my findings with others.

Health & Wellbeing Experiences and Outcomes

- **HWB 0-14a** I value the opportunities I am given to make friends and be part of a group in a range of situations.
- **HWB 0-30a** Together, we enjoy handling, tasting, talking and learning about different foods, discovering ways in which eating and drinking may help us to grow and keep healthy.

Learning for Sustainability

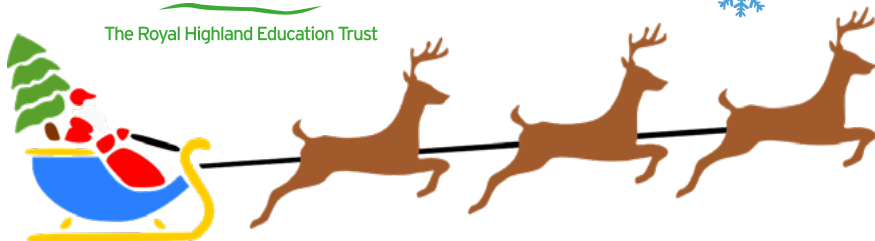
- **UN Sustainable Development Goal 12** Ensure sustainable consumption and production patterns.
- Reindeer dust - natural products used, not harmful to the environment.

Recipe for Reindeer Dust

- Hay - handful.
- Porridge Oats – 1 spoonful (any size.)
- Popcorn – 2 or 3 kernels (this makes the reindeer fly).
- Sugar – pinch using thumb and first finger (not too much as bad for reindeer teeth).
- Rice Krispies – 2 – wishes need to be whispered into Krispies by children (when eaten by reindeer the wish flies out to Santa).

Royal Highland Education Trust (RHET) contacts:

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Reindeer Dust – Lesson Plan

LI/SC Introduction

- Share/discuss the learning intentions and success criteria.
- Hear some facts about reindeer and how to make reindeer dust using the [Dust Along video](#).
- [Listen to the story of Hamish](#) the 10th reindeer. (Link lasts 30 minutes but can be divided into sections to suit your needs).

Suggested discussion points

- Healthy foods for reindeer – are grown in Scotland. What are Scottish farmers producing for children to eat and drink? Why are they good for us?
- If decorating the bags for reindeer dust, why are we using pencils/pens and not glue and glitter?

Learning

- Maths & Numeracy outcomes - critical to the lesson is the ability to see their measuring is similar to Katie's, using the different ways of measuring and being able to talk about this. Write a story using themes of project; careers, wishes and Christmas
- Health & Wellbeing outcomes - the ability to discuss healthy eating for reindeer and how this compares to what foods are healthy for them. Working together as a group to share the resources to create the reindeer dust.

Additional tasks

- Could your Primary 6 or 7 children help your Primary 1's to undertake this activity? Buddy task for P7 pupils, research the recipe and create their own additions to the recipe or have a go at [making their own hay](#).
- With any extra Rice Krispies - try some games to improve fine motor skills and counting: ie can they put 10 Krispies in a line with their left hand without breaking them. Can you pass a Rice Krispie around a small group without it falling or breaking?
- Use a world map or atlas and look at the route reindeer need to fly. Name the furthest away country from Scotland. How far away is it? How could we get there? How long would that take?

More information

- RHET have a Christmas Hamper [on their website](#). For each day in December – learn a little bit more about the foods grown in Scotland which will be used at Christmas.

Social media

- Please tag [@TheRoyalHighlandEducationTrust \(Facebook\)](#) in your lesson photos/comments: remembering all the necessary permissions for this from the school side.



Carrots for Rudolph's Party

Suggested Participants – Primary 1/2

This seasonal activity focuses on carrots and their journey from field to plate. Students will explore how carrots are grown, harvested and prepared as food, linking to key themes in health, wellbeing, social studies and STEM.

The session includes creative and hands-on opportunities such as designing a carrot, making carrot overnight porridge and reading the story "A Carrot for Rudolph." It's a fun and engaging way to explore food origins, healthy eating, and festive traditions.

What this pack contains:

- All the resources to undertake the 'Carrots for Rudolph's Party' activity with your P1/2/3 class.
- Learning Intentions, Success Criteria and Suggested Experiences & Outcomes.
- Learning for Sustainability links.
- Lesson plan.
- Suggested additional activities.

Learning Outcomes

- We are learning to identify where different ingredients come from.
- We are learning to annotate maps and calculate distances.
- We are learning to accurately weigh and measure ingredients.

Success Criteria

- I can give examples of locally produced foods.
- I can make links between farmers and the food I eat.
- I can describe the journey of food from source to plate.

Experiences and Outcomes

- **HWB 0-33a / HWB 1-33a** I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth.
- **HWB 1-35a** When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability.
- **TCH 1-04a** I can use a range of simple food preparation techniques when working with food.

Learning for Sustainability

- **Goal 4** Quality education: achieve literacy and numeracy.
- **Goal 12** Responsible consumption and production: Promote public procurement practices that are sustainable.



Carrots for Rudolph's Party Lesson Plan

Introduction

- Introduce the topic with the short story "Carrots for Rudolph's Party" to spark interest and build context. There are two versions – a [story book](#) and an [audio-visual story](#) read by Gary Mclean.
- You may also choose to show a short video titled '[Carrots from seed to plate](#)' to deepen understanding of where carrots come from and how they reach our plates.
- Once learners are familiar with the journey of carrots, shift the focus to how we eat them. Use our simple recipe for [overnight carrot oats](#) – this can be prepared as a whole-class activity or individually, depending on your setting and resources.
- This activity supports learning in health and wellbeing, literacy, and STEM through storytelling, discussion, and hands-on food preparation.

Suggested discussion points

- How big are carrot seeds?
- How does this compare to other seeds?
- How do the farmers protect the carrots from the frost?
- What nutrition do carrots provide?

Learning

- **Science outcomes:** The ability to contribute a number of relevant ideas, information and opinions when engaging with others. The ability to build on the contributions of others by asking or answering questions, clarifying points or supporting others' opinions or ideas.
- **Health and Wellbeing outcomes:** The ability to describe the journey of food from source to plate.
- **Food and Textile Technologies:** The ability to demonstrate an increasing range of practical skills.

Additional tasks

- Explore seasonality with some facts from our '[Seasonal vegetable calendar](#)'. Use these facts to draw your own class calendar with a couple of different vegetables for each month.

More information

- Our series of '[Meet the Vegetables](#)' films are available online.

Social media

Please tag [@TheRoyalHighlandEducationTrust \(Facebook\)](#) in your lesson photos/comments.

Overnight Carrot Oats



WHAT YOU WILL NEED

- Porridge oats
- Grated carrot
- Raisins (or other dried fruits)
- Milk (or apple juice)
- Honey

This recipe is very flexible - as long as you have the oats and a liquid you can amend it to have all sorts of different ingredients, including stewed apple, yoghurt and cinnamon.

EQUIPMENT

- Beaker/bowl/paper cup (one per child)
- Dessertspoon for measuring (one per child)
- Grater (for carrot)
- Large bowl (to grate carrot into)

HOW TO MAKE IT

There is a simple oat based recipes which can be used in schools - no cooking facilities required
The recommended portion for a breakfast cereal is 30g so the following ingredients provide around 1 portion.

1. Give each pupil a beaker/bowl or paper cup.
2. Into the beaker measure 5 heaped desert spoons of porridge oats, 2 desert spoons of grated carrot, 1 desert spoon full of dried fruit and a drizzle of honey.
3. Then pour on the milk to come up just over the level of the dry ingredients.
4. Label the bowl/beaker with the individuals name.
5. Sit the beaker in the fridge overnight and eat for breakfast the following morning.

HEALTH & SAFETY

Ensure hands are washed before preparing any food.
Where the oats need to soak overnight this should be done in the fridge and not just on the worktop. The overnight oats should not left for longer than a day.
Food not eaten should be composted.

TIPS

Beware of allergies particularly gluten allergies. Although oat gluten is different to wheat gluten, not all oats are gluten free so it's best to steer clear of using oats where there are gluten allergies. Squeeze bottle honey is easier to use and you don't need to use spoons, which results in less honey being wasted.

To minimise waste, try and avoid using disposable cups. If you are using fresh fruit or vegetables grate them to get small pieces that can absorb the liquid





Exploring the Journey of Milk

Suggested Participants – Primary 5/6/7 pupils

All the food we eat goes on a journey before it reaches our plates. In this session, students will explore the journey of milk – from farm to fridge. They'll learn how milk is produced, collected, processed, and delivered, gaining insights into modern farming practices and food systems.

The session includes a range of engaging activities, including real-life maths tasks, discussions about food miles and sustainability, and learning about the nutritional value of milk. This is a hands-on, cross-curricular opportunity that links STEM, health & wellbeing and social studies.

What this pack contains:

- All the resources to undertake the 'Exploring the Journey of Milk' activity with your p5/6/7 class.
- Learning Intentions, Success Criteria and Suggested Experiences & Outcomes.
- Learning for Sustainability links.
- Lesson plan.
- Suggested additional activities.

Learning Outcomes

- We are learning to identify where different ingredients come from.
- We are learning to annotate maps and calculate distances.
- We are learning to accurately weigh and measure ingredients.

Success Criteria

- I can give examples of locally produced foods.
- I can make links between farmers and the food I eat.
- I can describe the journey of food from source to plate.

Experiences and Outcomes

- **HWB 2-33a** Having learned about cleanliness, hygiene and safety, I can apply these principles to my everyday routines, understanding their importance to health and wellbeing.
- **HWB 2-35a** When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability.
- **TCH 2-04a** I am developing dexterity, creativity and confidence when preparing and cooking food.

Learning for Sustainability

- **Goal 4** Quality education: achieve literacy and numeracy.
- **Goal 12** Responsible consumption and production: Promote public procurement practices that are sustainable.



Exploring the Journey of Milk Lesson Plan

Introduction

- Share/discuss the learning intentions and success criteria.
- Find out more about where milk comes from with our set of three short videos – [A virtual tour of a dairy farm in Biggar](#).
- Once you have watched the video you could try some [Moo Maths](#) in your class.
- Over the festive period you could think about the different types of cheese we eat over the festive season and use [learner worksheet 1](#) to explore this. You could do some cheese tasting in class and graph the results to see which cheese your class prefers.

Suggested discussion points

- Which animals produce milk?
- Where in Scotland can you find dairy farms? (Our [Farming in Scotland map](#) can help answer this question)
- What nutrition does milk provide?
- Why might you leave a glass of milk out Santa ([see learner worksheet 2](#))?

Learning

- **Science outcomes:** The ability to contribute a number of relevant ideas, information and opinions when engaging with others. The ability to build on the contributions of others by asking or answering questions, clarifying points or supporting others' opinions or ideas.
- **Maths and Numeracy outcomes:** provided in Moo Maths pack
- **Health and Wellbeing outcomes:** The ability to identify ways to reduce the risk of food poisoning. The ability to describe the journey of food from source to plate.
- **Food and Textile Technologies:** The ability to demonstrate an increasing range of practical skills.

Additional tasks

- Explore STEM on the dairy farm with [our learning booklet](#).
- Visit [Plean Farm](#) to find out about the range of data collected from dairy cows.
- Use our interactive Thinglink to find out more about the [Journey of Cheese](#).

More information

- You can find more information on dairy farming in Scotland in our [teach it SWAY](#).
- You can also find out more about the dairy industry with our '[comic strips](#)' and our Historical milk yields [maths worksheet](#).

Social media

Please tag [@TheRoyalHighlandEducationTrust \(Facebook\)](#) in your lesson photos/comments.



Cheese types

Learner worksheet 1

Can you unscramble the letters to identify the type of cheese, then match it to the correct picture?

D A R D C H E



L D A E Y S W E N E L



E R B I



T L I S N O T



A Glass of Milk for Santa

Learner worksheet 2

Milk can provide an important contribution to our diet throughout the year.

At Christmas time it is customary to leave out a glass of milk for Santa and the range of vitamins and minerals come in very useful at his busiest time of year!

14%

OF OUR RECOMMENDED DAILY PROTEIN*

Contributes to the maintenance of normal bones and muscle, and growth in muscle mass.

23%

OF OUR RECOMMENDED DAILY VITAMIN B5*

Also known as Pantothenic acid. Contributes to the reduction of tiredness and fatigue.

28%

OF OUR RECOMMENDED DAILY PHOSPHORUS*

Contributes to the maintenance of normal bones and normal teeth.

31%

OF OUR RECOMMENDED DAILY CALCIUM*

Needed for maintenance of normal bones. It also helps muscle and nerve function, normal blood clotting and maintenance of teeth.

35%

OF OUR RECOMMENDED DAILY RIBOFLAVIN*

Also known as vitamin B2, it helps us make the most of the energy we get from our food and is good for our skin.

41%

OF OUR RECOMMENDED DAILY IODINE*

Contributes to the production of thyroid hormones and thyroid function.

74%

OF OUR RECOMMENDED DAILY VITAMIN B12*

Helps us feel less tired, benefits our immune system, and contributes to the release of energy from food.

*200ml glass semi-skimmed milk



Christmas Foods Hamper

Our [Christmas Hamper](#) can be used for discussion in class and/or in conjunction with our [advent calendar](#).



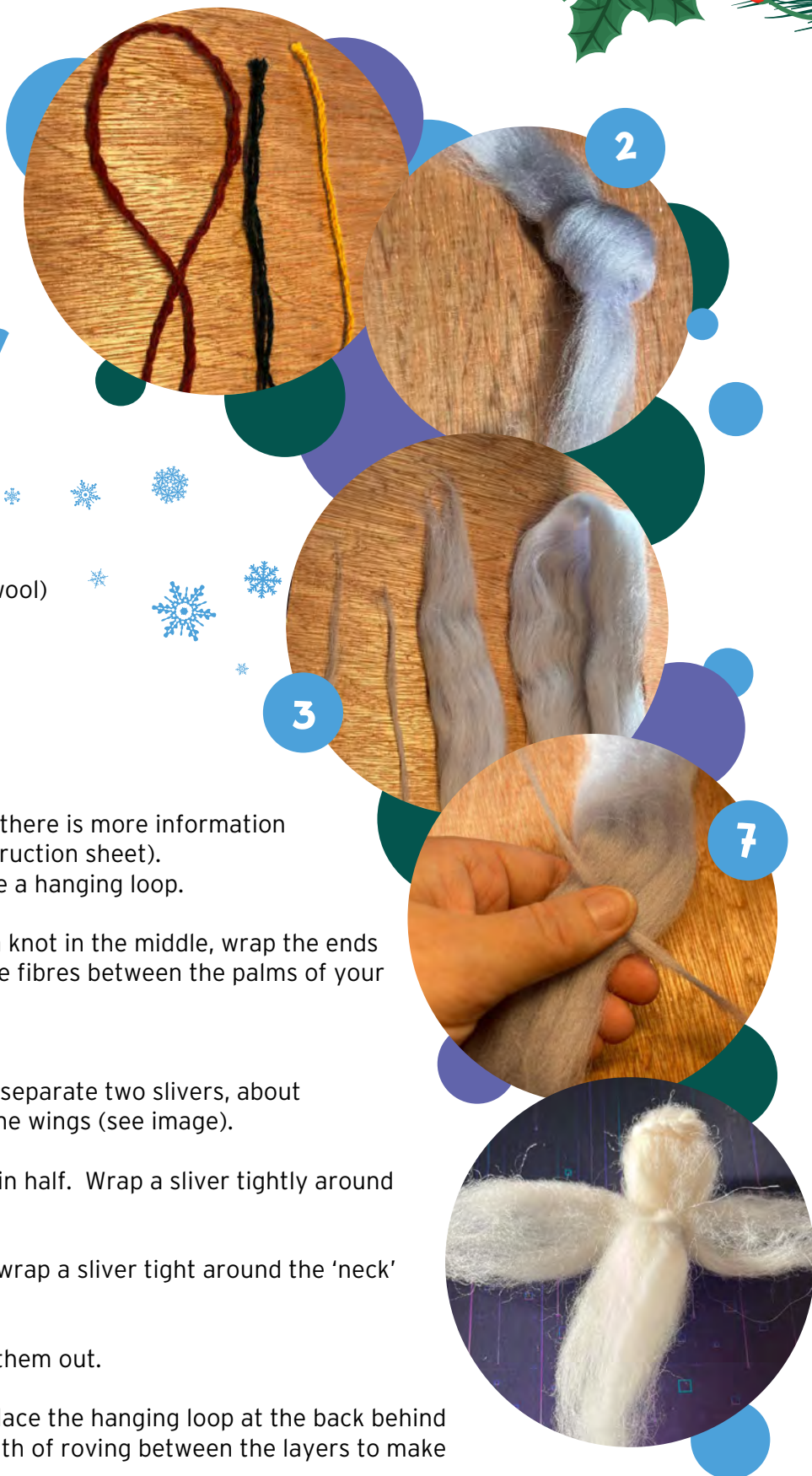
Festive fairy

What you will need

- 60cm roving (washed brushed wool)
- 1-metre yellow thread
- 1-metre green thread
- 1-metre red thread

What to do

1. Make three cords with threads (there is more information on making cord on the cord instruction sheet). Knot one of these cords to make a hanging loop.
2. Using a tuft of wool roving, tie a knot in the middle, wrap the ends around the knot, wet and roll the fibres between the palms of your hands to make the fairy head. Keep going until firm.
3. Lay out the wool roving. Gently separate two slivers, about 10cm in length and a piece for the wings (see image).
4. Fold the 60cm length of roving in half. Wrap a sliver tightly around the middle of the 30cm tuft.
5. Place the 'head' in the fold and wrap a sliver tight around the 'neck' to hold it in place.
6. Gently tease the fibres to even them out.
7. Open the layers of roving and place the hanging loop at the back behind the head. Place the shorter length of roving between the layers to make the wings of the fairy.
8. Using one of your Harris Tweed cords tie a bow to keep the wings in place.
9. Tease and shape the fibres until you are happy with how it looks.
10. Tie the third cord around the head to make a halo or hairband.
11. Photograph and share your festive fairy with RHET on Social Media @[TheRoyalHighlandEducationTrust \(Facebook\)](#) and **SewUniqueNess** on Instagram.



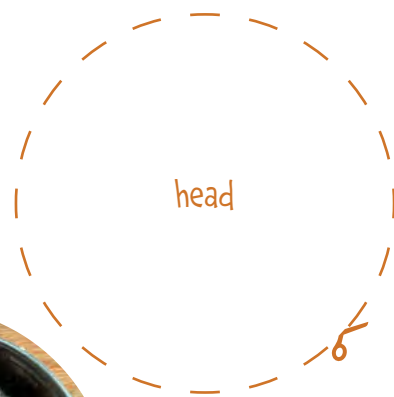
Ranald the Reindeer

What you will need

- 1 red felt nose
- 2 white felt eyes or 2 white buttons
- 2-metres red thread
- 1 pipe cleaner
- 10cm brown roving (washed brushed wool) or a 30cm square of brown felt

What to do

1. Using the lid of a large tub or jar, layer some tufts of wool, wet with hand hot soapy water then rub and move the fibres around the lid to create 2 felted circles. Leave to dry.
(Check out our wet [felting craft sheet](#) for more information)
2. Using your hands, wet felt two ear shapes. Leave to dry.
3. Using a tuft of red wool roving, tie a knot in the middle, wrap the ends around the knot, wet and roll the fibres between the palms of your hands to make a red nose. Keep going until firm.
4. Using Harris Tweed threads, make a cord. Tie the ends together to make a hanging loop.
5. Choose tiny buttons or felt dots for the eyes.
6. Wrap two pipe cleaners around a pencil to create antlers.
7. Thread a needle with an arms length (from outstretched arm to chin) of Harris Tweed thread or sewing thread.
8. Stitch each component in place on one circle of felted wool. [Blanket stitch](#) the other circle around the edge to complete.
9. Name your reindeer and photograph and share your reindeer with RHET on Social Media [@TheRoyalHighlandEducationTrust](#) ([Facebook](#)) and [SewUniqueNess](#) on Instagram.





Festive Vegetable tasting

Suggested participants – First and second level

Vegetable tasting is an easy and effective classroom activity that links directly to Health and Wellbeing outcomes. It encourages learners to explore a variety of flavours and supports discussions around food origins and the journey from farm to plate. You can use vegetables harvested from your school's growing area or source a selection of seasonal produce from a local supplier. The activities are designed to inspire healthy snacking.

What this pack contains:

- All the resources to undertake the '[Festive Vegetable Tasting](#)' activity with your class.
- Learning Intentions, Success Criteria and Suggested Experiences & Outcomes.
- Learning for Sustainability links.
- Lesson plan.
- Suggested additional activities.
- Teacher information and learner vegetable tasting worksheet.

Learning Outcomes

- We are learning to appreciate a diversity of foods.
- We are learning how vegetables contribute to a healthy diet.
- We are investigating where different foods come from.

Success Criteria

- I can try new foods.
- I can share information about where different foods come from.
- I can understand the role of vegetables in a healthy diet.

Experiences and Outcomes

- **HWB 1-30a** By investigating the range of foods available I can discuss how they contribute to a healthy diet.
- **HWB 2-30a** By applying my knowledge and understanding of current healthy eating advice I can contribute to a healthy eating plan.
- **HWB 1-35a / HWB 2-35a** When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability.
- **SOC 1-09a** Having explored the variety of foods produced in Scotland I can discuss the importance of different types of agriculture in the production of these foods.

Learning for Sustainability

- **Goal 2 Zero Hunger** End hunger, achieve food security and improved nutrition and promote sustainable agriculture.
- **Goal 4** Quality education: achieve literacy and numeracy.

Vegetable tasting Lesson Plan

Introduction

- Share/discuss the learning intentions and success criteria.
- Find out more about different vegetables, how they are grown and when they are in season using our [Seasonal Vegetables in Scotland calendar resource](#).
- Talk about our sense of taste and introduce the five tastes: Sweet, Sour, Salty, Bitter, and Savory.
- Have a go at tasting some different vegetables using our [teacher information](#) and [learner worksheets](#).

Suggested discussion points

- What vegetables have you tried before?
- How many portions of vegetables should we eat each day? Why are vegetables good for us? What vegetables are in season just now? How are the vegetables grown? Encourage pupils to **observe how the vegetables are presented** – what **preservation methods** have been used (e.g. **canning, freezing, pickling**)? Have any **additional ingredients** been added (e.g. **vinegar, salt, sugar**) to preserve them? Do these ingredients **affect the taste**?
- Does the **preservation method** change the **texture** of the vegetable? Are the preserved versions **softer, wetter** or **less firm**?
- Focus on **taste** – can pupils describe what they notice? Are the vegetables **sweet, sour, salty, bitter** or **savoury (umami)**?
- Discuss how **peeling** vegetables can remove a lot of their **vitamins**, many of which are found in the **skin**. **Freezing** helps to **preserve vitamins**. Discuss the use of **vegetable skins** to make **stock** for **soups** as a way to reduce waste and retain nutrients.

Learning

- **Health & Wellbeing:** The ability to explore and discover where foods come from.
- **Social studies:** The ability to discuss the importance of different types of agriculture in the production of these foods.

Additional tasks

- Tasting Vegetables with Vegetables Why not use vegetables as a way to taste other vegetables?
- Why not make your own [Brussels Sprouts pesto](#)? You can then try the pesto with carrot sticks.
- These simple tasting ideas help pupils explore **flavour combinations, textures** and **ingredients** in a hands-on, engaging way.
- Pick up our [Pea STEM Investigations pack](#) and get growing your own pea pods for tasting in class. Collaborate on a vegetable display for your class wall or plant your own rhubarb and download our [Discover Rhubarb](#) resource pack for a wide range of learning opportunities linked to social studies, maths, health & wellbeing and science.
- Make your own **vegetable crisps**: thinly slice carrots, beetroot, parsnips, pat dry with kitchen towel, toss in a little Scottish rapeseed oil and a little salt and air fry at 180°C for 15 minutes turning frequently to prevent burning.

More information

- You can find a wide variety of learning resources in our [Story of Vegetables padlet](#).
- You can request a farmer to talk to your class about vegetables [via this link](#).

Social media

Please tag [@TheRoyalHighlandEducationTrust \(Facebook\)](#) in your lesson photos/comments.



Vegetable tasting Teacher Information

Where possible, the best option is to use **vegetables grown in your own school garden**. However, if this is not possible, the suggestions below provide a variety of **easy-to-source vegetables** suitable for **classroom tasting**. When buying vegetables, opt for those that are **in season, local** and if packaged, look for the **Saltire** or **Union Jack**.

Try our **simple classroom activity** that gets pupils **tasting a variety of vegetables** while building their confidence with **basic data handling and maths skills**.

This is a great way to encourage pupils to try vegetables they may not have tasted before, while using their senses to explore different **flavours and textures**. Pupils will then **record their preferences in a visual, easy-to-understand way** ([learner worksheet](#)).

Decide what you want to compare – it could be as straightforward as their **favourite vegetable**, or more specific, like which **method of preserving onions** they preferred.

After the vegetable tasting you can graph your results. Download a copy of the [blank bar graph template](#) – add the vegetables you tasted along the x axis and colour the number of pupils liking the vegetable on the y axis. Each pupil colours a **block above their choice**, creating a **class graph** you can **discuss together**. A brilliant opportunity to talk about **data, preferences** and **healthy food choices** in one simple activity.

Resources required

- Tin opener
- Chopping board
- Sharp knife
- Paper plates or bowls
- Data collection templates

Optional

- Air frier
- Blender

Suggested vegetables to taste



Parsnips

Use frozen parsnips and cook them in the school oven.
If this is not possible, find some vegetable crisps that contain parsnip.



Brussel Sprouts

Use fresh sprouts. Give them a wash and carefully remove the base before finely shredding to taste.



Carrots

Use **fresh** and **tinned carrots** to explore how **taste varies** with **storage** or **preparation**.
Cut fresh into **batons** or use **pre-prepared** for convenience.
Look for the **Scottish** or **UK flag** on packaging.
Homegrown carrots can be eaten raw – just **clean thoroughly** with a **nail brush**.



Potatoes

Tinned potatoes are quick and easy – just cut into **bite-sized pieces**.

For a cooked option, try:

- **Wedges or chips** (air fryer)
- **Mashed potatoes** (microwaved)

Experiment with **seasoning, salt, or butter** – does it affect pupils' preferences?

Vegetable tasting Learner Worksheet



Name of vegetable

What does the vegetable look like?

Which of the following describes the vegetable?

- ☐ Fresh and raw
- ☐ Frozen
- ☐ Pickled
- ☐ Tinned
- ☐ Cooked

Describe the taste of the vegetable

Describe the texture of the vegetable

What did you think of the vegetable?

- Dislike ☆
- Ok ☆ ☆
- Liked ☆ ☆ ☆

Which part of the plant are you eating?

- ☐ Root
- ☐ Stem
- ☐ Leaves
- ☐ Seeds
- ☐ Flowers

Draw a picture of your vegetable

Sprout Pesto



Ingredients

- 125g sprouts, trimmed and finely sliced
- 1½ teaspoons of garlic puree
- 2 large handfuls of basil leaves
- 75g grated cheddar
- 1 tablespoon of lemon juice
- 160ml rapeseed oil

Equipment

- Chopping board
- Vegetable knife
- Teaspoon
- Tablespoon
- Measuring jug
- Stick blender

How to make it

1. Add all the ingredients to a jug.
2. Use the stick blender to combine well.
3. Serve as either a dip with carrot sticks or mix into cooked pasta as a pesto sauce.