

# Putting the 000! back into food



A GUIDE TO INCLUDING COOKERY  
WITHIN THE NATIONAL CURRICULUM



Includes details of how to  
take part in British Food  
Fortnight sponsored by  
Kenwood, Nationwide,  
Budgens and ARAMARK.

**KENWOOD**  
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## Aims

*teach young people about the diverse and delicious range of food available in Britain and about the health benefits and pleasures of eating quality, fresh, seasonal and regionally-distinct produce*

*give young people some basic practical cookery skills and excite them to develop these further at home*

*increase the amount of food education in schools by encouraging teachers to hold special events for young people during the Fortnight in the hope that this will generate the enthusiasm and interest necessary to sustain similar activity year-round*

*encourage producers, retailers, restaurants, pubs and tourism outlets to all take a proactive role in educating the public – and in particular young people – about the food and drink that their region produces*

*and ultimately to nurture a renaissance in the pleasures of preparing and eating regional food and drink.*

## Introduction

British Food Fortnight was held for the first time in Autumn 2002 at the same time as Harvest Festival, the traditional time for celebrating our food. Since then schools have used the Fortnight as an opportunity to teach young people about food: about the diverse and delicious range of food available, the benefits of healthy eating and about the pleasures of eating quality, fresh, seasonal and regionally-distinct produce.

The organisers have worked with experts in the education and culinary fields to produce this guide to incorporating cookery within your curriculum teaching. We hope it will encourage you to organise practical cookery activities for young people during British Food Fortnight and that you will be inspired to continue similar activity throughout the year.

- Examples of schools that have successfully incorporated cookery within their curriculum teaching.
- Ideas for cookery lessons and activities for early years, primary and secondary children.
- Contacts of organisations that can help you by providing chefs who can visit your school to give cooking demonstrations and assist with lessons.

**This guide and the educational activities of British Food Fortnight are funded by the following organisations:**

3663  
ARAMARK  
Brakes  
Budgens  
Compass Group  
Country Markets  
Guild of Q Butchers  
Kenwood  
Mitchells & Butlers  
National Farmers' Union  
National Trust  
Nationwide  
Punch Taverns  
Pyrex  
Sodhexo  
Tenant Farmers Association  
VisitBritain

**"I wish  
every fortnight  
was British Food  
Fortnight"**

Terry Wogan, Radio 2

**"I hope  
you pay due attention  
and respect to British  
Food Fortnight..."**

The Guardian Weekend

# Foreword by HRH The Prince of Wales



CLARENCE HOUSE

I could not be more pleased to send this message of support to British Food Fortnight and to convey my warmest congratulations to Alexia Robinson and her team on creating this remarkable event, which has now become a welcome and important fixture in the calendar. The theme – encouraging young people to cook as part of their school education – builds on the superb work done in previous years and could not be more timely.

I am immensely impressed by the ingenuity and imagination of the schools that have taken part in British Food Fortnight over the last few years. I was particularly interested to see how many of you have chosen to focus on the practical side of food by giving the young people you teach the opportunity to cook in class. I am enormously heartened by the growing awareness of the need to give children nutritious food while they are at school, but I have long thought that there is not enough recognition of the importance of also giving them the skills they need to cook for themselves. If they do not learn this as a child, it becomes increasingly challenging as they grow into adulthood, with the pressures of work and family. I am, therefore, particularly encouraged to read about those schools that have run baking and ‘create your own meal’ competitions; held school cookery days; organized cooking demonstrations and visits to the kitchens of local restaurants; and prepared meals for other classes. I do congratulate everyone involved.

During British Food Fortnight, all schools in England and Wales are challenged to teach their pupils how to cook and prepare simple meals using the best of Britain’s in-season produce. I am delighted that the Academy of Culinary Arts, of which I am patron, and which has run a marvellous “Adopt a School” programme for many years, together with other volunteer organizations, is offering its support for this initiative.

Knowing how to cook nutritious, healthy food is not only one of the great pleasures of life – it is also an essential life skill that is as important as learning how to use a computer. If children leave school with no knowledge of how to prepare fresh, seasonal vegetables and how best to cook different cuts of meat, what hope do they have of adopting a healthy, balanced diet?

This is why I am delighted that British Food Fortnight places a special emphasis on teaching young people how to cook. I hope this guide inspires you to give the young people you teach the opportunity to develop some basic, practical cooking skills and, at the same time, to learn about the diverse and delicious range of food available in Britain and about the health benefits – and pleasures – of eating quality, fresh, seasonal and regionally-distinct produce.





# Cookery in schools

## How schools have incorporated cookery into the curriculum in previous years

Youngsters at **Birch Primary School in Essex** pulled out all the stops to create a special Shepherd's Pie and Blackberry and Apple Crumble for a top local chef. The boys chose to make the traditional meal using local ingredients. They even picked the blackberries and apples themselves! Head Teacher, Kate Moore, said: **"The Year 6 children really enjoyed it. It gave them the opportunity to learn to cook and practice their social skills. British Food Fortnight encourages them to think about local, seasonal and fresh produce."**

Pupils at **Eppleton Primary School in Wearside** started their British Food Fortnight celebrations by making healthy fruit desserts such as fruit kebabs, jellies and low-sugar flapjacks. And they finished with a parade of food-themed hats they had made!



Wilson's Endowed CE School, Over Kellet  
Photo: The Westmorland Gazette



Wilson's Endowed CE School, Over Kellet  
Photo: Morecambe Guardian

Nowhere is British Food Fortnight more keenly celebrated than at **Wilson's Endowed CE School at Over Kellet**. In 2003, the children baked scones and shortbread while the breakfast club had a week of themed meals. In 2004, there was a teddy bears' picnic and a mini farmers' market. And in 2005, they organised a 'whole school baking' activity with products being sold to raise money for school funds: a fair trade stall; mums' and friends' afternoon teas; fun food in Breakfast Club; and harvest cookery in after-school club. Head Teacher, Jo Williams, sees food as a wonderful way of encouraging the **"excellence and enjoyment"** principles of the National Curriculum. **"In preparing the children for citizenship, food meets all the curriculum criteria. We are giving a mixture of education and enjoyment, having a good time but learning along the way."** The school even got a mention on Terry Wogan's Radio 2 morning show!

Wilson's Endowed CE School, Over Kellet  
Photo: The Westmorland Gazette



**Durham schools** were visited by local chefs during the Fortnight. Pupils at St Margaret's Primary School were persuaded that cooking is fun and that spinach is delicious! Durham Johnson School was invited into a local hotel's kitchens for a cooking demonstration on how to turn local produce into simple but tasty meals. And Newton Hall Infants School was visited by the local fishmonger who let them into his secrets of cooking seafood. The week's events culminated with a food market in the city centre with cookery demonstrations, live music, healthy eating activities and food history exhibitions.



St Margaret's Primary School, Durham. Photo: The Northern Echo

10 and 11 year-olds from **Bulphan School** and **Hutton All Saints School in Brentwood** went to Ye Olde Plough in Bulphan to learn how real food grows and is cooked. The children picked fruit from trees and bushes in the restaurant's grounds and baked their own blackberry, elderberry, plum and apple dishes. Chef, Adrian Hornsby, commented, **"Within two hours of picking the fruit from the trees they had cooked it up and it was in their bellies! The whole day was brilliant. They really seemed to enjoy themselves and it was a pleasure having the children here."** School secretary, Lorraine Curness, said: **"It was excellent. Every one of the children came back full of enthusiasm for food and cooking."**

**St Gregory's Primary School in Dorset** celebrated the Fortnight by encouraging pupils to eat more healthily in a two-day 'Let's Explore Food' event.

The Parent Teacher and Friend Association created two days of workshops on food tasting, cookery and farming culminating in a market for the village on Friday afternoon, supported by local producers. The reception class made chutney from green tomatoes that had been grown by the summer gardening club at the school and sold it at the market in the afternoon. Other classes had lessons on how to milk a cow, make a lunch box, organic and delicatessen food, additives and preservatives, food hygiene, fair-trade, talks from local producers, through to cookery demonstrations by local pub chefs. PSHE co-ordinator, Melanie Tavener, said: **"It has been lovely seeing the children enjoy handling and cooking food."**

**"The children have learnt a lot about having a balanced diet while still enjoying food. They have tried so many new things and this has brought everyone together, including the parents."**

Mrs Jo Hicks, Head Teacher,  
St Gregory's Primary School,  
Dorset

Pupils at **East Hartford School in Cramlington** made their own meal using locally produced foods they collected as part of the borough's British Food Fortnight celebrations.

They visited several locations across the area to gather the foods they used: an allotment where they harvested potatoes and green beans and planted onions; a cheese farm where they watched cheese being produced; and a farm shop where they spent the morning with the butcher making sausages. One class event gave a Blue Peter-style demonstration on how to make an Apple Crumble! Class teacher, Lucy Nixon, said: **"We ended the week by using the local produce to prepare a whole school lunch."**





Gosford Hill School, Oxfordshire. Photo: Oxford Mail, Newsquest Oxfordshire

Pupils, parents and teachers at **Gosford Hill School, Oxfordshire** battled it out in the kitchen during a cooking competition to mark British Food Fortnight. 18 pairs of contestants had to make a main course for two using local ingredients and present their dishes to the head chef from a local restaurant. Sarah Scanlong, head of Design & Technology, said: **"There was a fantastic atmosphere. It was the first time we have involved staff and parents in a competition. It worked really well. Children worked with teachers, heads of years, classroom assistants, fathers, mothers and grandparents. There's already a waiting list for next year!"**



Gosford Hill School, Oxfordshire. Photo: Bicester Advertiser, Newsquest Publication

Children at **Old Bank Junior, Infant & Nursery School in Mirfield** were the first to try out the Yorkshire Forward Cooking Bus and Shelley College sourced local food from their local butcher and greengrocer to provide wonderful Yorkshire school dinners during the event.

Youngsters at **Overbury First School in Gloucestershire** launched their own book of Favourite Recipes to celebrate the Fortnight. 100 pages of tried and tested recipes, hand-written and illustrated in colour throughout were donated from children, family and friends and sold in the local stores to raise school funds.



Overbury First School, Gloucestershire. Photo: Journal Series, Evesham and Cotswolds

**"This is an ideal opportunity to celebrate food and promote local producers as well as to raise valuable funds."**

Val Wilkinson, Head Teacher,  
Overbury First School,  
Gloucestershire

Pupils at **Mayfield School in Chorley** followed in the steps of Jamie Oliver by making healthy lunches such as soups and fresh fruit salads with the help of kitchen staff and donations from Chorley retailers and market stallholders.

Children at **Occold Primary School in Norfolk** prepared a lunch of meatballs, roast pork, 'pigs in blankets' and local organic vegetables for their fellow pupils. **"The children have loved it,"** said Head Teacher Kevin Knights. **"They find it really enjoyable preparing the food and at the same time are also learning."**

**Captains Close School in Asfordby** near Melton invited parents and grandparents of pupils to come into the school to help with cooking activities. Pupils had written to lots of local companies asking them to help them learn more about traditional foods. As a result a local dairy donated several types of cheese for the children to sample; several local retailers and farm shops invited pupils into their stores for demonstrations; and another local retailer visited the school to give a talk which was followed by a school picnic.

Food Technology students at **Grove School in Market Drayton** were visited by a local food laboratory to explain about what is involved in food testing. Eleanor Davies, from the company, said: **"We really wanted to help the students to understand more about how the British food industry works."**



Grove School, Market Drayton.  
Photo: Eurofins Laboratories.

Year 6 pupils from **Field Junior School in Watford** are now cooking every week from a wartime recipe book having spent the Fortnight learning about rationing and the types of fruit and vegetables that were grown during the war to supplement rations.

**Ten after-school clubs in the borough of Hammersmith and Fulham** enjoyed a slap-up British Food Fortnight buffet in the Town Hall courtesy of local butcher Peter Heanen. The children created meat-based recipes as part of a competition to win an iPod music player. The winning recipe was pork chop with a mint, lemon and garlic glaze. Peter commented: **"This was a great opportunity to promote British regional produce and educate local children about healthy eating."**

**"British Food Fortnight has been an ideal opportunity for the children to apply their skills and knowledge in a practical and purposeful way."**

Head Teacher, Crick Primary  
School

Pupils at **Crick Primary School** spent the Fortnight cooking traditional British food which they then sold in a harvest market raising £195 for school funds.

5 A DAY coordinators from Herefordshire's Primary Care Trust showed pupils at **John Masefield High School** in Ledbury how to use fruit and vegetables in every-day dishes such as fruit salad, coleslaw, ratatouille and curry.





It was 'Food, Glorious Food' for children at **Ewelme Primary School in Oxford** thanks to parent, Jane Allen. She organised cookery days for each of the school's classes as part of the Fortnight. She helped the children produce pancakes filled with local apples and raspberries, watercress soup and fruit smoothies. All recipes were chosen to reflect local produce and healthy meals.

A **Wiltshire based school** held a competition in which each school year cooked a different meal using different British foods. The competition was part of a mass of activities organised to support the Fortnight: a trip to the farmers' market, visits from a bee keeper, special harvest festival, family food quiz, visit to a park to discover foods growing naturally to name a few!

**Girl Guides in Hoddesdon** celebrated the Fortnight with cookery and discussion. The guides, aged 10 – 14, debated topics such as fast food versus homemade, local shops against supermarkets and vegetarianism as opposed to eating meat and learnt how to cook toad-in-the-hole. Guider Claire Maynard said, **"Some of the Guides started off by saying they didn't like toad-in-the-hole and by the end of the meeting they had eaten their creations! The Guides now have an acquired skill and have learnt about the importance of local and British foods and how different political events affect how people view food."**



Students at **King Edmund's in Essex** prepared dishes using British fruits and vegetables in practical work. The canteen served traditional British dishes throughout the Fortnight and the Food Technology department treated the school to British cakes during lunchtime.

Local producer Barton Pickles showed pupils at **Sutton Oak Primary School in St Helens** how to make their own healthy sandwiches. Their teacher read them a book called 'The Big Sandwich' and facilitated a discussion on what is in different people's lunch boxes ending with a chart showing good and bad foods and explaining the difference.

**Thanet School's** children took part in a Stir Fry Friday and held a 5 A DAY assembly as part of British Food Fortnight. As they tried their hand at cooking they were even joined by their local MP and their Healthy Schools representative. Teacher Darren Waters said, **"A lot of the Year 6 kids ended the day with a real buzz and went home to ask their mums if they could cook stir fry."**



Thanet Stir Fry Friday. Photo: Isle of Thanet Gazette

**"It was a great way to spark their interest in healthy eating. I am sure there will be a few budding chefs following the visit."**

Steve Munkley, Head Chef  
Kensington's Royal Garden Hotel

Children at **Middle Row Primary School in London** were given a talk by a top London chef on the health benefits of eating fresh, seasonal produce. Pupils designed menus using British produce and the winners were given a guided tour of the kitchens at Kensington's Royal Garden Hotel.



Children from **17 primary schools in the London Borough of Hammersmith and Fulham** took part in a Smoothieathon competition to make the best fruit and vegetable drinks for British Food Fortnight. Councillor David Williams said: **"This was a fun way for children to learn about healthy eating and the variety of fruit and vegetables."** Sandra Martin, learning mentor at Wormholt Park Primary School, said: **"We tried out lots of different smoothie recipes over the two weeks. The children preferred the fruit to the vegetables though a lot of them were surprised how good the vegetable drinks tasted."** The Council ran a borough-wide competition challenging primary schools to come up with recipes for fruit and vegetable smoothie drinks.



The after-school cookery club at **Torwood House School in Bristol** made trifles and cooked roast beef and year 5 pupils invited other school members to a special Toy Tea Party with homemade lemonade and scones. Everyone enjoyed different healthy treats at breaktime throughout the Fortnight and there were lots of class activities with food diaries, poetry, role-playing and food dying.



**Over 100 pupils at Rolvenden Primary School supplied and cooked a special harvest lunch.**



Pupils at **Great Ellingham Primary School in Norfolk** made fruit salads and healthy snack bars to sell to parents as part of their food extravaganza in which they incorporated food activities in all their lessons.

Students at **Coleridge Community College in Cambridge** learnt to cook healthily with less salt, fat and sugar and increased fresh fruit and vegetables. They were served healthy food in the school cafeteria and given lessons in sports nutrition by the PE department.



Coleridge Community College. Photo: Cambridge Evening News

Pupils at **Mowlem School** visited Billingsgate Seafood Training School at Billingsgate Market. The 10 and 11 year olds were given a presentation of the varieties of fish that arrive at the market each day, followed by a demonstration of how to cook fish before a tasting session of what had been prepared.



Mowlem School. Photo: East End Life

**The Len Wastall Infant School** encouraged parents to cook healthy recipes at home and made a cookbook of children and staff recipes to raise money for school funds.

**Dolphin School in Berkshire** learnt about the three major food animals: cows, pigs and chickens. They made models of each animal, explored the products each animal produces and made sandwiches and cakes using the products. At the end of the Fortnight they all dressed up as animals, fruit, vegetables, farmers and butchers and had a school picnic.



Boy from Dolphin School dressed up as vegetables eating one of the sandwiches they made.

**"The children have really enjoyed discovering more about food and were fascinated by what they have learned."**

Lynne Rothwell, Dolphin School, Berkshire



Pupils at **The Ridgeway School in Swindon** invited the elderly to a lunch they had cooked using local and British produce. There were displays throughout the school showing where local produce can be obtained.

**Kirkley High School in Suffolk** organised practical cooking lessons during the Fortnight and designed healthy eating posters.

Students at **Harrogate College** prepared a special British Dish of the Day throughout the Fortnight – Shepherd's Pie, Cornish Pasties, Lancashire Hot Pot – and offered a special British Food Fortnight menu in their training restaurant.

**Secondary schools in Herefordshire** held 5 A DAY cookery sessions as part of their normal timetable of activities.



Years 4, 5 & 6 from **Cherry Trees Preparatory School in Suffolk** laid a silver service table and prepared and served a delicious 3-course lunch for parents who had been asked to donate £10 per head in aid of Cancer & Leukaemia in Children. During the Fortnight there were also school visits to an orchard, a dairy farm, the Greene King Brewery, Pakenham Water Mill to watch flour being ground and Pizza Express to make a pizza. The Fortnight culminated in a special harvest festival where children presented a harvest sheaf made with the flour they had watched being ground followed by a Mad Hatter's Tea Party.



International relations and advances in technology in the twentieth century have had a huge influence on how food fits into our lives. Here is a brief look at our attitudes towards the food we eat, how we eat, and how technological advances have influenced the equipment we have in our kitchens and the cook books we have on our shelves.

## What we cook

### Fresh produce

Traditionally Britain has always had excellent supplies of fresh produce but poor refrigeration and transport links meant that in the early 1900s it was rarely fresh unless it was very locally sourced. Vegetables and herbs were grown in kitchen gardens and fruit, the preserve of the rich, was grown in glasshouses and orchards. Citrus fruit was imported. During the war years, food shortages and rationing meant that diets became plainer yet produce, particularly fruit & vegetables, was fresh albeit lacking variety.

After World War Two imported fruits and vegetables began to appear in the greengrocers. As a result consumers slowly lost their concept of seasonality.

## Kitchen appliances

The role and design of the kitchen as a room in a home has changed a lot since the early 1900s. Much of this is to do with the equipment we find in the kitchens, driving and driven by the social changes there have been.

At the beginning of the 1900s many people were still cooking over a fire and taking food that they wanted to be baked to the local baker. Some houses did have ovens; these were fuelled by coal, gas or electricity but did not have regular heat settings as we know today. An experienced cook would be able to 'feel' the temperature of the oven but others would put paper or a little flour in the oven and assess the temperature depending on how long it took for the paper or flour to turn golden.

Great strides have been made in the aesthetics and efficiency of the oven. In the 1960s automatic electric cookers appeared which enabled the cook to put food in the oven, set the timer and the oven would automatically switch on and off at pre-set times.

During the two world wars the Ministry of Food gave women ideas of how to cook nutritious meals for their families on war time food shortages and rationing. One of the demonstrators was Marguerite Patten who, with Philip Harben, became the first TV celebrity chef in 1947.

In the 1950s, Johnny and Fanny Cradock, Constance Spry and Elizabeth David sounded the beginnings of a gastronomic revolt with Elizabeth David, in particular, enthusing about the Mediterranean dishes she had discovered on her travels.

The likes of Jane Grigson, Robert Carrier and Graham Kerr in 1960s and Delia Smith in 1970s continued to de-mystify the art of cooking.

The increase in restaurants serving foreign foods and the more we travelled in the 1980s meant that chefs such as Madhur Jaffrey and Ken Hom taught us how to cook dishes from abroad and Keith Floyd combined cookery with travel in his television series.

**"Britain has an estimated 171 million cookery books."**

Daily Telegraph,  
13 February 2006

# A potted history of British cooking

In the first half of the 1900s meat dishes needed longer, slower cooking to tenderise the meat because animals were older when slaughtered. Post-rationing excitement and the introduction of self-service shops in the 1960s changed this. Lamb, as opposed to mutton, became popular and young chickens known as broilers were produced. The self-service shops meant that produce such as meat was pre-weighed and packaged up as opposed to previously when larger pieces of meat were cut off on demand. Cuts of meat which cooked quicker became more popular.

### Preserved food

In the days before refrigeration, food not consumed immediately would have to be preserved by salting, drying, smoking or covering in fat. Seasonal gluts were used to make sweet and savoury preserves and relishes. Preserved food was often packaged commercially in tins.

During World War One and Two, and the intervening years, these supplies were much in demand. The Advisers from the Ministry of Food supervised the preserving of any summer time surplus produce to be redistributed as part of rations during winter shortages.

In the 1960s people started having freezers in their homes and products were developed ideally suited to home-freezing. Frozen peas and fish fingers were instant hits!

Today, the vast range of processed, packaged, canned and bottled foods in our shops use these same preservation methods.

Microwave ovens became readily available in the 1970s. Now about three quarters of homes in Britain have one.

Refrigerators in the early 1900s were simple and more like 'ice-caves' than the units we know now. They could only be relied upon to keep things cold, not frozen, and so perishables would be picked or bought to satisfy that day's needs. The first examples of refrigerators appeared at The Ideal Home Exhibition in 1920 and by 1939 a quarter of homes had one. When home freezers became commonly available, cooks could prepare double quantities of one meal so some could be eaten fresh and the rest frozen and saved for another day.

This is known as 'batch-cooking'.

**"There are few better places than the table to teach the young to be tolerant, to share, to be self reliant and easy mannered."**

Nan Berger OBE FHCIMA,  
school catering specialist

Quick boiling kettles and electric toasters were readily available in 1930 but housewives had to wait until the 1950s and 1960s for the majority of labour saving devices such as electric mixers and liquidisers as well as household equipment such as washing machines, vacuum cleaners and spin dryers. Now, bread-making machines and ice cream makers are becoming common place in many kitchens.

## The advent of the celebrity chef

Many homes would have had a copy of Mrs. Isabella Beeton's Book of Household Management in 1900. This book was a comprehensive guide to managing a household in the 1800s – the index at the front of the book is itself over thirty pages long!

The 1990s saw cookery programmes being promoted as entertainment shows – the most obvious example of this being Ready Steady Cook – and, as a result, the number of cookery books in shops has exploded.

The success of programmes such as 'Jamie's School Dinners' and Hugh Fearnley-Whittingstall's River Cottage has brought cookery programmes and books into a new era. These programmes are encouraging us to look again at what we are eating, how our food is produced and who produces it for us.

Extracts from Marguerite Patten's book, *A Century of British Cooking*, Grub Street, 2001. For a comprehensive source of information on the history of British food read *British Food – An Extraordinary Thousand Years of History* by Colin Spencer, Grub Street, 2004.





# Activities

The following pages provide inspiration and ideas for cookery activities for early years, primary and secondary children – plus suggestions of how these can be incorporated into the curriculum so that you will still be meeting your statutory targets.

All the recipe ideas suggested can be done by individuals or broken down into group activities. You will find the recipes themselves on the Teacher's Zone of our website [www.britishfoodfortnight.co.uk](http://www.britishfoodfortnight.co.uk)

Remember that teaching the basic cooking techniques is every bit as important as teaching children to read – these are life skills that will stay with children throughout their lives. If children learn the basic techniques properly then they will pick up other cooking skills more easily.

## Cooking equipment and facilities

Most secondary schools have a fully-equipped kitchen and every primary and nursery school will have cooking facilities somewhere in the building – even if it is only a small oven or microwave in the staff room. You could also bring a portable hob into school. If cooking facilities are not available, then possible alternative sites for the cooking lesson include kitchens in a local restaurant or pub, church hall or even town hall.

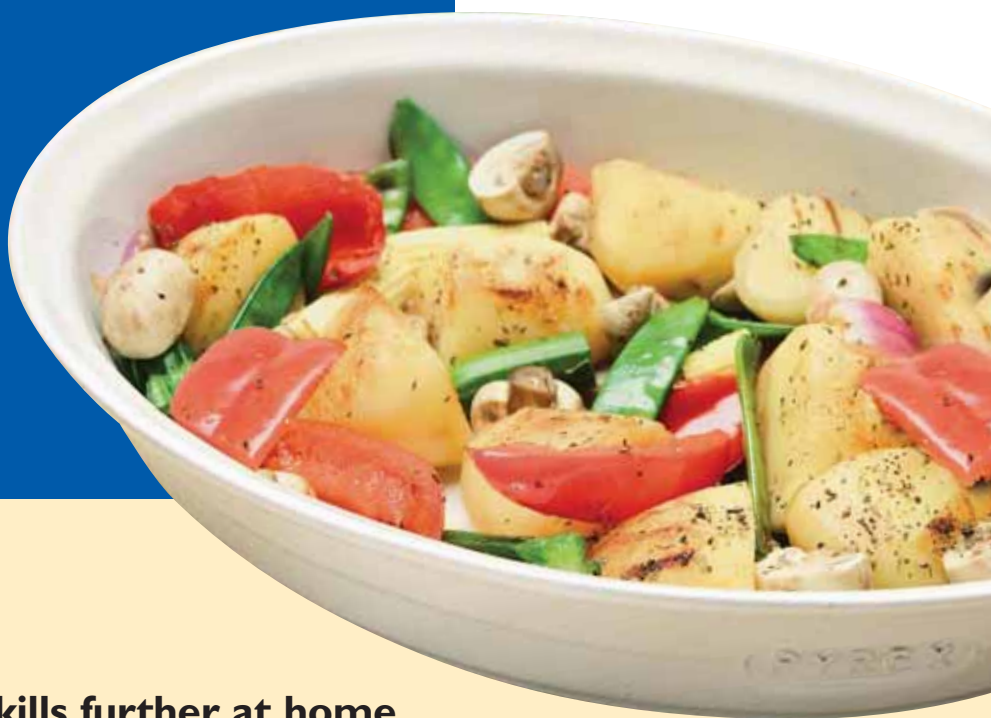
**EARLY YEARS**  
see pages 10-11

**PRIMARY YEARS**  
see pages 12-13

**SECONDARY AND PRUs**  
see pages 14-15

## STOP PRESS... STOP PRESS

Taking part in British Food Fortnight is a good opportunity to gain some local publicity for your school. Many schools taking part in previous years have been featured in their local papers and some were even featured on television. Media coverage can be a good way of thanking teachers, parents and children for their involvement. All the information you need to help you gain some local publicity – including sample media releases and a full list of media contacts in each region – is available on: [www.britishfoodfortnight.co.uk](http://www.britishfoodfortnight.co.uk) > schools > gaining publicity



# Homework

## developing their cookery skills further at home

Encourage pupils to cook an Apple Crumble with their parents on the middle weekend of the Fortnight. Apple Crumble is a classic British pudding and is perfect to make during the Fortnight when apples are in season.

This is an excellent dish for a family to cook at home as it uses a variety of skills including very basic ones so that even young children can be involved. Young children will be able to rub together the butter and flour and then mix in the sugar. Slightly older children will be able to prepare the apples which will need to be peeled and cut into pieces. The crumble will then need to be assembled and put into, and later taken out of, the oven – something best left to older children.

Bramley apples are the traditional English apple used in cooking but you can of course use an 'eating' apple in your crumble – when cooked they will have a firmer texture but they are sweeter so you will need to add less sugar.

There are some 650 British apple varieties available: each variety reflects the local area from where it first originated. Find your local apple variety and use it in your Apple Crumble. See [www.britishfoodfortnight.co.uk](http://www.britishfoodfortnight.co.uk) > how you can take part

You may like to add some spices such as ginger. Spices have been associated with British cuisine since they were first imported in Anglo-Saxon times.

Historically, oats were more likely to be found in the north of England because of the higher and wetter landscapes so why not add oats to the crumble mixture to celebrate this association?

And don't forget that during British Food Fortnight it is also time to pick blackberries. Why not spend some of the weekend foraging for blackberries which, when washed, can be mixed with the apple for some added colour! And the sweeter and juicier they are, the less sugar you need to add to the apple mixture.

**"58% of  
children would like  
to be taught to cook  
at school"**

Sodexo School Meals and  
Lifestyle Survey 2002



# Ideas for Early Years

## food facts

The original sandwich is said to have been a piece of salt beef between two slices of toasted bread and was named after John Montagu fourth Earl of Sandwich. It is more likely that he ate this as part of his working day at the Admiralty than, as some have suggested, because he spent so long gambling. [www.hinchhouse.org.uk/fourth/fourth.html](http://www.hinchhouse.org.uk/fourth/fourth.html)

The chicken is the closest living relative of T-Rex. [www.britishqualitychicken.co.uk](http://www.britishqualitychicken.co.uk)

"Baked potatoes were sold as street food from about 1835 onwards throughout the winter months. The cleaned potatoes were taken to the bakers to be cooked in large tins for about an hour and a half. They were then taken from the bakehouse in a basket protected by green baize to keep them warm and placed in tins, some of which were highly decorative with brass ornaments. The tins stood on legs with an iron firepot beneath, and there was also a compartment for butter and salt." Colin Spencer, *British Food – An Extraordinary Thousand Years of History*, Grub Street, 2004.

## EQUIPMENT REQUIRED

### For the sandwich:

1 knife & a plate per child

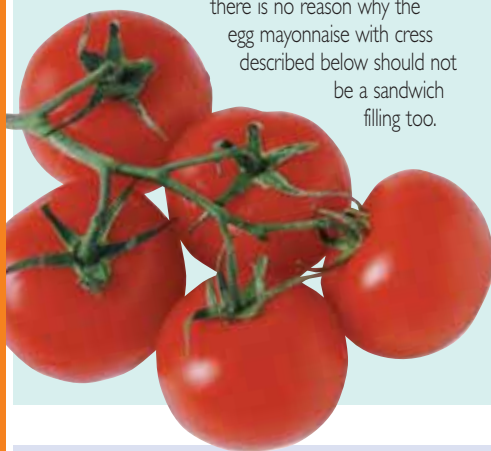
### For the baked potato:

A sink for washing potatoes; Bowl and a fork to mash eggs and mayonnaise; Oven or microwave to cook the potatoes; Saucepan and hob to boil the eggs; 1 plate, knife & fork per child to eat it

Children in the Foundation Stage should be familiar with activities such as washing, peeling, spreading, tearing, assembling and mashing. Develop these skills by making a sandwich or preparing a baked potato and filling.

### Assemble a sandwich

Give children a choice of what they would like to put in their sandwich: local ham, local cheese, slices of tomatoes, slices of pepper, watercress... Children can then **spread** the bread with butter; **tear** slices of ham or chicken and so on. And of course there is no reason why the egg mayonnaise with cress described below should not be a sandwich filling too.



When making sandwiches try to use wholemeal bread as it contains more protein and fibre than white bread – if a wholemeal bread sandwich is ambitious try using one piece of wholemeal and one piece of white bread per sandwich instead.

What about using pastry cutters for interestingly shaped sandwiches? Children could choose the shape depending on the content of the sandwich: a chicken shape for egg, pigs for ham...

For a sweet alternative, children could make their own jam or marmalade sandwiches – maybe you could link this in with reading Paddington Bear stories?

This is a good opportunity to explain to children that different types of produce need to be stored in different places, for example, the ham and cheese should be kept in the fridge but bread should not.

Perhaps making the sandwich could be preceded by a trip to a local dairy where you can see the milk being turned into butter and cheese? Or why not visit a local mill to see flour being ground or a bakery to see the flour being turned into bread? Show children other types of food that are made with flour, for example, pasta and cakes.

### Baked potatoes with egg mayonnaise and cress

Begin by asking children to **wash** the potatoes. Get potatoes that are small enough so that each child has his own. Ask them to draw the shape of the potato so that they can compare this to the potato after it has been **baked** in the oven. Can the children think of other ways to eat potatoes?

Show the children what a raw egg looks like when you crack it into a bowl. Explain that you are going to **boil** the eggs and then they will become hard. What other ways are there to cook eggs?

When the eggs have **boiled** and cooled, ask the children to **peel** the shells from the eggs making sure that they put the shell in one bowl and the egg in another. They can then **mash** the egg and **mix** it with the mayonnaise. They could mash the egg with a potato masher or a fork. Once they know how to mash, they will be able to help their parents make mashed potato at home!

Ask the children to **assemble** their plate of food – give each child a baked potato which has been cut in half, the child can then add his own egg mayonnaise mix and garnish this with cress.

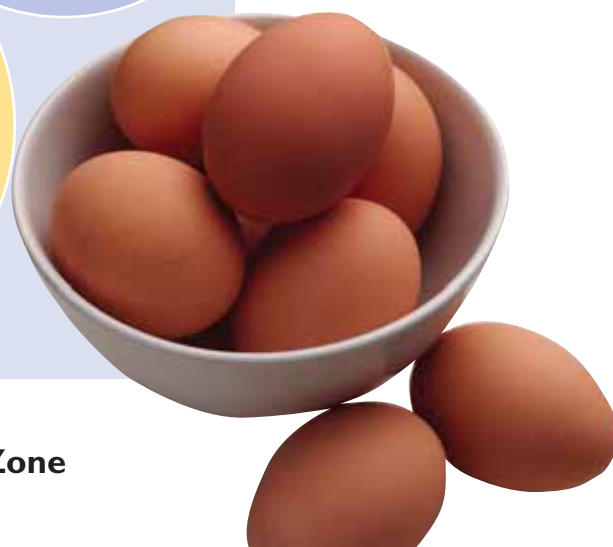
Potatoes can be categorised into two kinds: waxy and floury. Waxy potatoes are firmer and hold their shape. Floury potatoes are softer and break up more easily.

For a good baked potato, the British Potato Council suggests that it is better to go for a more waxy variety such as Cara or Marfona.

Did you know that the largest egg ever had five yolks and was 31cm around the long axis? And the heaviest egg weighed 454g – that's six times heavier than a large egg from the shops.

[www.britegg.co.uk](http://www.britegg.co.uk)

To tell how fresh an egg is without cracking it: place the egg in enough water to completely submerge it. A very fresh egg will sink to the bottom but a stale egg will float on the surface of the water. Do not eat the egg that floats on the surface.



Detailed recipes for these activities are on [www.britishfoodfortnight.co.uk](http://www.britishfoodfortnight.co.uk) > Teacher's Zone



# Incorporating cookery into the curriculum

## ■ Communication, language and literacy

Give the children a list of ingredients which includes the ones they used to make their sandwich or baked potato. Ask them to create a list of the ingredients they used from this. Encourage children to look for these ingredients the next time they go shopping with their parents. Can the children find these ingredients on the labels of other food items?

Ask the children for ideas in order to compose a simple thank you prayer for the food they have prepared. The prayer can be said by the whole class before they eat their food. All faiths have an element of prayer so this activity will cross all boundaries. The prayer does not have to be religious, it can simply say why they are grateful perhaps to their teachers or to the farmers who produced the food.

## ■ Mathematical development

Get the children to count out how many eggs or potatoes you have in front of you. You need one potato per child so how many potatoes do you need in total? Do you have enough?

One potato, two potato,  
Three potato, four:  
Five potato, six potato,  
Seven potato more.

One potato, two potato,  
Three potato, four:  
I liked mashed potato,  
Can I have some more?  
Pleeeeeease!

Add in other types of potato that the children like: jacket, roast, chipped, new, sweet etc.

198 different  
varieties of potatoes were  
grown in Britain  
in 2005.

British Potato Council



Ask the children to describe the shapes of the ingredients. For example, does the egg roll around on the table or is it flat? Does it have any sharp edges? Should an eggcup be round, square or a triangle in order to hold the egg?

## ■ Personal, social and emotional development

Make the 'home corner' into a shop for the Fortnight – ask the children to role play being the farmer bringing his food to the market, being the shop-keeper manning the shop and being the customer doing their weekly shop.

When it comes to serving a meal or snack, get the children to take it in turns to help lay the tables, serve the food and clear away at the end. Perhaps the children would also like to take it in turns to announce the food they are about to eat to the group?

## ■ Creative development

Cooking is in itself an opportunity for children to develop their creative side: what about creating a 'picture' by making an open sandwich?

Get children to draw the process by which they completed the cooking challenge. You may have found it easiest to get children into groups with each group doing a different part of the cooking challenge in which case they could draw that stage and all the stages could be put together as one big display.

Suggest foodie themes such as 5 A DAY for children to use when decorating paper plates or hats.

## ■ Knowledge and understanding of the world

Ask the children to think about where the ingredients they cooked with came from: explain to them that all food comes from 'seas and rivers', 'plants', 'trees' and 'farm animals'. Ask children to think about the potato: is it hard or soft, hot or cold, what does the skin feel like? Where did the potato come from? What does a potato plant look like? Explain that because the potato comes from the ground, we need to wash it before cooking it.



5 A DAY Hat, Eppleton Primary School, Hetton.  
Photo: Tony Colling, Sunderland Echo

What about the egg? Perhaps you have some local hens that the children could go and see and some of them may even be brave enough to go and pick the eggs from the chicken coup. Alternatively, watch free range chickens roam on [www.clarencecourt.co.uk/HenCam](http://www.clarencecourt.co.uk/HenCam)

Grow your own cress ready for the cooking challenge. It only takes 7 days and is a simple way of enabling children to eat something they have grown themselves – for instructions go to [www.bigeyedowl.co.uk/activities-growing.htm](http://www.bigeyedowl.co.uk/activities-growing.htm)

Explain that we all need to eat and drink to grow, be active and be healthy – including plants and animals. Perhaps you would like to put out a bird feeder. To find out how to make one go to [www.bigeyedowl.co.uk/FavouriteCraftRecipes](http://www.bigeyedowl.co.uk/FavouriteCraftRecipes)

## ■ Physical development

Ask the children to act out nursery rhymes about food.

In your playground you could draw four large circles – one for each season. Why not get all the children together and then call out different foods – the children then run to the appropriate circle. You could also ask children to identify whether a food is from the seas and rivers, plants, trees or a farm animal.

Chick,  
chick, chick, chick,  
chicken,  
Lay a little egg for me.  
Chick, chick, chick, chick, chicken,  
I want one for my tea.  
I haven't had an egg since Easter,  
And now it's half past three.  
So, chick, chick, chick, chicken,  
Lay a little egg for me.



# Ideas for Primary Years

In their Primary Years children should be able to slice, chop, wash, grate, peel, spread, knead, cream and mix. Develop these skills by making soup or preparing a Shepherd's Pie. Activity should be adjusted according to whether Key Stage 1 or Key Stage 2 children are being taught and to take account of facilities available.

## Seasonal root vegetable soup with homemade bread and grated local cheese

Children can **wash** the vegetables under a tap, **peel** them with a vegetable peeler and **chop** them up ready for the soup. Add water or stock and **boil** vegetables. Explain to children that if vegetables are cut in different ways they make different shapes which can be used for different cooking methods. For example, vegetables can be sliced thinly into rounds and fried for crisps, chopped into cuboids for chips, quartered for wedges...

Children can also make some bread. They will need to **knead** the dough, observe what happens to it as the yeast becomes active and then observe what happens when it is baked in the oven.

If you are using hard cheese, children can **grate** and sprinkle it onto a slice of bread or into the soup just before serving. You could put the bread and cheese under the **grill**. Children can then observe what happens to the cheese when it has been heated and compare cheese **melted** at



different temperatures. If you are using a soft cheese, children can **spread** it onto the bread. This also can be placed under the **grill**.

If the class is not going to make its own bread, why not organise a class trip to a local baker? Or what about going to a local cheese maker who will be able to explain how cheese is made?

Explain that vegetables and bread come from plants (bread being made from wheat), whereas cheese comes from milk which comes from animals. Ask the class what animals milk comes from? Can cheese be made from milk from all of these animals? Consider doing a tasting in class so that children can sample cheeses made from cow's milk, sheep's milk and goat's milk.

You may like to serve the soup chunky and as it comes or, especially if the vegetables have been chopped to different sizes, smooth. This is an opportunity to teach children about how to use a **hand-held blender** safely. When they know how to do this, they will be able to make other things such as smoothies for themselves.

Soup is the oldest known food and the first recorded soup recipe was of a barley soup from a Roman cook book.

[www.soupkitchen.org.uk](http://www.soupkitchen.org.uk)

# food facts

Shepherd's Pie was regularly found on tables in the 1930s when there was a resurgence in cooking traditional British fare. At that time, Sunday was invariably a day for a roast joint with seasonal vegetables; on Monday (considered to be a busy day with lots of washing to be done) the main meal would consist of cold meats with chutneys and pickles; and Tuesday's meal would be Shepherd's Pie or Cottage Pie to use up the remainder of the meat from Sunday's roast. Shepherd's Pie is made with lamb and Cottage Pie contains other meats. Today we have smaller joints of meat so this no longer applies and Shepherd's Pie is generally made with fresh meat. Taken from Marguerite Patten, *A Century of British Cooking*, Grub Street, 2001

## Why eat 5 A DAY?

Fruit and vegetables help set you up for a healthier lifestyle. Best of all, there is so much variety to choose from, all year long, there are enough types to keep even the fussiest eaters happy.

To get the best health benefits, your 5 A DAY portions should include a combination of a variety of fruit and vegetables. That is 5 portions altogether, not 5 portions of fruit and 5 portions of veg.

## Here are 5 great reasons to eat 5 portions of fruit and vegetables A DAY:

- They're packed with vitamins and minerals.
- They can help you to maintain a healthy weight.
- They're an excellent source of fibre and antioxidants.
- They help reduce risk of heart disease, stroke and some cancers.
- They taste delicious and there are many varieties to choose from.

For further information see [www.5aday.nhs.uk](http://www.5aday.nhs.uk)

## EQUIPMENT REQUIRED

### For the soup:

A knife and chopping board; Vegetable peeler; Cheese grater; A saucepan and hob; Grill (if grilling cheese on toast); Hand-held blender – optional; Cups or bowls and spoons to eat it

### For bread:

Bowl to mix dough; Oven to cook bread

### For the Shepherd's Pie:

A knife and chopping board; Vegetable peeler; Potato masher; Frying-pan and Saucepan; Cooking Dish; Knife, fork & plate per child to eat it

If you teach children how to use a small, sharp knife sensibly they will be able to cut things more easily – and it's far better to learn under adult supervision than independently.

BBC Website

## Shepherd's Pie

In the process of making a Shepherd's Pie, children will have to prepare the potatoes for **boiling** by **washing**, **peeling** and **chopping** them. They will then have to **mash** the cooked potatoes and, possibly, **mix** in some butter or milk. In the meantime, they will need to **chop** an onion (and this is an opportunity to show children that it is easier to chop an onion leaving the root intact so that it will not fall apart) and **sweat** the onion. The meat will have to be **fried** off too.

What happens to the colour and texture of the onion and meat when they are cooked in these

ways? Is there a smell associated with this? Explain that both of these are examples of heat transfer. What happens to the temperature when they add liquid to the mixture?

Children then have to **assemble** the dish in a safe and hygienic manner.

Encourage children to think about the types of equipment that are needed to make this dish. Why do frying pans tend to have larger, flatter surfaces whereas saucepans tend to have higher sides? Can you put a frying pan into the oven?

Talk to children about safe handling and storage of food before and after it has been cooked.

Shepherd's Pie combines at least two of the food groups found on the Food Standards Agency's 'Balance of Good Food' model. See [www.food.gov.uk](http://www.food.gov.uk). What other dishes could the children prepare to serve with a portion of Shepherd's Pie in order to make it a completely balanced meal?



Detailed recipes for these activities are on [www.britishfoodfortnight.co.uk](http://www.britishfoodfortnight.co.uk) > Teacher's Zone



# Incorporating cookery into the curriculum

## Numeracy

Use the recipes and practical cooking to teach children about numbers – integers, non-integers, weights and measurements.

Chop fruit and vegetables to talk about fractions (cut an apple into quarters for example) at the same time as explaining the 5 A DAY message.

Measure the temperature of the soup at different stages in the cooking process and record this data to create graphs and tables.

Ask the class to work out the cost of the dish they have cooked: as a whole and then per portion.

## Literacy

Can your class think of a soup beginning with each letter of the alphabet? In her 'Book of Household Management', Mrs Beeton includes eighty different soups from all over Britain. Her list includes almond soup, bread and potato soup and lobster and turtle soup.

Ask the children to write a story or a poem about the food they have cooked.

If a chef has come into the school, get the children to write him a thank you letter in which they include some of their thoughts about the session – what did they like about it, did they like the food they tried? Children could also write thank you letters to any shops or producers that may have supplied food.

Ask the children to write up the recipe and method of the dish they made so that they can go home and cook it again with their parents.

## Design & Technology

Ask the children to describe the ingredients before and after heat was applied. How have the appearances, tastes, smells and textures changed? Why, with respect to cooking times, is it important that vegetables are chopped to roughly the same size? Would the vegetables take longer to cook if they are larger? And what if they are smaller – or even grated? Are there any ingredients used in the dish that they could have eaten raw? If so, how should they prepare these ingredients so that it is safe to do so?

Compose a class list of all the things the children had to think about in terms of hygiene and safety when handling food and equipment.

Read about the developments in kitchen appliances over the years – use the information on page 8 as a starting point. Ask the children to design a kitchen appliance for the future.

## PSHE/Citizenship

Use the meal that the class has cooked as an opportunity to host a lunch party – maybe people from a local old people's home or even another class from the school could attend. The Government is encouraging schools to open up to the community. Mix the different ages together so that they benefit from each other's company.

Take children out on a farm visit to see animals being reared or crops being grown. Use this as a starting point to explore issues surrounding animal welfare and food production.

## Science

Teach children about the Food Standards Agency's 'Balance of Good Health' model and its five food groups. See [www.food.gov.uk](http://www.food.gov.uk). Get the children to keep a food diary and, from that diary, to work out whether or not they are eating enough of each food group. This is an opportunity to teach children about the 'more of some and less of the other' principal. Are the children getting 5 portions of fruit and vegetables a day? Suggest to children ways in which they can increase the number of portions of fruit and vegetables they have in their diet.

This is a good opportunity to talk about portion sizes too.

Explain that animals and plants need food and water for energy. In the case of crops, the energy is converted into bigger crops like bigger potatoes and in the case of animals the energy helps us grow and produce milk.

## FOOD FUN THANK YOUS

At our school we have been celebrating British Food Fortnight, 'putting the Ooo back into food'.

We wrote to lots of local people and companies to ask them if they could help us to learn more about traditional foods and wanted to thank them.

The Co-op in Melton gave us £15 of vouchers to spend on food for our projects, so our headteacher took four children shopping. Then 25 children went to visit Tesco to learn what is produced in its bakery. A special thanks to Chris, Margaret and Trish for looking after us so well.

Long Clawson Dairy very kindly donated several types of cheeses for the children to sample.

Hilary, of Tuxford and Tebbutt, visited our school to teach us how they produce cheese. Mrs McAllen, Mrs Davies, Mrs Hart and Mrs Misiuda, who are parents and grandparents of our children, came in to school to help with cooking activities and we appreciate their continued support.

The children really enjoyed their time at Mr and Mrs Hatherley's farm and had fun feeding the animals at Mr and Mrs Davies' farm.

Brockleby's Farm Shop has also invited us to come and visit, so we can watch some of its food production.

Thank you very much to everyone who has been able to help.

**"It is also  
extremely good for our children to  
meet other people particularly in these  
days where families are not necessarily  
so close together."**

Allyson Taylor, Head Teacher, St Mary's Primary School, Fownhope that has opened its doors to its elderly neighbours to ensure everyone has a healthy meal.

**"British  
Food Fortnight provides  
a focus for schools working  
to develop healthy eating."**

Department for Education  
& Skills



# Ideas for Secondary and PRUs

When children enter their secondary education, they should be equipped with a host of cooking skills and familiar with a range of different cooking techniques. Put these skills into practice by asking pupils to create their own dish using seasonal British produce.

In deciding what dish to make, pupils need to consider the following:

- the dish should reflect a balanced diet i.e. protein, carbohydrates, vitamins and roughage
- implications on nutritional value of the cooking method they plan to use i.e. frying, grilling, baking
- the dish should use a variety of cooking techniques and the student should demonstrate a knowledge of the right equipment to use to carry out these techniques
- the finished dish should be presented in an aesthetically pleasing way
- the whole activity needs to be carried out safely and hygienically.

Additional challenges could include taking into account specific dietary needs like cooking for a coeliac (someone who must have a gluten-free diet) or people with allergies.

You may want to give students a list of ingredients from which they have to create their meal. Please visit the 'Teacher's Zone' on our website [www.britishfoodfortnight.co.uk](http://www.britishfoodfortnight.co.uk) where you will find a list of seasonal British produce available during the Fortnight. Use this as a basis for your list adding local dairy produce, meats that are distinct to your area, herbs and spices.

From such a list, students could decide to cook, for example, **Pork Burgers with an Apple Sauce, Steamed Seasonal Vegetables and Potato Wedges**. Served with consideration to portion sizes, this is a balanced dish containing potatoes, meat, fruit and vegetables. It also uses different cooking techniques and this will mean the food components will have different textures. The contrast in textures and colours help with presentation.

If using this example, pupils will:

**Shape** the minced meat into burgers. Would they need something to **bind** the burgers? Perhaps it would be nice to add some flavours into the burgers – why would it be more appropriate to add



sage and onion to the pork as opposed to horseradish? The burgers would then be **fried** off – how could frying the burgers be made healthier? Does the fat in which the burgers are fried impact on this? Perhaps a healthier alternative would be to fry the burgers in oil (which reaches a higher temperature than butter or lard) to colour the burgers and then finish off the cooking process in the oven? Or would **grilling** be an even better alternative?

For the apple sauce, the apples need to be **peeled, cored** and **sliced** before **stewing** with some water. Students may wish to serve the sauce completely smooth, in which case they will need to use a **hand held blender**.

Where do our food associations come from? Why is it that pork works so well with apples and lamb with mint, for example? What would the impact on the flavours be if you served pork with mint and lamb with apples?

The vegetables are to be **steamed**. What equipment does this cooking method require? Can students think of creative ways of steaming their vegetables using everyday kitchen equipment and, therefore, not investing in a steamer? What about using a colander in a large saucepan with a little water in the bottom. With a lid on top, vegetables in the colander would be steamed.

The potato wedges are **roasted** in the oven. Should they be peeled beforehand? The answer to this depends on how the vegetables have been grown. Are they organic, can students trace provenance – this is an excellent opportunity to debate such food issues.

Students should think about the size and shapes they decide to cut the vegetables into. How will these decisions affect the cooking times of the vegetables and the final presentation of the dish?

## food facts

### Government guidelines for a Healthy Diet

- Enjoy your food.
- Eat a variety of different foods.
- Eat the right amount to be a healthy weight.
- Eat plenty of foods rich in starch and fibre.
- Aim for at least 5 portions of fruit and vegetables a day – tinned, frozen, dried and juice count too.
- Don't eat too many foods that contain a lot of fat.
- Don't have sugary foods and drinks too often.
- Drink plenty of water throughout the day.

### Top tips to make sure you are getting your 5 A DAY

#### Vegetables

- Everyone loves corn on the cob! Buy a pack of mini ones, freeze and cook them.
- Peppers, mushrooms, onions or pineapple on your pizza topping count as 1 portion.
- Liven up soups and sauces with a handful of kidney beans, peas or corn.
- Ditch the crisps! Chop up sticks of celery, cucumber and sweet pepper and dip them into salsa or guacamole.
- Add some crunch to your sandwiches with lettuce, tomatoes, cucumber or grated carrots.
- Stir in a handful of fresh or frozen vegetables into pasta, soup or noodles.
- Chop up lots of vegetables and use them in a stir-fry. Quick, easy and super healthy.

#### Fruit

- Swap chocolate for apples. They're just as sweet and better for your teeth.
- Eat a piece of fruit or a glass of juice every day for a refreshing start to the day.
- Open a tin of fruit in natural juice for an instant healthy pudding.
- Don't throw away over ripe fruit – use it to make a delicious smoothie.
- For extra sweetness, chop fruit onto your cereal or stir it into desserts.
- Wash down lunch with a glass of orange juice – a medium glass counts as 1 portion.
- Make ice-lollies by pouring fruit smoothies, 100% fruit juice or pureed fresh fruit into ice lolly moulds and freezing them.

For further information see [www.5aday.nhs.uk](http://www.5aday.nhs.uk)

I hear and I forget  
I see and I remember  
I do and I understand

Chinese Proverb

## EQUIPMENT REQUIRED

### For example given:

Frying pan; Bowl for mixing burger ingredients; A knife and chopping board; Vegetable peeler; Saucepan; Hand-held blender – optional for apple sauce; Hob and Oven; Plate, knife & fork per student

Ideas for recipes for secondary children are on [www.britishfoodfortnight.co.uk](http://www.britishfoodfortnight.co.uk) > Teacher's Zone



# Incorporating cookery into the curriculum

## Numeracy

Use the meal that the students cook and the Food Standards Agency's 'Balance of Good Health' model to teach the children about percentages. See [www.food.gov.uk](http://www.food.gov.uk). What percentage of our diet should be made up of carbohydrates? Does the meal the students cook have the correct percentage proportions?

Photocopy an imperial recipe and ask pupils to convert it into metric measurements.

### Conversion Table

|                 |   |                       |
|-----------------|---|-----------------------|
| 1 Ounce (oz)    | = | 23.85 Grams (g)       |
| 1 Pound (lb)    | = | 0.4536 Kilograms (kg) |
| 1 Pint (pt)     | = | 0.568 Litres (l)      |
| 1 Gram (g)      | = | 0.035 Ounces (oz)     |
| 1 Kilogram (kg) | = | 2.2 Pounds (lb)       |
| 1 Litre (l)     | = | 1.76 Pints (pt)       |

## Literacy

Debate is a powerful way to engage students in a subject with which they may be unfamiliar. It offers them the opportunity to research material representing a wide range of viewpoints, to question others, to listen to differing views and to make their own informed decisions.

**"It's the beginning of British Food Fortnight. Eat British — that's the way forward! I'm quite excited about the thought."**

Jonathan Ross, Radio 2

### Consider a class debate on:

- What makes a healthy diet?
- Is our diet more or less healthy than it was 100 years ago; 20 years ago?
- Have advances in technology made cooking more or less of an important activity for society?
- Celebrity chefs: entertainers or social reformers?

You could use some of the themes in the History of British Cooking on page 8 as topics for these debates.

## Design and Technology

The cooking challenge falls within this subject area. Consider making a complete project out of the challenge. Ask students to develop a plan for producing their meal as part of a ready-made meal range to be sold in a supermarket. How would their finished product be positioned in the marketplace? What type of packaging is required? What would be the design of the packaging? How would the nutritional content be clearly displayed for the consumer?

To add another dimension to the project, ask students to take into account different pricing criteria. This would be an opportunity to discuss the different cuts of meat. Why are some cheaper than others? Why are some suited to long, slow cooking at lower temperatures and others to faster cooking at hotter temperatures?

## PSHE/Citizenship

Look at the supply chain of how produce gets from the farmer to students' homes. What are the effects of climate, terrain and socio-economic factors on this? How has the local and national media reported this? Look for references to 'food miles' and 'environmental footprints'. Is there anything that students can do, as individuals, a school and a community to make a difference?

## Science

Ask students to think about how the food they want to eat varies according to the time of day and also the time of year. It is interesting to note that we need to eat heartier meals in winter than in the summer time and that the seasonal produce available in the winter lends itself to warming soups, stews and casseroles whereas in the summer when we want to eat lighter meals like salads, the produce available is more suited to these dishes.



Talk to students about preserving food, particularly when there is a seasonal glut. Produce is preserved so that when fresh fruit and vegetables are harder to come by in the winter months, it is still possible for students to include 5 pieces of fruit and vegetables a day into their diet.

**"Foods tend to go well with other foods that are grown or reared in the same locality e.g. trout and watercress; pork and apples; and beef and winter horseradish."**

Rob Rees MBE,  
Cotswold Chef

## Metric vs. Imperial

Many recipe books give metric and imperial measurements. Whilst metric measurements may seem more accurate than imperial ones, some metric measurements are difficult to achieve on domestic scales. Domestic scales may not be accurate enough to measure 115g yet 115g = 4oz which is more easily measured on the scales. In practice, the important thing for each recipe is to stick to only imperial or only metric as this will ensure correct proportions.



# You are not alone

Chefs and cooks in the major chef associations, catering organisations, catering colleges and others are on hand to support you in teaching your pupils how to cook. The following organisations are all committed to working with schools during British Food Fortnight.

## RESOURCES **Contact them direct to find out if they have resources locally that can help you.**

### Academy of Culinary Arts

**"The Academy of Culinary Arts, Britain's leading association of Head Chefs and Restaurant Managers, is delighted to work with British Food Fortnight and is proud to be supporting chefs working in schools."** Sara Jayne Stanes, Director, Academy of Culinary Arts.

The academy has over 200 members. Its principal function is to promote public awareness and appreciation of the highest standards of food, cooking and service by example and education. A vital element of this is a commitment to good practice and to the highest standards of food provenance and food quality. They also aim to attract young people into the industry and to motivate them through training. The Academy runs the 'Chefs Adopt A School' programme that already teams 200 chefs with schools across the country. The workshop sessions that they organise integrate with Key Stages 1 and 2 of the National Curriculum.

Contact: Alexandra Sinclair Tel: 020 8673 6300  
Email: alexandra@academyofculinaryarts.org.uk  
www.academyofculinaryarts.org.uk

### ARAMARK

**"ARAMARK is really excited about British Food Fortnight. We are encouraging all our executive chefs to work with schools this year."**

Frazer Rendell, Retail Promotions Director, ARAMARK. A leading provider of catering and hospitality services with about 1,000 chefs. It is happy to arrange for schools and colleges to visit catering units or to use its facilities to support cooking lessons. Alternatively executive chefs from the company can visit local schools to give talks and cooking demonstrations.

Contact: Jo Higgins Tel: 020 7090 1422  
Email: higgins-jo@aramark.co.uk

### British Culinary Federation

**"The British Culinary Federation is encouraging its members across the UK to get in touch with a local school and take part in British Food Fortnight."** Graham Crump, Chairman, British Culinary Federation.

The BCF has 600 members and encourages people throughout the industry. It has an active development programme for young people, giving them the opportunity to experience catering in a number of establishments.

Contact: secretary@britishculinaryfederation.co.uk  
Tel: 01789 491218

### Compass Junior Chefs' Academy

**"As the largest food service organisation in the UK and Ireland, Compass Group has a long term commitment to the development of young people within hospitality. The Junior Chefs' Academy (JCA) gives operating companies within Compass the opportunity to invest in the future of the industry, and in their local schools, colleges, universities and communities."** Mike Stapelton, UK Corporate Affairs Director,

Compass Group UK & Ireland. Provides 12-16 year olds with a basic grounding in food preparation and cooking through a 15-week course held at Further Education (FE) colleges on Saturday mornings. Since its inception 2,000 school children have graduated from the JCA and 100% growth is expected within the next year as the number of participating FE colleges nearly doubles. Under the scheme, the colleges provide facilities free of charge, as Compass supports the programme's teaching and technician fees, uniform and laundry, marketing and administration costs. Students pay approximately £5 per week to cover food costs, but inability to pay is not prohibitive, as in most cases Compass contributes to these fees.

Contact: jca@compass-group.co.uk www.compass-group.co.uk/jca/

### Country Markets Ltd

**"Country Markets Ltd feels strongly that teaching young people to cook is a vital way of developing their knowledge and skills for lifelong healthy eating habits, and how better to do this than work with chefs and teachers in our schools. We will, therefore, help and encourage schools local to Country Markets during the Fortnight and beyond."**

Margaret Cliff, Chairman, Country Markets Ltd. There are 450 markets around the country selling delights such as baked goods, savouries, vegetarian dishes, preserves and honey. All must be home-produced so there is a wealth of talented cooks on hand. To find your nearest market to request their help go to

www.country-markets.co.uk or Tel: 01246 261508

### Craft Guild of Chefs

**"The Craft Guild of Chefs is delighted to be involved with British Food Fortnight when we will be adopting a hands on cookery approach through our membership to inspire young people about the delights of cooking and British produce."**

Steve Munkley, Vice President, Craft Guild of Chefs. The Craft Guild is the largest and most diverse chefs organisation in the UK. It has 1,800 members who come from all aspects of the foodservice and hospitality sectors working in a wide variety of positions from trainees to top management. The Craft Guild runs educational schemes, such as the Craft Guild Graduate Awards and junior chefs' academy.

Contact: Suzanne Barshall Tel: 020 8948 3870

Email: enquiries@craftguildofchefs.org or www.craftguildofchefs.org

### Master Chefs of Great Britain

**"The Master Chefs of Great Britain is one of Britain's leading chefs association with the promotion of the best of British food at the heart of its ethos. Its membership represents some of the top Head Chefs and Chef Patrons in the industry all dedicated to using locally sourced food. The association is delighted to work with British Food Fortnight and is proud to be encouraging chefs to work in schools."** George McIvor, Chairman,

The Master Chefs of Great Britain. The MCGB has over 200 members. It provides an excellent training ground for young chefs coming into the industry through its own training programme. Sourcing the highest quality produce and preparing it on the premises is key to the success of its membership who put their culinary talents to good use through a variety of charitable events.

Contact: Susan McGeever Tel: 01884 35104

Email: masterchefs@msn.com or www.masterchefs.co.uk

### Professional Association for Catering Education

**"PACE is pleased to be actively encouraging catering colleges across England and Wales to work with schools during British Food Fortnight: colleges will invite schools in for cooking demonstrations and suggest to their alumni that they run sessions for schools."** Jim Armstrong, Chief Executive, PACE.

PACE aims to encourage catering educational institutions to work together to manage the challenges of continual change within hospitality and catering education.

Contact your local college to find out more.

### Women's Institute

**"The Women's Institute supports British Food Fortnight in its effort to help inform young people about the variety of food grown in Britain and teaching them how to cook locally sourced products. Increasing the public's awareness of, and access to, local food will help ensure a healthy population."** Fay Mansell, Chair, National Federation of Women's Institute.

The WI is the largest voluntary organisation for women. It has 215,000 members across England, Wales, Isle of Man and the Channel Islands.

Members are grouped together to form 70 federations, each with a regional office. Many of the federations have access to kitchens and a large number of members have expertise in food education. To find your local federation visit: [www.womens-institute.co.uk](http://www.womens-institute.co.uk) > Find your WI

### Other organisations that can help you teach your pupils how to cook:

The Kids' Cookery School, London, has produced **The Kids' Cook Book** which has been "tried and tested by kids for kids". It uses colourful and fun icons to help children prepare and cook meals using fresh ingredients and inspires and educates children about food. To order your copy Email: [info@thekidscookeryschool.co.uk](mailto:info@thekidscookeryschool.co.uk) or Tel: 020 8992 8882

**"CAALS – Cookery As A Life Skill** is delighted to be supporting British Food Fortnight. During this time we will be delivering lessons in which pupils will be creating meals using local, raw ingredients and transforming them into interesting, exciting and healthy British dishes." Elly Mercer, CAALS. CAALS works with children and young people from 4 – 18 years of age in mainstream schools and special educational needs schools within both the independent and state sectors. It offers practical classes that integrate well within the school curriculum and can also create classes for after-school clubs and parent and children workshops. Contact: Elly Mercer Tel: 01784 497061 Email: [ellyj.mercer@virgin.net](mailto:ellyj.mercer@virgin.net) or [www.caals.co.uk](http://www.caals.co.uk)

**British Hospitality & Restaurant Association** 40,000 hotels, restaurants, caterers and clubs. Many hoteliers and restaurateurs are happy to arrange for schools and colleges to visit their properties. Sample activities include kitchen tours and tasting sessions. Alternatively, chefs and proprietors will visit schools and colleges to give talks and demonstrations. Contact: Robert Fordham Tel: 020 7404 7744 or Email: [robert.fordham@bha.org.uk](mailto:robert.fordham@bha.org.uk)

The **Focus on Food Cooking Bus** tours the country with two teachers providing onboard cooking workshops for schools. The fully equipped state-of-the-art kitchen is equipped for 16 students. To apply for the bus to visit your school, complete the application form on [www.food.gov.uk/healthiereating/nutritionschools/bus](http://www.food.gov.uk/healthiereating/nutritionschools/bus). Priority is given to schools in low income areas.

And don't forget to ask your **school cook** if they would like to be involved!



# Inviting a chef into your school

## Planning the session

**Decide on how you are going to incorporate the activity into the curriculum.** Be as imaginative and innovative as possible. Use the examples on pages 4 - 7 of how other schools have incorporated cookery into their curriculum teaching to give you ideas.

**Contact one of the organisations listed opposite or a local chef or cook and discuss your plans with them.**

- Is it best for the session to be held at the school or at another venue? Ideally you will have a meeting with the chef at the venue. The chef will need to know what cooking facilities and equipment are needed and are available (when describing the facilities and equipment, be as specific as possible e.g. make and size of oven; extent of working surfaces). If the session is to take place in a room separate from the cooking facilities, how far is it from them? Is it realistic to carry food to and from them?
- Agree with the chef his precise role and responsibilities and explain how the cooking session fits in with the curriculum.
- How hands-on should the session be?
- How long will the session be? (We suggest that it should be a minimum of one and a half hours in length, allowing clearing up time.)
- How many children will be in the session? (We suggest a maximum of 30.)
- How many teachers and assistants will be in the room with the class during the session?
- Will there be an assistant available to help the chef to clear up at the end of the session?
- Who is responsible for arranging any additional equipment requirements and purchasing the food?
- Will the chef be reimbursed for his expenses, travel etc?
- Does the cooking session need to take account of any food allergies, intolerances or restrictions for faith or other reasons. (For more information see [www.faithandfood.com](http://www.faithandfood.com) and [www.eatwell.gov.uk/healthissues/foodintolerance/foodintolerancetypes](http://www.eatwell.gov.uk/healthissues/foodintolerance/foodintolerancetypes))

**Follow up on this meeting by sending the chef a letter of confirmation** with a timetable for the day and maybe enclose a map of how to get to the school, if appropriate.

**Are there any parents that wish to be involved?** They may be able to help with the lesson.

**Do you need to seek parental consent for any activities planned?** If the session is being held at a venue other than the school ensure that you have parental consent. Ensure that the children have been informed of appropriate behaviour when going on a school trip.

**Ensure that adequate insurance is in place for the activity or for the whole trip, including travel, if the cooking session is taking place off the school premises.** Enquire as to whether or not you will need to take out extra insurance.

**Decide if you wish to make a criminal record check:** schools have their own policies on Criminal Record Bureau checks and it is up to individual schools to decide whether to request one. The most important thing is that the chef must never be left alone with children without any adult supervision – even if there is just one child with the chef there must always be another adult there too. For advice on this go to [www.crb.gov.uk](http://www.crb.gov.uk)

## Before the session

**Create a sense of occasion** by promoting the chef and the session in the run up to the event. If the chef has written a book or works in a local restaurant show the children copies of the book or menu.

**Consider inviting your local media to cover the event.** Taking part in British Food Fortnight is a good opportunity to gain some local publicity for your school. Many schools taking part in previous years have been featured in their local papers and some have even been featured on television. Media coverage can be a good way of thanking teachers, parents and children for their involvement. All the information you need to help you gain some local publicity – including sample news releases and a full list of media contacts in each region – is available on:

[www.britishfoodfortnight.co.uk](http://www.britishfoodfortnight.co.uk) > schools > gaining publicity

**Before the session begins, make sure that all children are suitably attired, have washed their hands and are ready on time.** What the children wear during the session will obviously depend on how hands-on the session will be and it is worth giving clothing some thought beforehand: chefs hats and aprons are ideal but try to avoid aprons that are covered in paint or glue! Maybe children could bring an extra top into school? And think about rolling sleeves up before they start so they do not get their cuffs covered in food!

**Make sure that the room and equipment is clean:** wipe tables before using them and consider putting down a tablecloth – if a paper tablecloth is used children can draw pictures on it of the food they have cooked and use these to form a display.

**Offer the chef a drink and show him the staff room and cloakroom when he arrives.** If the chef is spending a substantial amount of time at the school, make sure that you are available to host him – swap your playground duty with someone else if necessary. And remember to make suitable lunch arrangements for the chef: some will be happy to eat with the staff and/or children but others may prefer to have some 'time out'.

**"If you give children cooking skills, then they can make the choice of how they decide to eat in later life."**

Lesley Batterham, Birch Primary School, Colchester

## During the session

**Give the chef an opportunity to introduce himself and engage with him and the session.** It gives the wrong message to the children if you use the time marking books and catching up on other work.

**Allocate enough time** for the chef and class to evaluate the session, taste the food, if appropriate, and hold a question and answer session.

**Engage the whole school in the chef's visit.** If the chef is giving a demonstration to one class, maybe he could be persuaded to present a prize to another class who has, perhaps, held a British Food Fortnight poster competition? Perhaps the chef has a book that he could sign and offer as a prize? Make sure that you agree this with the chef beforehand!

## After the session

**Find an appropriate way in which to follow up on the lessons learnt in the session.** Encourage children to talk about the session – about what they liked or did not like, what they learnt about the importance of a balanced diet and a good lifestyle. Also encourage them to talk about these things with their parents and consider sending the children home with details on how to make an Apple Crumble that they can then make with their parents as homework (see page 9 for details).

**Write and thank the chef for his time and expertise.** You could enclose some photographs of the day. Perhaps the children could write reflecting on what they learnt from the day?



# Teacher's Zone

We have set up a 'Teacher's Zone' on our website [www.britishfoodfortnight.co.uk](http://www.britishfoodfortnight.co.uk) to help you plan and run your British Food Fortnight activities. In the zone you will find:

- **Downloadable pdfs** of both this edition and 'A Resource Pack for Schools'. The resource pack will give you more ideas for lessons and activities for each curriculum subject for early years, primary and secondary children; brief descriptions of activities with contact details for teaching resources; in-season recipes for older children to try and contacts of organisations that can help you by offering activity-based support and learning facilities in educating young people about food.
- **Recipes** for the dishes that we suggest you cook in this guide. Each recipe comes with timings, nutritional information and average costs.
- Downloadable fun **stickers** that you can print directly onto labels to give children as a 'badge' to show they have taken part.
- Downloadable **colouring-in sheets** for younger children.
- **Sample letter** that you may like to send home to parents in preparation for a visit from a chef.
- **Sample invitation** for parents to cook an Apple Crumble with their children over the weekend. A recipe for the Apple Crumble, with nutritional information and average costs, is also available.
- **Feedback from teachers** who have used 'Putting the Ooo back into food' and have taken part in the Fortnight before.
- **A list of competitions** we hear about which are linked to the Fortnight and relevant to schools.
- Downloadable **food pictures** that teachers may otherwise find it hard to come by.
- A downloadable table of 'What's in Season When' throughout the year.
- More information on the **Balance of Good Health model**. The Balance of Good Health is the Food Standards Agency's model of a healthy diet for individuals over 5 years in terms of the proportions and types of different food we should eat.

## EARLY YEARS

### Early Years Experience

For a vast collection of information and resources including cookery ideas and recipes with related song and rhymes go to [www.bigeyedowl.co.uk](http://www.bigeyedowl.co.uk)

### Children's Cookbooks

There are lots of cookbooks related to children's stories. There is a useful list on [www.amazon.co.uk](http://www.amazon.co.uk). For example, *The Beatrix Potter Country Cookery Book*, *The Wind in the Willows Country Cookbook*, *Mickey Mouse Cookbook* and *Mother Goose Cookbook*.

## PRIMARY

### 5 A DAY

The 5 A DAY website has lots of information about fruit and vegetables including what counts towards 5 A DAY and portion sizes. You can order and download free resources including activity lesson plans for Key Stage 2 pupils linked to the National Curriculum and find contact details for your local 5 A DAY project co-ordinator: [www.5ADAY.nhs.uk](http://www.5ADAY.nhs.uk)

### Food a Fact of Life

Part of the British Nutrition Foundation, the Food a Fact of Life Campaign provides resources such as videos, recipes and a hugely successful pod cast as well as downloadable teaching guides for KS2 and 3. [www.foodafactoflife.org.uk](http://www.foodafactoflife.org.uk)

## PRIMARY AND SECONDARY

**Sticky Mitts** encourages children to get into the kitchen and enjoy cooking. Delicious and wholesome recipes, a useful kitchen tool and a newsletter are delivered to the door each month. These build children's confidence in themselves as cooks and give them a lasting enthusiasm for cooking for themselves and their families. For further details log on to [www.stickymitts.co.uk](http://www.stickymitts.co.uk)

### Focus on Food's 'Cook School' Magazine

Published three times a year and available to all UK schools free of charge. It is a teaching resource for primary and secondary school teachers to help support the development of cooking skills. To subscribe **contact Focus on Food Tel: 01422 383 191 Email: [office@designdimension.org](mailto:office@designdimension.org)**

### Food in Schools Toolkit

The Food in Schools Toolkit provides guidance on healthier breakfast clubs, tuckshops, vending machines, lunch boxes and cookery clubs as well as water provision, growing clubs and the dining room environment drawing on lessons learnt from extensive pilot work in over 300

schools. The toolkit is available online ([www.foodinschools.org](http://www.foodinschools.org)) or in hard copy from local healthy schools co-ordinators ([www.hlsp.org](http://www.hlsp.org))

### Healthy Schools

The National Healthy Schools Programme offers lots of information to help teachers promote healthy eating within school and community. [www.healthyschools.gov.uk](http://www.healthyschools.gov.uk)

### The Flour and Grain Education Programme

A website providing useful activities for use in the classroom and for homework projects for KS2 - 4. Email: [education@hgca.com](mailto:education@hgca.com) [www.flourandgrain.com](http://www.flourandgrain.com)

### British Nutrition Foundation

The education section of the BNF website is packed with useful resources. It provides a vast array of information to support primary and secondary teachers and pupils and includes a Teacher Centre with worksheets, PowerPoint presentations, details on their Food Life Skills course and ideas and help for cook clubs and healthy schools. Tel: 020 7404 6504 Email: [postbox@nutrition.org.uk](mailto:postbox@nutrition.org.uk) [www.nutrition.org.uk](http://www.nutrition.org.uk) > education

### The Great British Kitchen

A comprehensive online resource with lots of information and recipes on British cooking, its traditions and future as well as helpful advice for cooks. [www.greatbritishkitchen.co.uk](http://www.greatbritishkitchen.co.uk)

### English Heritage

It offers a series of publications on 'Cooking through the Ages' covering Medieval, Tudor and Georgian cooking. To order online, visit [www.english-heritage.org.uk](http://www.english-heritage.org.uk)

### Let's Get Cooking

The scheme aims to get children interested in how to cook by getting them to try out new recipes and ideas within their local communities. For information on how to set up an after school cookery club and funding register on the website [www.letsgetcooking.org.uk](http://www.letsgetcooking.org.uk)

### ChewOnThis

The ChewOnThis website is designed for independent use by secondary school students aged 11-14. It contains downloadable worksheets, lesson ideas and education materials. [www.chewonthis.org.uk](http://www.chewonthis.org.uk)

### Grab 5!

A wealth of information that links cookery and food into all curriculum subjects. [www.sustainweb.org/g5ap/index.php](http://www.sustainweb.org/g5ap/index.php)

Sharp knives are much safer to handle than blunt ones. Blunt knives are more likely to slip as you need to use more pressure to cut things.

BBC Website

## Food hygiene

- 1 Wash your hands before and during food preparation to stop the spread of bacteria.
- 2 Always wash your hands after handling raw food before preparing cooked foods.
- 3 Store raw and ready to eat food separately.
- 4 Use different chopping boards or worktops for raw or cooked foods.
- 5 Clean knives and utensils thoroughly after each use.
- 6 Store raw meat in suitable containers at the bottom of a fridge to avoid contaminating cooked foods.
- 7 Store food in a fridge at 5 degrees or below to stop bacteria growing.
- 8 Do not over pack your fridge as cool air needs to be able to circulate.
- 9 Observe the 'use by' label on food. For information on the difference in meaning between 'use by date' and 'best before date' go to [www.eatwell.gov.uk/foodlabels/labellingterms](http://www.eatwell.gov.uk/foodlabels/labellingterms).
- 10 Cook foods thoroughly – ensure meat is piping hot and juices run clear. Don't take the risk. Test it first.
- 11 Cool leftovers as quickly as possible (within 1-2 hours) and then place in the fridge.
- 12 Do not handle food if feeling ill or suffering from sickness or diarrhoea.
- 13 Cover all cuts and sores with a waterproof plaster before starting to cook. Why do you think that chefs use blue plasters?

## Safety in the kitchen

- 1 Never hold ingredients in your hand when cutting them – place them on a board and stabilise them with your hand if necessary.
- 2 Keep a good grip on the handle of a knife and cut with the blade pointing away from you. Keep your fingers well clear of the blade. It can help when cutting vegetables to spear the vegetable with a fork, hold the fork with one hand and cut with the other.
- 3 Walk, don't run in the kitchen. Always move cautiously when holding sharp tools.
- 4 Clear up any spillages immediately.
- 5 Wash sharp tools individually. Never put sharp knives or other sharp items in a washing-up bowl with other utensils, you may forget they are there and grab a blade or a sharp edge by mistake.
- 6 Never put your hand in a food processor while it is plugged in.
- 7 Always use gloves when taking things out of the oven or taking saucepans with metal handles off the hob.
- 8 Do not leave saucepan handles sticking out over the edge and make sure that you are not heating handles on an adjacent ring.
- 9 Do not touch electrical equipment with wet hands.
- 10 Do not leave wires trailing across the work surface – you could catch one and pull the appliance onto yourself.

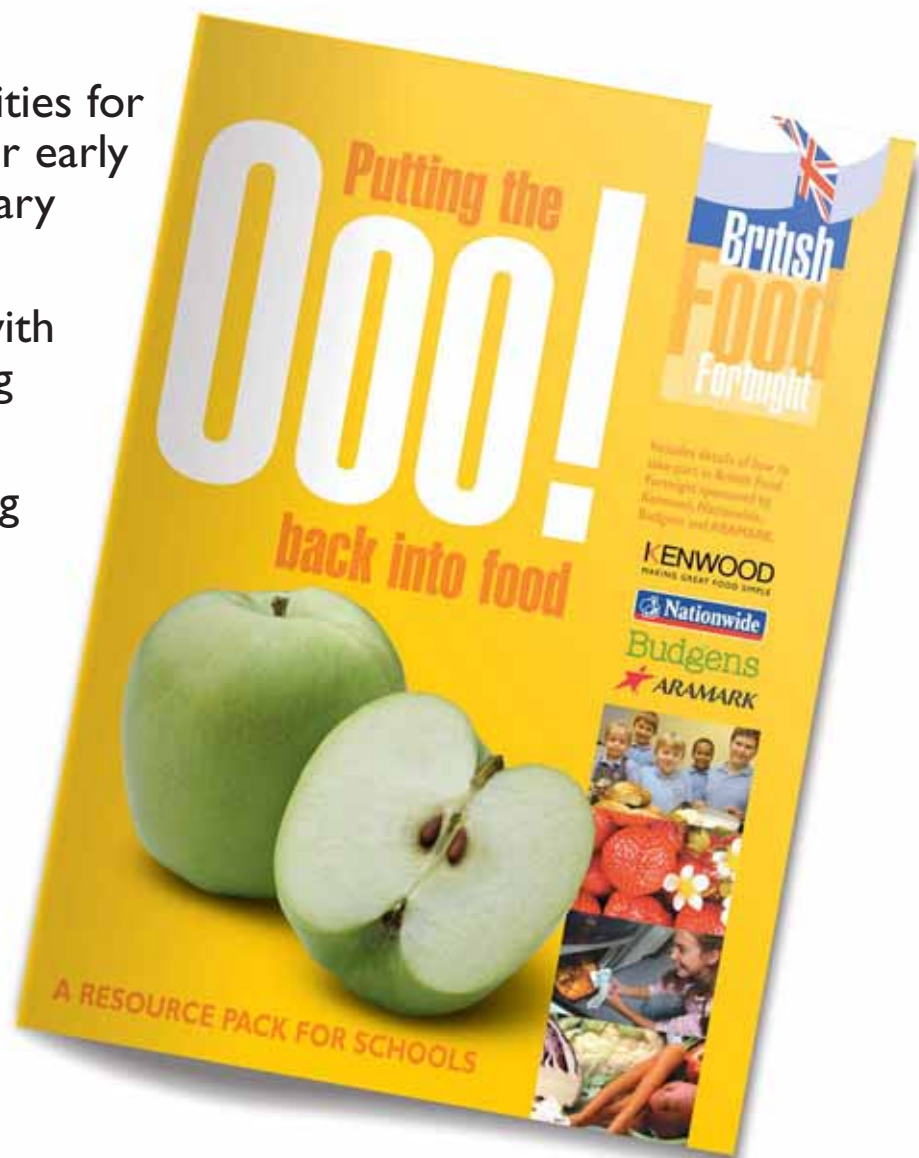




# Would you like more ideas on how to incorporate food-related activities within your curriculum teaching?

## Then grab a copy of our sister publication: **Putting the Ooo back into food – A Resource Pack for Schools**

- ideas for lessons and activities for each curriculum subject for early years, primary and secondary children
- descriptions of activities with contact details for teaching resources
- in-season recipes for young people to try
- further contacts of organisations, producers, retailers, restaurants and tourism outlets that can help you by offering activity-based support and learning facilities in educating young people about food.



Downloadable from [www.britishfoodfortnight.co.uk](http://www.britishfoodfortnight.co.uk)

# You are not alone!

In addition to the chefs and cooking organisations detailed on page 16 there are many farming, producer, retail and tourism organisations that are able to offer activity-based teaching and learning facilities to help educate young people about food. The following organisations are all committed to working with schools during British Food Fortnight.

Contact them direct to find out if they have resources locally that can help you.

## Access to Farms

A partnership of national organisations promoting education visits.  
[www.teachernet.gov.uk/growingschools](http://www.teachernet.gov.uk/growingschools) >  
Resources > Places to Visit

## Active Kids Get Cooking

The website is packed with primary and secondary teaching resources including a teachers toolkit, case studies and activity suggestions. The scheme runs an annual Cooking Challenge. Find out when 2008 entries open by looking at the website.  
[www.activekidsgetcooking.org.uk](http://www.activekidsgetcooking.org.uk)

## Arthur Rank Centre for Churches Together in England

A network of 20,000 churches throughout England including Methodist, URC, Roman Catholic, Baptist and other denominations. Contact your local church to have fun celebrating Harvest Festival as part of your food event. If you do not already have good contacts with your local churches the Arthur Rank Centre will be delighted to help you run a Harvest Festival in school or invite you to take part in a service elsewhere.  
Contact: The Arthur Rank Centre  
Tel: 024 7685 3060  
Email: [katrinas@rase.org.uk](mailto:katrinas@rase.org.uk)  
[www.arthurrankcentre.org.uk](http://www.arthurrankcentre.org.uk)

## British Meat Education Service

The British Meat Education Service provides extensive teaching resources for primary education.  
[www.bmesonline.org.uk](http://www.bmesonline.org.uk)

## Campaign for Real Ale

Information about the history of beer and brewing as part of Britain's culture and heritage. Details of breweries which offer guided tours.  
Email: [camra@camra.org.uk](mailto:camra@camra.org.uk)  
[www.camra.org.uk](http://www.camra.org.uk)

## ContinYou

Extensive information on setting up a cookery club can be found from ContinYou  
[www.continyou.org.uk/cookit](http://www.continyou.org.uk/cookit)

## Countryside Foundation for Education

Teacher training courses, Countryside Challenges for secondary schools, Estate Open Days, literacy days on farms and lots of supporting educational material.  
Tel: 01422 885566  
Email: [info@countrysidefoundation.org.uk](mailto:info@countrysidefoundation.org.uk)  
[www.countrysidefoundation.org.uk](http://www.countrysidefoundation.org.uk)

## FACE – Farming & Countryside Education

Regional education co-ordinators who can assist schools in finding farms to visit and advise on issues relating to food, farming and education. All the co-ordinators have a teaching background.  
Tel: 024 7685 8261  
[www.face-online.org.uk](http://www.face-online.org.uk)

## Farms for City Children

This charity aims to enrich the lives of children from urban areas by giving them the opportunity to spend a week in the countryside on a working farm. Supported by experienced staff and their own teachers, the children spend a week working on a farm.  
Tel: 01837 810573  
Email: [helen@farmsforcitychildren.org](mailto:helen@farmsforcitychildren.org)  
[www.farmsforcitychildren.org](http://www.farmsforcitychildren.org)

## Farms For Schools

National organisation which provides details of over 140 farms to visit across the whole country.  
Tel: 01422 885566  
[www.farmsforschools.org.uk](http://www.farmsforschools.org.uk)

## Federation of City Farms and Community Gardens

The FCFCG has over 65 city farms and more than 1,200 community gardens. They range from residential gardens to large urban farms; pocket-sized urban spaces to multicultural allotments and organic orchards. All are run by the community for the community. Many offer support and visits to schools. Entrance to all farms and gardens is free.  
Tel: 0117 923 1800  
[www.farmgarden.org.uk](http://www.farmgarden.org.uk)

## Garden Organic for Schools

The Duchy Originals Garden Organic for Schools project will help you set up an organic food garden in your school.  
Tel: 02476 308238  
[www.schoolsorganic.net](http://www.schoolsorganic.net)

## Guild of Fine Food

600 independent delicatessens, farm shops, food halls and small food producers. In-store tastings of regional produce throughout the Fortnight and the offer of talks for schools on local food and drink. Contact: Linda Farrand  
Tel: 01963 824464  
Email: [linda.farrand@finefoodworld.co.uk](mailto:linda.farrand@finefoodworld.co.uk)  
[www.finefoodworld.co.uk](http://www.finefoodworld.co.uk)

## Guild of Q Butchers

200 of Britain's finest independent meat retailers. In-school hands-on demonstrations on manufacturing of products e.g. burgers and sausages, possible shop and processing unit visits, cookery demonstrations, tasting sessions and competitions on 'my favourite product'.  
Tel: 01738 449431  
Email: [qbutcher@rossmuir.co.uk](mailto:qbutcher@rossmuir.co.uk)  
[www.guildofqbutchers.com](http://www.guildofqbutchers.com)

## LEAF Demonstration Farms

A network of 300 farmers trained in working with schools and 70 demonstration farms hosting school visits.  
Tel: 024 7641 3911  
Email: [enquiries@leafuk.org](mailto:enquiries@leafuk.org)  
[www.leafuk.org](http://www.leafuk.org)

## Learning through Landscapes

The national school grounds charity, helping schools and early years settings to improve the use, design and management of their outdoor environments to benefit learning and play.  
Tel: 01962 846258  
[www.ltl.org.uk](http://www.ltl.org.uk)

## National Association of British Market Authorities (NABMA)

135 Local Authority market service operators. Can arrange and facilitate school visits to local markets (retail and wholesale) and may be able to enlist a local authority nutritionist or market trader 'character/expert' in fresh food to speak to schools groups on benefits of eating fresh, healthy foods from the local market.  
Tel: 01691 680713  
[www.nabma.com](http://www.nabma.com)

## National Farm Attractions Network

A database of farms to visit across the country.  
Tel: 01536 513397  
Email: [info@farmattractions.net](mailto:info@farmattractions.net)  
[www.farmattractions.net](http://www.farmattractions.net)

## National Farmers' Retail and Markets Association

450 farmers' markets and 3,000 farm shops across Britain, many of which can offer facilities for schools.  
Tel: 0845 4588 420  
[www.farma.org.uk](http://www.farma.org.uk)

## National Healthy School Programme Co-ordinators

To find your local healthy school programme co-ordinator and for information about the National Healthy School Standard see  
[www.lhsp.org](http://www.lhsp.org)

## National Trust

300 properties across the UK. Many of the Trust's properties hold special events for schools – see [www.nationaltrust.org.uk](http://www.nationaltrust.org.uk). Selected properties will take bookings from schools for hands-on kitchen garden activities and tasting sessions. There are also downloadable resources on the website for use both in school and through self-led activities at NT kitchen gardens, farms and orchards. Please telephone the property before your visit.

For public enquiries about properties and events, contact the National Trust  
Tel: 0870 458 4000

Regional Offices of the National Trust

|                         |                    |
|-------------------------|--------------------|
| CORNWALL                | Tel: 01208 74281   |
| DEVON                   | Tel: 01392 881691  |
| EAST OF ENGLAND         | Tel: 01284 747500  |
| EAST MIDLANDS           | Tel: 01909 486411  |
| WEST MIDLANDS           | Tel: 01743 708100  |
| NORTH WEST (Grasmere)   | Tel: 01539 435599  |
| NORTH WEST (Manchester) | Tel: 0161 9280075  |
| YORKSHIRE               | Tel: 01670 774691  |
| NORTH EAST              | Tel: 01904 702021  |
| SOUTH EAST              | Tel: 01372 453401  |
| THAMES & SOLENT         | Tel: 01494 528051  |
| WESSEX                  | Tel: 01985 843600  |
| WALES                   | Tel: 01492 860123  |
| NORTHERN IRELAND        | Tel: 028 9751 0721 |

## Regional Food Groups

Every region has its own Food Group dedicated to promoting the produce of that particular area. To contact your local one Tel: 020 7233 5111  
[www.regionalfoodanddrink.co.uk](http://www.regionalfoodanddrink.co.uk)

## The Soil Association

Food for Life curriculum pack and organic farms to visit.  
Tel: 0117 914 2440  
Email: [education@soilassociation.org](mailto:education@soilassociation.org)  
[www.soilassociation.org/education](http://www.soilassociation.org/education)

## The Year of Food and Farming

The Year of Food and Farming, which will run from September 2007 to July 2008, is aimed at helping young people learn more about how food is grown and produced and how it reaches the consumer.  
[www.foodandfarmingyear.org.uk](http://www.foodandfarmingyear.org.uk)

## Think Vegetables!

A very informative website with quizzes aimed at KS1 and KS2 pupils. Each quiz reflects the standards set out by the National Curriculum  
[www.thinkvegetables.co.uk](http://www.thinkvegetables.co.uk)

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Sara Jayne Stanes, Academy of Culinary Arts 'Chefs Adopt A School' programme

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