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Putting the
back into food

**Love
British
Food** 



A RESOURCE PACK FOR SCHOOLS



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Introduction

Schools across the country use British Food 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 produced this Resource Pack specifically for teachers. We hope it will encourage you to run special lessons and activities for young people during British Food Fortnight and that you will be inspired to continue similar activity throughout the year.

- Ideas for lessons and activities for each curriculum subject for early years, primary and secondary young people.
- Brief descriptions of activities with contact details for teaching resources.
- In-season recipes for young people to try.
- 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.

"This is by far the best and most comprehensive guide that I have ever received - there are so many ideas that it will keep me going for years!"

Alison Jones,
Dolfor Community School,
Nr. Newtown, Mid Wales

"British Food Fortnight is growing bigger and more influential each year."

Mail on Sunday

Foreword by HRH The Duchess of Cornwall



I am delighted to send this message of support and to endorse this Guide to teaching young people about food. I cannot tell you how impressed I am by the range of activities these Guides, and the work of British Food Fortnight, have inspired so many schools to organise. I offer my warmest congratulations to those teachers who have invited chefs and producers to give talk; held fruit and vegetable tastings; organized farm visits; taught their pupils to make their own healthy snacks and taken part in the annual British Food Fortnight competition.

I have always loved food and really enjoy cooking simple dishes with British ingredients. A love of food is something that runs in my family. My grandfather was P. Morton Shand, a famous food writer, and his mantle, I'm delighted to say, has now been taken on by my son, Tom.

Teaching young people about seasonality, provenance and how to cook are essential life skills that will enable them to feed themselves as they go into adulthood and give them the knowledge and understanding they need to buy, cook and enjoy healthy, quality food with their families and friends.

British food has been woefully under-rated for years, seen, wrongly, as some sort of international culinary joke. Dull, turgid and over-boiled, they grin, across the globe. Utter rubbish, I say! Our temperate climate ensures rich, verdant pastures, which in turn lead to wonderful butters, creams and a profusion of exquisite cheeses. It also helps feed our native breeds of pig, cow, sheep and chicken. The best of our ingredients, from our farmers, are second to none. Puddings, beers, ciders and roasts ... We're master of these arts. And a tradition of multiculturalism has given British food a truly global aspect too. The chicken tikka masala, although unheard of in India, is as British as roast beef and Yorkshire pudding.

I'm a passionate believer in great British food, not at the expense of the cuisine of other countries, but alongside them. And I am so pleased to have had the chance to see for myself the excellent initiatives being organized in schools across the country through British Food Fortnight.

This Guide provides many ideas for food-related lessons and activities that can be incorporated as part of the national curriculum. I hope it will inspire you to make the young people you teach aware of the diverse and delicious food available in Britain and of the health benefits – and pleasures – of eating quality, fresh, seasonal produce.

A handwritten signature in cursive script, reading 'Camilla', with a horizontal line underneath.



Mario Testino ©

History of the event

Although there have always been numerous food initiatives, projects and events taking place across Britain, there was no overall flagship event to bring them to the public's attention. 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.

British Food Fortnight is now firmly established as one of the most high profile events on the national calendar. Thousands of events have taken place during the Fortnight from activities in schools and parishes, to promotions, tastings and special menus in shops, pubs and restaurants. People have taken part in diverse and imaginative ways from special assemblies and breakfasts in schools; military cooking competitions with the British Army; Thames Valley police serving British bobbies the best of British; 'food as art' exhibitions; a Food Olympics; cities celebrating car-free day by filling their streets with stalls of local produce; events organised by the councils of Bradford, Horsham, Preston & Blackburn; a 'Beyond the Chicken Nugget' competition to find the best children's food in pubs and many more.

Chef associations, catering organisations, producers, retailers and tourism operators have all committed to working with schools during the Fortnight to help teachers organise food-related activities. You will find details of the producer, retailer and tourism organisations that can help you on the back page of this Resource Pack.

Aims

make young people aware of the diverse and delicious food and drink that Britain produces and the many food experiences available

increase awareness of the health benefits – and pleasures – of eating quality, fresh, seasonal and regional produce

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.

**"British
Food Fortnight has
given these young people
the chance to sample food
they otherwise would
not eat."**

Peter Heanen, London
Butcher



Children at three after-school play centres in Hammersmith enjoyed a slap-up tea courtesy of their local award-winning butcher during British Food Fortnight.

Examples of how schools have taken part

Teachers at **Hotwells Primary School** in Bristol went to great lengths to incorporate cookery and food-related topics within the National Curriculum. Early Years made biscuits and butter to help meet curriculum targets in 'Knowledge' and 'Understanding of the World'. Reception learnt about Healthy Eating from a talk by the Fruit and Veg shop owner. Local restaurant chefs showed Years 1 and 2 how to make bread – a demonstration of irreversible changes and micro-organisms. A presentation by an egg producer was linked to Year 3's study of Life Cycles and Nutrition Science and making vegetarian Cornish Pasties taught them about reversible and irreversible changes. Year 4 made a Bramley Apple Cake to link in with their lessons on Changing State and then had a talk from the local supermarket about cheese, which they linked to literacy sequences and instruction writing. Year 5 baked Plum Crumble and Apple Pies to link with Healthy Eating, 5 a day, Materials and Changing State in Science. Year 6 weren't left out! People from a delicatessen gave them a talk about fish that was linked to Life Cycles in their Science lessons. At the end of the Fortnight, a new £50,000 kitchen was opened and kitchen supervisor Annette Morgan cooked a celebratory traditional British lunch with the help of Barry Haughton, the chef and owner of Quartier Vert, who was also on hand to formally cut the ribbon.

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

As part of their Maths lessons, Key Stage 1 pupils at **Nynehead Primary School** in Somerset, cooked flapjacks and banana bread while Foundation Stage made bread. The whole school took part in an After School Cookery Club during which time they learnt basic cooking skills.

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.



Cotswold
Chef Rob Rees pulled out all the stops to give cookery demos in at least 25 schools in Gloucestershire during the Fortnight. Judith Lewis, a teacher at Parkend Primary School, said, "It gave children the chance to see a chef creating a meal with local produce. It was great to see the children absolutely glued to something. The little ones' eyes lit up when they heard the whoosh of the pan."

The Technology department at **Highcliffe School** in Dorset used the Fortnight to launch three new schemes of work. Year 7 went Back to Basics and used local produce to make Cheeses and Potato Bake, bread and soup; Year 8 learnt about the basic methods of cake-making; and Year 9 ate their way around the world as they explored the staple foods and dishes from other parts of the world.

90 six and seven-year-old children from Aylesbury-based **Turnfurlong Infant School** dressed up as farmers, bakers, greengrocers and chefs (below) for a special assembly where they explained how food was grown, prepared and sold. Parents in the audience were also treated to a food competition and songs about food. All food was donated to local pensioners.



70 children at ten **after-school centres in Hammersmith and Fulham** enjoyed an all-you-can-eat buffet of free range and organic produce courtesy of a local butcher. Entries from the centres' British Food Fortnight collage and poetry competition were displayed and £200 of WH Smith vouchers were donated by the butcher as prizes. Every child received a cuddly toy vegetable to take home. The borough's mayor attended the event and said, **"The children had a fantastic time. We are extremely grateful to the butcher for helping us to celebrate British Food Fortnight and healthy eating in such style."** The butcher commented: **"British Food Fortnight has given these young people the chance to sample food they otherwise would not eat."**

Two girls choosing which of the tasty sandwiches they wish to eat at the one of the 'All-you-can-eat' buffets at an after-school centre (photo courtesy of Stan James, Fulham Gazette)



Oyster Park Junior School (below, photo courtesy of Pontefract & Castleford Express) in Ferry Fryston, West Yorkshire, was given a flavour for fruit and vegetables when they were visited by Asda's 5 A DAY team during British Food Fortnight. Teacher Marie Stevens said: **"Our Food Fortnight was fabulous thanks to your pack! We spent a week doing cross-curricular work about food. The children seem to be taking on board what they have learned about healthy diets. The canteen staff say there has been an increase in the amount of fruit and vegetables being taken."**



Foxes Piece School provided a special British breakfast for all pupils and promoted fresh fruit options in the Tuck Shop. They also harvested vegetables they had grown in their organic gardening club at school.

Fieldhead Carr Primary School in Leeds held a market/mall in their school hall. Local businesses and people had food stalls all selling produce that promotes a healthy and varied diet.

Girl Guides in Hoddesdon (below, photo courtesy of Herts & Essex Newspapers and In-Press Photography) celebrated the Fortnight with cookery and discussion. The Guides, aged 10 to 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."**

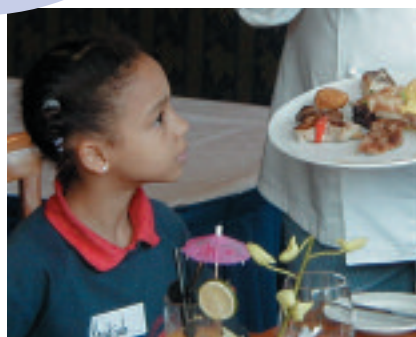


There were lots of surprises when 360 Lincolnshire children visited the North Lincs Food Festival to taste the fantastic foods and drinks that are produced in their area. Organiser Sally Jackson said: **"We were handing out mini carrots and quite a few children said they had never tried a carrot."**



Children at **St Columba's Catholic Primary School** (above left) in Rednal were joined by local radio presenter Elliot Webb for a healthy eating tasting session to give them an idea of what healthy foods they could introduce into their diet.

Pupils at **Norland Place School** (below right, photo courtesy of Kensington & Chelsea News) in London were visited by their local butcher who showed them how to make burgers and kebabs using different British meats. They celebrated afterwards with a barbecue so the children could taste their own products.



Children at **Middle Row Primary School** (above left) 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.

Steve Munkley, the chef, said: **"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."**

Year 11 pupils from **Torbay School** in Devon planned and produced airline meals as part of their Design & Technology lessons. They included pictures of the finished dishes in their final projects.

Rugby players from Exeter Chiefs arrived at **Kenton Primary**

School in Devon for a meal, featuring some of the best food on offer in the county. Super-keen children at the school produced the food with a little help from their mentor, a top chef at a local restaurant.

The pupils not cooking were busy designing a menu cover for a competition that the Chiefs judged. All the pupils also went to Rodean Restaurant to compare the kitchen there with their school kitchen. Their hands-on experience of working in the restaurant kitchen culminated in eating the dish they had made.

Headteacher Mrs Newton said:

“The experience has been a wonderful success... The children have worked alongside the professionals, developing their understanding and appreciation of food... Making healthy lifestyle choices has been a priority of the school for several years and British Food Fortnight has enabled the children to develop their understanding even further.” Chef Matthew Tilt said: ***“This has been a fantastic experience for me and my staff and we have all enjoyed working with the children very much.”***

Pupils at **St James's Primary School** in Lancashire fed calves at a local farm and learnt how milk is produced.

Herne Bay High School in Kent ran a special French-style café serving Tart Tatin and Apple Tart made with local Kentish apples. As part of their Foreign Language course, students had to order their food in French. And the money raised went to the school's mini community charity.



Children from **17 primary schools in the London Borough of Hammersmith and Fulham** (above) took part in a Smoothieathon competition to make the best fruit & 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.

Bemrose Community School in Derby used vegetables from their garden project to cook up Autumn Vegetable Medley. The Community School won the Pyrex Cooking Challenge and celebrity chef Lesley Walters shared in the celebrations!

Children at Cherry Trees Preparatory School in Suffolk launched the Fortnight with a Fair Trade café run by Year 3 children. During the Fortnight there were school visits to an orchard, a dairy farm, the Greene King Brewery, Packenham Water Mill to watch flour being ground and Pizza Express to make a pizza. The highlight of the week was a lunch in aid of Cancer & Leukaemia in Children. Hosted by Years 4, 5 & 6, the children 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. 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.

Pupils from Ranton All Saints Primary School in Staffordshire were given a special breakfast of local fare at their local pub. They learned about regional specialties such as Staffordshire Black Pudding Oatie and Black Country Cheesy Pork Steak all supplied from local retailers and producers.

As part of their history lessons, Years 3 and 4 at **Clifton With Rawcliffe Primary School** in York looked at how people had to grow their own produce during the Second World War and used what they learnt as inspiration for decorating chefs' hats. This was part of a competition organised by Londis. The overall winner was eight-year-old Eleanor Taylor with her design showing a ration book and a whole host of different home grown fruit and veg. One runner-up, Kieran Brown, put an Anderson Shelter on his hat and showed how people used to grow their own carrots and even grew them on top of their Anderson Shelter!

Each year group at **Heaton St Barnabas CE Primary School** in Yorkshire cooked a different dish using as many Yorkshire products as possible and some, such as potatoes that Year 2 baked, were grown by pupils in Year 1. In each case the cookery session was linked to Numeracy, Literacy, DT, Science and PSHE. Year 5, for example, made vegetable soup and bread rolls, Year 3 baked apples and Reception used Yorkshire milk to make their own butter that they spread on toast. The Fortnight began with a whole school assembly and a sharing activity assembly rounded things off.

At **Wilson's Endowed CE School** in Lancashire all school dinners included local produce throughout the Fortnight and their Breakfast Club ran a special menu with bacon butties, crumpet melts, boiled eggs and soldiers, sausages and beans, pancakes and toasted teacakes. There was a Whole School Baking Day with everyone baking bread and cakes and making chutney using local ingredients; a Teddy Bears' Picnic for families; their own mini farmers market with a stall of local produce in the school for parents and locals; and school assemblies with local producers coming in to talk to children. And they were even visited by their local radio station who joined in the celebrations.

Nottingham High Junior School joined forces with ARAMARK chef Steve Coupe to offer 10 Year 6 boys the chance to make Shepherd's Pie. The boys learnt skills such as chopping, frying, mashing and washing up! Other pupils entered ARAMARK's "Bramley Apple Recipe" competition.



Normand Croft Community School (Image No. 1) in London held a Health Promotion Week with cholesterol and blood pressure tests for parents, serving lunch made with crops from their school garden and making smoothies with the fruits the children have grown. Four lucky pupils appeared on a special British Food Fortnight edition of Blue Peter to talk about the food they had grown in their school garden!

Students at **Coleridge Community College** (Image No. 2, photo courtesy of Cambridge Evening News) in Cambridge learnt to cook healthily with less salt, fat and sugar and increased fresh fruit and vegetables; were served healthy food in the school cafeteria and were given lessons in sports nutrition by the PE department.

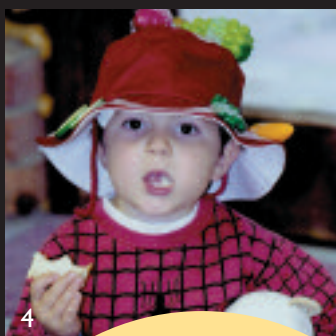
Pupils from **Mowlem School** (Image No. 3, photo courtesy of East End Life) visited Billingsgate Seafood Training School at Billingsgate Market. The ten and eleven year-olds were given a presentation of the varieties of fish that arrive at the Market every day, followed by a demonstration of how to cook fish before a tasting session of what had been prepared.

Dolphin School (Image No. 4, photo courtesy of Wokingham Times) 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. Lynne Rothwell, who organised the activities, said: **"The children have really enjoyed discovering more about food and were fascinated by what they have learned."**

Friern Barnet School in London used the two weeks to launch their Whole Healthy School Initiative with lessons on food and healthy eating in all subjects.



125 schoolgirls at **Stroud High School** in Gloucestershire (above, photo courtesy of The Citizen, Gloucester) were served a meal made almost entirely from ingredients sourced in Gloucestershire. Anna White, 18, said: **"I wish school dinners were like this every day"**. And Eleanor Popham, 16, said: **"It's nice to try something different."**



Schools in East Anglia competed to win a class trip to 'Jimmy's Farm' and an apple tree for their school grounds by designing the ultimate healthy, nutritionally-balanced packed lunch with all food and drink sourced from the Eastern region of the UK.

The Ridgeway School pupils found that there's nothing quite like a home-cooked meal. 20 of them cooked a feast for South Swindon Labour MP Anne Snelgrove and Swindon Mayor Mike Bawden. Year 9 pupil Alice King, 13, was one of the chefs in the kitchen. She said: **"I was using all local produce to make the meals. We used apples from my garden to make a crumble, and blackberries that were picked locally. The food tasted really good, and I hope we can do it again."** PSHE co-ordinator Heather Siebenaller said: **"We tend to do an event like this during every British Food Fortnight. The pupils learn about what can be produced locally and they see the benefits of it."**

Students at **Harrogate College** prepared a special British Dish of the Day throughout the Fortnight – Shepherds 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.

Pupils at Colchester-based **Birch Primary School** (bottom of the page, photo courtesy of Steve Brading, Evening Gazette) prepared a traditional British lunch of toad-in-the-hole with fresh vegetables and apple and blackberry crumble. Teaching assistant, Lesley Batterham, said: **"If you give children cooking skills, then they can make the choice of how they decide to eat in later life."**

Professional chef Phil Brown, as part of the Fortnight, visited Year 9 GCSE food technology students at **Guildsborough School**. Using British ingredients, Mr Brown demonstrated how to cook stir fries and Johnny cakes and discussed the science behind the cooking of the dishes.

Pupils at **Crowle Primary School** stepped back in time by sampling food from Tudor and Victorian times as well as developing their own healthy-option soup. **"We always like to get as many cross-curricular links as we can into whatever we do and the two days of A Taste of History fitted in very well... The children loved taking part in preparing, cooking and tasting the food and each class then went on to develop their own healthy option soup,"** said Head teacher Anna Cvijetic





Harold Road School near Abergavenny (above, photo courtesy of Abergavenny Chronicle) held a competition to make a 'British Dish on a Plate'. Pupils had to create a traditional British dish, from steak and kidney pie to roast beef using various art materials.

Pupils with Autistic Spectrum Disorders cooked healthy snacks for their breaks and finished the Fortnight by making a light buffet for an open day at their new classroom.

Great Ellingham Primary School in Norfolk held a food extravaganza incorporating food activities in all their lessons. In Maths – food Maths; in Art – potato prints, food label collage, food dyes, mosaic pictures, vegetable lanterns and food containers; in ICT – menus and lists; in Science – finding about where food comes from, growing vegetables, what we eat from plants and seasonality; in History – food through the ages; in Literacy – writing poems and describing foods. They also made fruit salads and healthy snack bars to sell to parents. They finished by dressing up as farmers, bakers, chefs, grocers and butchers to explore how food is grown, prepared and sold.

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. The Head Teacher said **“British Food Fortnight has been an ideal opportunity for the children to apply their skills and knowledge in a practical and purposeful way.”**

Pupils aged 10 to 11 from **Sir John Cass School** (below, photo courtesy of Meat and Poultry News) visited Smithfield Market in London.



Broadland High in Norfolk invited lots of outside speakers to a Healthy Living Day. And throughout the Fortnight, each class studied a different food type in their D&T lessons.

Activities

The following pages provide inspiration and ideas for food-related lessons and activities for each curriculum subject for early years, primary and secondary children for each day of the Fortnight – plus some ideas of fun activities for children to do with their parents at the weekend.

Early Years 10-11

Primary and Secondary 13-25

WEEK 1

Day 1 – Art & Design 13

Day 2 – PSHE & Citizenship 14

Day 3 – English 15

Days 4 – Design & Technology 16-17

Days 5 – ICT, Modern Foreign Languages 18

The Weekend – Ideas for children to do with their parents 19

WEEK 2

Day 1 – History 20

Day 2 – Geography 21

Day 3 – Maths 22

Day 4 – Science 23

Day 5 – Religious Education, Music 24

The Weekend – Physical Education 25

Ideas for Early Years

Supporting the key areas of the Foundation Curriculum.

Communication, language and literacy

Teach the alphabet identifying a food for every letter – A is for apple, B is for blackberry, C is for carrot. Try and think of fresh, healthy foods and use the exercise to introduce the children to foods they may not have heard of.



Ask the children to act out nursery rhymes that are about food.

Mathematical development

Teach the children to count using different varieties of apples. 6,000 different apple varieties have been cultivated in Britain, all of which have a slightly different taste. Do a taste test – some are bitter and are good for cooking; some are sweet and are good to have in a lunchbox.

Teach them about weights and measures using food. Weigh some flour and explain to them where flour comes from and show them different types of food that are made with flour e.g. bread, cakes, pasta.

Creative development

Make a collage of food labels; ask the children to bring in from home labels from food that is made in Britain. Use the labels to make a large picture for the classroom wall.

Make a farmyard out of lego or stickle-bricks.

Hold a very simple cookery session. If your school has kitchen facilities, what about baking some biscuits? If you do not have cooking facilities at your school, your local restaurant or some of the parents may be able to lend their kitchen. Alternatively, make a fresh fruit salad or fruit smoothies.



Personal, social and emotional development

Make the 'home corner' into a farmers' market or 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 their stall, and being the customer doing their weekly shop.

Organise a Teddy Bears' Picnic – remember to include Winnie the Pooh honey sandwiches and Paddington Bear marmalade sandwiches!



Five little peas
in a pea-pod pressed,
One grew, two grew,
and so did all the rest.
They grew and they grew....
and did not stop,
Until one day the pod
went...POP!

This little pig
went to market,
This little pig stayed at home,
This little pig had roast beef,
This little pig had none,
And this little pig cried,
'Wee-wee-wee'
All the way home

The Queen of Hearts
She made some tarts,
All on a summer's day;
The Knave of Hearts he stole the tarts,
And took them clean away.
The King of Hearts called for the tarts,
And beat the Knave full sore;
The Knave of Hearts
brought back the tarts,
And vowed he'd steal no more

A-Z of food

A is for Apple
B is for Blackberry
C is for Carrot



D is for Damson
E is for Egg
F is for Fish



G is for Gooseberry
H is for Ham
I is for Ice cream
J is for Jam
K is for Kale
L is for Leek
M is for Marrow
N is for Nuts
O is for Onion



P is for Parsnip
Q is for Quince
R is for Raspberry
S is for Strawberry



T is for Turnip
U is for Unhealthy food!
V is for Vegetable
W is for Watercress
X is eXtra special food
Y is for Yummy food
Z is Zucchini (Courgette!)

RESOURCES

Early Years

Food – a fact of life

Hands on activities and display material for pre-school children.

www.foodafactoflife.org.uk

Nourish Interactive

Nutrition education printables to encourage learning and discussion.

www.nourishinteractive.com/nutrition-education-printables

Early Years Experience

For a vast collection of information and resources including cookery ideas and recipes, songs and rhymes and so much more go to www.bigeyedowl.co.uk

Childrens' Cookbooks

There are lots of cookbooks related to children's stories. There is a useful list on 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*.

Pre-School Learning Alliance

Tops tips for carers, pre-schools and nurseries about encouraging children to eat well and be healthy. The Feeding Your Imaginations initiative includes tips to encourage children to try new food as well as recipe ideas.

www.pre-school.org.uk

5 A DAY

The 5 A DAY website has lists of information about fruit and vegetables including what counts towards 5 A DAY and portion sizes. There is also information on how pre-schools can join the Fruit and Vegetable campaign.

www.nhs.uk/livewell/5aday

BBC online

Packed with links to food centric ideas as well as developmental and learning suggestions for the foundation stage. The Big Cook Little Cook section provides information to little cooks and their grown-up helpers about the healthier food around them.

www.bbc.co.uk/cbeebies/grownups/

Knowledge and understanding of the world

Teach the children about seasonal food. Create a wall chart with columns for each season. Cut out pictures of different foods from packets and magazines and help the children stick the pictures in the correct season. For example, strawberries and lettuce in summer; carrots and rhubarb in spring; apples and potatoes in autumn; turnips and brussel sprouts in winter.

Decorate four boxes or shopping baskets – one as 'seas and rivers', one as 'trees', one as 'plants' and one as 'farm animals'. Help the children to sort a mixed bag of shopping out, putting the right product into each basket.

Ask the children what they had for tea the day before and explain to them how the various types of food they ate got from where they started to their plate.

For example: Where did your milk come from? What do you make from milk?

Little
Jack Horner
sat in a corner,
Eating his Christmas pie;
He put in his thumb
And pulled out a plum,
And said "What a good
boy am I!"

Chick, chick, chick, chicken
Lay a little egg for me.
Chick, chick, chick, chicken
I want one for my tea!
I haven't had an egg since Easter
So, chick, chick, chick, chicken
Lay a little egg for me

Pat a cake,
pat a cake, Baker's man
Bake me a cake as fast as you
can; Pat it and prick it,
and mark it with a 'B',
and put it in the oven
for baby and me!

Planning and assessment

Use the story of 'The Little Red Hen' to teach children about where food comes from. It may be fun to plant something like the little red hen did. Perhaps you could germinate beans on damp cotton wool or plant something more exciting like tomatoes. The Growing Schools Garden teacher's resource pack provides simple instructions on how to grow fruit and vegetables in hanging baskets.

See www.thegrowingschoolsgarden.org.uk

How to grow mustard & cress seed on damp cotton wool

- Wash a yoghurt pot and put some wet scrunched-up kitchen roll into it, followed by a thin layer of damp cotton wool, leaving a gap of about 2cm from the top of the pot.
- Sprinkle a mixture of mustard and cress seeds on top of the cotton wool, pressing them down lightly.

If you go out in the woods today
You're sure of a big surprise.
If you go out in the woods today
You'd better go in disguise

For every bear that ever there was
Will gather there for certain, because
Today's the day the teddy bears have their picnic

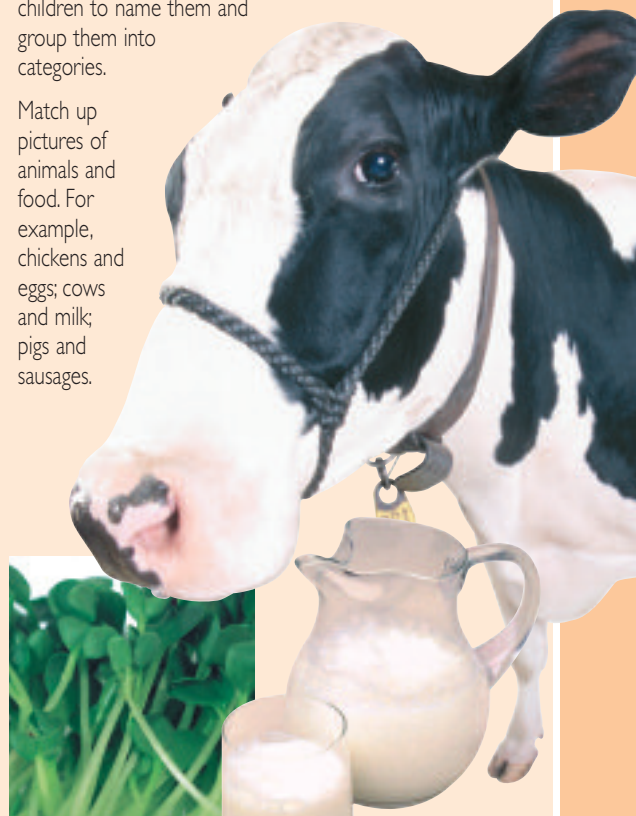
Picnic time for teddy bears,
The little teddy bears are having a lovely time today.
Watch them, catch them unawares,
And see them picnic on their holiday.
See them gaily dance about.
They love to play and shout.
And never have any cares.
At six o'clock their mummies and daddies
Will take them home to bed
Because they're tired little teddy bears



- Leave the pot in a warm, light place and make sure that the cotton wool remains damp but not too wet. You should see signs of growth after about 7 days.
- Suggest to the children that they ask their parents to make them egg and cress sandwiches for tea using the mustard cress they have grown.

Hold up different types of fruit and vegetables and ask the children to name them and group them into categories.

Match up pictures of animals and food. For example, chickens and eggs; cows and milk; pigs and sausages.



British foods raise some intriguing questions about our past. Why are we a nation of curry lovers, with a taste for piquant pickles next to plainly cooked meats? What made us eat fish and chips? And what on earth is Marmite all about?

The bedrock of our food is the land and sea. Rainfall and a mild, island climate provide lush pastures for feeding cattle and sheep; our coastline (nobody is more than 75 miles from the sea) delivers plenty of fish; our copious fuel has long enabled us to bake and roast; our fields of barley and northern climate mean we mostly produce beer rather than wine. But this, of course, is only part of the story: our culture has been stirred up by the influence of many cultures over many centuries.

Romans

The four hundred years of Roman occupation brought the first of many foreign influences to our shores. Orchards, vineyards, herbs and their beloved spice, mustard, were



Normans and medieval period

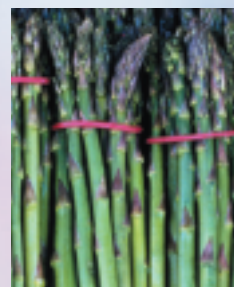
A more refined native cuisine took root after the Normans introduced new ingredients and techniques. Returning Crusaders helped promote exotic flavours such as rose-water (still familiar in Turkish Delight), almonds and sugar. Expensive spices were kept under lock-and-key and put into special dishes that come down to us in such festive foods as Christmas pudding and mince pies.

The sixteenth to eighteenth centuries

After the Reformation, the British Isles were increasingly set apart from the courtly, Catholic cuisines of the continent. At the same time, improved methods of farming brought better ingredients. Both factors encouraged a simpler style of cooking which relied on the flavours of good produce. Meat took pride of place over the fish associated with Catholic fast days, and such dishes as roast beef increasingly became a symbol of national pride. Many imported foods were highly prized, as well: when the Great Fire of London swept through London in 1666, the diarist Samuel Pepys took the trouble to bury his hunk of Italian Parmesan for safe-keeping.

dwindled. There is, however, a reversal of this trend as people shop at farmers' markets, farm shops, specialists and local shops, looking for fresh, seasonal ingredients and produce such as native British meat breeds.

As well as exploring the cuisines of other cultures, chefs and home-cooks are now rediscovering recipes from the past, to find traditional ways of using native ingredients. After losing touch with the land and its produce, we are now going back to our roots.



Hattie Ellis is the author of *Eating England: why we eat what we eat* (Mitchell Beazley) and *Sweetness and Light: the mysterious history of the honey bee* (Sceptre)

Here are just a few of Britain's famous foods: Blue Cheshire cheese, Game Casserole, Upside Down Cake, Poached Pears, Roast Pork, Somerset Brie, Double Gloucester, Cornish Blue, Blue Vinny, Cotswold Lamb, Blackberry & Apple Pie, Wild Mushrooms, Potted Shrimps, Beef Wellington, Fish Pie, Steak and Kidney Pie, Bramley Apples, Cox's Apples, Ginger Bread, Northumberland Gouda, Grouse, Venison, Swaledale Cheese, Wensleydale, Pigeon Pie, Steamed Mussels, Wild Duck, Steak Diane, Artichokes, Black Pudding, Lancashire Hot Pot, Gloucestershire Old Spot, Corn on the Cob, Fish & Chips,

A potted history of British food

introduced; cheese-making thrived, pheasants and rabbits became part of the countryside and geese and guinea fowl part of the farmyard.

Anglo-Saxons

The Anglo-Saxons had a fund of sophisticated herbal lore and such plants as watercress and camomile began to be regarded as especially healthy. The peasant staples were bread and a dish known as pottage, a thick soup made of peas, beans or cereals, rather like today's porridge. Wild pigs had been domesticated by the tenth century and economically fed on household scraps and woodland forage. They provided a source of meat for people for many centuries. Their meat was salted and

preserved to last through the year in such forms as sausages and bacon.

Wild foods were valued with blackberries and raspberries being added to bread to make an early version of summer pudding.



Nineteenth century

Industrialisation wrought great changes on our diet. Fish and chips combined the fried potatoes of the industrial northern towns and cities with the fried fish of Jewish traders in London. Marmite was invented in the nineteenth century as a handy way to use up the yeast that was a by-product of the brewing industry. The British Empire continued to make exotic tastes part of our national palate. Queen Victoria had a curry made daily in case of visitors from India, and that British stalwart, Worcestershire sauce, was first made in 1835, based on a recipe brought back from India, whilst Mrs Beeton includes mango chutney and chilli vinegar in her *Book of Household Management*.

Twentieth century

Today, we have both more choice, and less. The deprivations of two world wars and 14 years of rationing left us with a food policy geared towards productivity, and many of our special native foods

Raspberry Ice Cream, Bread and Butter Pudding, Parsnips, Savoy Cabbage, Elderflower Cordial, Goose, Brussel Sprouts, Saltmarsh Lamb, Heather-fed Lamb, Gammon, Pork Pies, Sausages, Marrows, Rhubarb & Custard, Cumbrian Air Dried Ham, Leeks, Shortcake, Mackerel, Haddock, Prawns, Stilton, Sea Bass, Trout, Turbot...



■ Potato prints

Use potatoes and root vegetables to make prints – it's very easy and great fun! All you need is some paper; a potato and some water colour or powder paints. Thick, textured paper is ideal, but why not try using transparent overheads for a stained glass window effect.

To avoid children using sharp knives, ask them to draw their shapes and get an adult to cut them out. Alternatively for older pupils, try using pastry cutters – there are many interesting shapes available (try your local cake decorating shop).

You could use this method to make all sorts of decorative displays, such as a border for a harvest festival display or a frieze for the classroom.

■ Food dyes

Food dyes are colourful and safe to use and can be bought from most food shops. Cochineal is the red one – it comes from a small South American beetle and was imported by Queen Elizabeth I. You can also get green, yellow and blue.

- Buy a plain iced cake and make a football pitch: colour the icing green and ask pupils to make marzipan versions of their favourite footballers using food dyes for their team's colours.

Use food dyes to colour fabric or old clothes. Ask the class to bring in an old item of clothing. You will need a saucepan, some ordinary household salt and some dyestuff. Create patterns by rolling the cloth into a long sausage roll and tying string around at various intervals before putting it in the dye.

Many fruits and vegetables are used in textile dyes. Here are a few examples.

Orange, Gold and Yellow – onion skins; **Light Yellow** – orange or lemon peel, carrot tops; **Yellow** – turmeric; **Pale Green** – spinach leaves; **Green-Gold** – Golden Delicious apple peel; **Blue** – blueberries, red cabbage leaves; **Beige brown** – strong brewed coffee; **Pale Red** – beetroot, cranberries, raspberries.

Why not try using some of these!

■ Mosaic pictures

Children love getting messy! Making a simple collage using food stuffs the children have collected is a great way to help them learn about different foods.

Arrange a walk around your school grounds or a visit to a food market or allotment. Collect different foods, fruits and vegetables, pulses and grains, interesting roots, nuts and edible plant leaves. Back in the classroom

challenge the children to make a food collage – a farm scene, a tractor; a potato head or bean man. Show them examples of similar work done by contemporary artists such as Damien Hurst.

■ Vegetable lanterns

We all know about carving faces in pumpkins for Halloween, but what about other vegetables? This is easy to do though the children may need some help.

- Marrows, if they have become hard and "woody" are fun as they can have a big smiley mouth at one end, patterns cut through the middle or they can be made into 'sausage' dogs or crocodiles.
- Any fruit or vegetable that has a very hard skin is suitable; squashes are available from October to March and these make very funny faces.
- Cut off the top and scoop out the seeds and flesh then carefully carve your pattern or face through the skin; put a small nightlight inside, light it and then put the 'lid' back on.

■ Make containers for food

Make unusual containers to hold food. Look at examples of work made by craftsmen from different cultures and throughout history to get some ideas. You could try basket making, origami, using clay or even wood turning. Alternatively, why not set your pupils the challenge of making a container out of food such as a water melon for strawberries.

Thin skinned mandarins can be hollowed out, soaked in water and carefully turned inside out. Leave them to dry out and go hard before decorating them with colours or black ink.

For information on making papier mache bowls see www.kid-at-art.com/htdoc/lesson37.html

■ Design fun labels for the plants in your school garden



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

DfES

■ Still life painting

Ask the class to select, arrange and present food objects in a still-life painting. Investigate the work of famous artists who have used food to convey ideas and feelings. For example: Cezanne's 200 still lifes, 'The Milkmaid' by Vermeer; or the work of Chardin in which food represents the sober life of the Parisian petite bourgeoisie e.g. 'Breakfast Table', 'Jar of Apricots', 'Basket of Wild Strawberries'. Encourage them to observe and record the different colours, tones and patterns.

■ Food sculptures

Have a look at the work of Andy Goldsworthy www.sculpture.org.uk/artists/AndyGoldsworthy and, using this as inspiration, ask pupils to try making some of their own creations using only natural food products. These are also great to photograph or video.

■ Make a photographic or video diary of seasonal food

If you have a school garden or allotment near school, why not make a photographic diary, looking at the seasons, the crops, the people working in the garden, tools or even soils. They can all be photographed in different ways and used to make very interesting compositions and displays. Taking photos at regular intervals to illustrate the crops growth through images is also a good idea. Pupils could even do a slide show or power point presentation for another class or assembly.

■ Design a logo and packaging for a new local food range

The design must reflect: **healthy aspects of the food; traceability to the producer; regional.**

PSHE & Citizenship

PRIMARY



■ Good food means good health!

Teach the class about where food comes from by showing how animals and plants grow and reproduce. Some agricultural colleges and city farms provide incubation sets that schools can hire to follow the life cycle of a chicken from egg to adult. Once the chicks have hatched they can be returned to the college and their progress followed with school visits or some colleges even provide a live web cam! This provides an ideal exercise for finding out about feeding and growth and for introducing discussion about the ways we need to look after animals if they are to stay healthy. To find an agricultural college near you visit www.napaeo.org.uk. To find a city farm near your school visit www.farmgarden.org.uk. Or see farm visit resources opposite.

This exercise is also an ideal starting point to explore the issues of food production, e.g. battery farmed versus organic and free

range. This will give pupils the opportunity to consider ways in which food is relevant to their personal health and to relate food to aspects of their everyday life (e.g. exercise, medicines, allergies and obesity). To make the lesson fun add some animation by showing the class 'The Meatrix' – a cartoon exploring the issues of mass food production. www.themeatrix.com

■ Visit a local farm or allotment

Here children can learn about the rural way of life, how food is produced and about the people involved in its production. There are lots of organisations offering farm visits for schools. See 'Resources'.



Contact your Local Education Authority and suggest a twinning between a rural and an inner city primary school to learn about different attitudes to food.

■ What makes up a balanced diet?

To assist with teaching the class the importance of eating a balanced diet ask pupils to use the nutritional information panels from food packets to identify the main nutrients contained in food and establish that carbohydrates, proteins, fats, fibre, salt and water form the bulk of food. This is a good way to introduce some science into the lesson as you can demonstrate food tests to identify protein, starch, sugars, fats and water.

■ Hold a class debate on food and farming issues

Once the pupils have investigated the main nutrients in food and what constitutes a balanced diet, ask them to prepare for a class debate on, for example:

- Organic versus conventional farming.
- Intensive versus extensive farming.

- Globalisation and localisation – are they compatible?
- The moral issues of eating meat.
- Are supermarkets a good thing?
- Should we subsidise food production?
- Slow food versus fast food.



RESOURCES

Primary/Secondary

Farm behind the food provides information on farming to teachers and shows how farmers work to each of the food standards. www.face-online.org.uk/farmbehindthefood

Dairycos have created an explore the farm video and a number of moovies to meet the dairy farmers working in Britain today. www.thisisdairyfarming.com

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 PSHE curriculum and find contact details for your local 5 A DAY project co-ordinator: www.nhs.uk/livewell/5aday

Farms for Schools

FFS has over 140 farms offering educational facilities across England, Wales & Scotland. The website also contains listings of other organisations that organise school visits. See www.farmsforschools.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. Visit www.farmsforcitychildren.org

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. Visit www.farmgarden.org.uk

The National Trust Many National Trust properties such as Ham House and Knightshayes have kitchen gardens and run special events and educational tours around them. www.nationaltrust.org.uk

National Farm Attractions Network

A database of farms to visit across the country. See www.farmattractions.net

LEAF Demonstration Farms

A network of 300 farmers trained in working with schools and 70 demonstration farms hosting school visits. To arrange a farm visit see www.leafuk.org

The Soil Association's 'Food for Life' Curriculum Pack

This provides a wide range of activities covering food production, farming, healthy eating and responsible consumerism all of which can be used to support classroom debate. A one-day schools' workshop and video are available to complement the curriculum pack. They also have 50 organic farms to visit throughout the country. For further details about SA resources and 'virtual' farm walks KS1 – KS4. www.foodforlife.org.uk

Oxfam Oxfam provides useful discussion material, lesson plans and online interactive material on global food trade, food miles and Fair Trade on the Oxfam website www.oxfam.org.uk/education

Grab 5! A wealth of information including PSHE & Citizenship lesson plans, worksheets and ideas on making food part of every day education can be found on the website. www.sustainweb.org/g5cp/index.htm

Countryside Classroom Is a website supporting teachers and practitioners in using the 'outdoor classroom' as a resource across the curriculum for pupils of all ages. Visit www.countrysideclassroom.org.uk

SECONDARY

RESOURCES

Primary/Secondary

5 A DAY

Download activity lesson plans for Key Stage 2 pupils linking fruit and vegetables to the literacy curriculum www.nhs.uk/livewell/5aday

British Nutrition Foundation

For younger children, the British Nutrition Foundation has laminated flash cards showing a picture and spelling for a range of foods that can be used for literacy and vocabulary development. Visit www.nutrition.org.uk

The British Meat Education Service

The British Meat Education Service provides extensive teaching resources for primary education. In particular, some downloadable cartoons entitled 'facts, folklore, fallacies and fibs about food' offer great stimulus for classroom discussion. Teachers notes are also included. www.meatandeducation.com

Farming & Countryside Education

FACE has initiated a number of debates with young people on a variety of food related topics. Further suggestions for topics plus supporting resources on: www.face-online.org.uk

Food in Literature

There are a number of literary reviews of the use of food in famous literature. Easily accessible from most leading search engines on the internet.

Food in Shakespeare

Many people ask about food in Shakespeare. In fact food does not play a central role in his plays though it is mentioned regularly. There is an alphabetical list of quotes using food on www.soupsong.com/lbard.html

A Guide to Food in Hogwarts

Bath buns, rock cakes and Apple Crumble are just some of the traditional British dishes that are served up to Harry Potter and his friends at Hogwarts. This fascinating summary lists all the different types of British food and meals enjoyed in the Harry Potter books.

www.hp-lexicon.org/essays/essay-food.html

Grab 5!

A wealth of information including English lesson plans, worksheets such as a reading comprehension on James and the Giant Peach and creative writing suggestions can be found on the website.

www.sustainweb.org/g5cp/index.htm

Food for Life Partnership

Teaching resource for each curriculum subject www.foodforlife.org.uk

Organise a Mad Hatter's story-telling tea party

Base it on Lewis Carroll's Alice in Wonderland and make jam tarts, decorate little cakes with 'Eat Me' and ask the children to dress up as characters from the book.

Keep a food diary

Get the children to keep a diary of what they eat during the first week of British Food Fortnight and then let them present it to the rest of the class during the second week.

Compose a poem

Ask the children to write a poem about their favourite food. Read them the poem on page 17 as an example or see 'Celery' by Ogden Nash

**Celery, raw,
Develops the jaw,
But celery, stewed,
Is more quietly
chewed.**

Ogden Nash

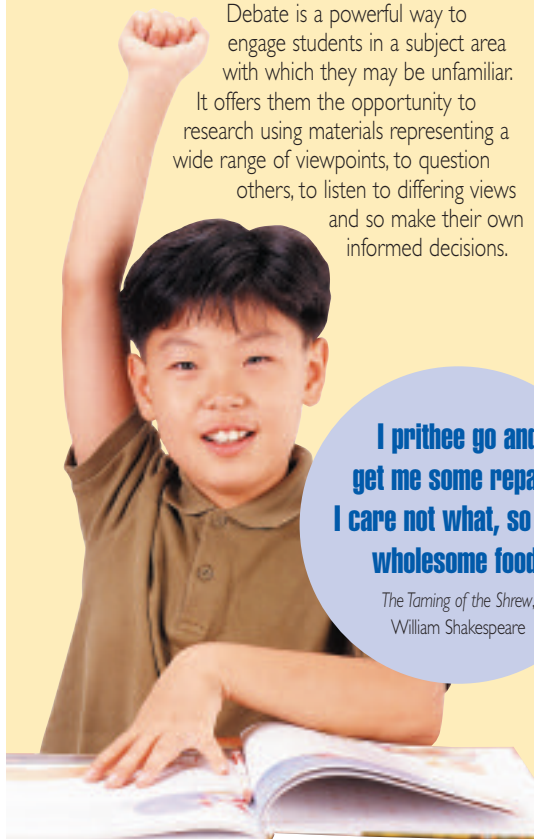


Write a marketing brochure for foods in your region

Consider different ways to describe food, for example: who it is produced by, how it reflects the region of the country it comes from. Study the language that would be used in a professional marketing brochure.

Hold a debate on food issues

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



**I prithee go and
get me some repast;
I care not what, so it be
wholesome food.**

*The Taming of the Shrew,
William Shakespeare*

Consider a class debate on:

- What makes a healthy diet?
- Food safety – effects of fertilizers and pesticides on environment and health.
- GM verses organic.
- Food trading prices – trade barriers, fair trade, subsidies, over production, food dumping.
- Large food retailers – are they a good or a bad thing?

Food in literature

Consider how food is used in the books you are studying on your English Literature syllabus. Many authors use food either as a metaphor, a vehicle for social and emotional observations and meals as a stage-set for dialogue and drama. For example:

- **Jane Austen:** food is everywhere in her books – meals were a framework for society and they punctuate her characters' days with opportunities for flirtation. "Much was said and much was ate" she writes in Mansfield Park.
- **Charles Dickens:** for Dickens, food reflects his characters' emotions and personalities; in Great Expectations, Pip delivers a meal to the escaped convict Magwitch out of fear; the Cratchits' Christmas meal is the classic Victorian Christmas and descriptions of meals at the Dombey's are used to reveal the family's pomposity.
- **Ian Fleming:** food and drink is used in the Bond books as the central metaphor for the luxury of youth and sophistication; in Moonraker, Bond and M share asparagus (in season), hollandaise, lamb cutlets (again in season), peas, new potatoes, and a plain slice of pineapple (the height of exotic sophistication in the late 50s)*.

*Patrick O'Brian, Cooking the Books, The Guardian Dec 10 2003

Hold a 'design a healthy lunchbox' competition

Give the children an A3 sheet of paper with a template for a lunch box on one side and a table for them to describe why they chose each product on the other side. Using food labels, pictures from magazines and their own drawings ask the children to fill their lunchbox. In doing so, ask them to:

- Consider the health aspect – low sugar and low salt; to include fruit and vegetables as well as some sort of healthy 'treat' e.g. yoghurt, fruit loaf etc; the use of brown/wholemeal/granary bread and the presence of protein and calcium.
- Use their imagination, be inventive and think beyond simply a sandwich, fruit and drink.
- Include one product that reflects your region of the country.
 - Each item must be traceable back to source.

Hold an exhibition with all the lunchboxes on show. Invite parents to attend. You could make up the winning lunchboxes with real food.

**Design a menu for a simple supper**

Ask the children to work in pairs to design a menu for a simple supper that they can take home and prepare with their family. Ask them to produce a full list of ingredients and their menu should include:

- at least one seasonal fruit, two seasonal vegetables and one regionally produced product.
- one product that can be served with no preparation i.e. raw.
- at least one dish that requires the combination and cooking of different products.

The children can present their menu to the class explaining why they have chosen each dish.

In
one school a local
chef worked with Year 10
pupils resulting in more
advanced practical work and
a positive impact on the
pupils' GCSE results.

Ofsted Report 2006

**"Tell me and
I forget – show me
and I may remember
– let me do it,
and I learn."**

Prue Leith

RESOURCES**Kitchen Academy**

Provide chefs to visit schools and give cookery workshops and bring smoothie bikes.

www.kitchenacademy.co.uk

Food Standard Agency

There is always comprehensive information on seasonal food and how to cook it on the Food Standard Agency's website

www.food.gov.uk

DATA – Design & Technology Association

For ideas on Food Technology www.data.org.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 popular pod cast, as well as downloadable teaching guides for KS2 and 3. www.foodafactoflife.org.uk

Academy of Culinary Arts

A network of chefs who will run workshop sessions suitable for children from 7 to 11 and integrating well with Key Stages 1 & 2 of the national curriculum. Visit

www.academyofculinaryarts.org.uk

Food for Thought – The Waitrose Enterprise Education Pack

Pupils are asked to recommend the development of a new food product including ingredients, sourcing, price, packaging and promotion. To achieve this within set cost limits, the pupils will need to consider trade-offs between supply, technology and marketing. They have to justify their recommendations with reference to the costs and benefits and any environmental, ethical and consumer issues. A set of 'wild cards' alerts students to the possible effect of political or climatic events on food sourcing, for example: Chicken supplies affected by avian flu.

Develop a food strategy

Ask pupils to develop a sustainable food strategy for your school using food and drink produced in your part of Britain. Ask them to devise a new school menu and suggest items for a healthy tuck-shop, with each dish stating its nutritional, functional and sensory properties.

Hold a cookery club

There are numerous recipes suitable for young people on the internet but you may like to try the seasonal recipes on pages 26-27. These are suitable for ages 14+.



RESOURCES

Primary/Secondary

Dairyco

Created a video flyover of a typical dairy farm.
www.thisisdairyfarming.com

Lessons in Loaf by Real Bread Campaign

Pairs real bread bakers with local primary schools to pass on bread making skills to children and provides teachers guide to tie-in lesson plans.
www.sustainweb.org/realbread/schools/

Let's Get Cooking

Let's Get Cooking is a new, national scheme run by organisations, such as the School Food Trust and the School Nutrition Action Group. 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

British Meat Education Service

A fantastic resource offering a wide range of downloadable teacher notes and worksheets for Food Technology Key Stages 3-4 and AS/A2. There is also a summary of recent School Projects which provides much food for thought.
www.meatandeducation.com

Warburtons

Warburton's offer school visits. Contact 0800 243684 and they'll put you in touch with your local bakery. Website also provides a Teachers pack and detailed interactive information on how bread is made.
www.warburtons.co.uk > our company > education

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 > teachers and pupils

Top ten lunchbox tips

- 1 Make sandwiches with thickly sliced bread, or choose rolls or mini pitta breads. Go for wholegrain or wholemeal varieties when you can.
- 2 Cut down on the amount of butter, margarine or mayonnaise you use.
- 3 Pick low-fat sandwich fillings such as lean meats including ham or turkey, fish (e.g. tuna), cottage cheese, Edam, mozzarella, or sliced banana.
- 4 As well as fresh fruit such as apples and bananas, include a handful of grapes, chopped fresh fruit salad or melon pieces, or a small box of raisins or a mini tin of fruit in juice.
- 5 Rather than drinks that are very high in sugar, such as fizzy colas or 'juice drinks', go for unsweetened fruit juice, flavoured bottled water, flavoured milk and yoghurt drinks.
- 6 Cut down on crisps, which are high in fat, and choose plain popcorn, breadsticks or dried mixed fruit (without added sugar) instead.
- 7 Replace cakes, chocolates and biscuits with scones, currant buns and fruit bread.
- 8 Don't forget to include some vegetables, such as cherry tomatoes, or sticks of carrot, cucumber, celery and peppers.
- 9 Remember to put some salad in sandwiches. And, once a week, why not go for a colourful mixed salad instead of a sandwich.
- 10 Try to vary what you put in your child's lunchbox. This won't just help make their lunches more interesting, but a varied diet is important to give children all the nutrients they need to grow and be healthy.

Food Standards Agency
www.food.gov.uk

"My healthy lunchbox at the start is a tuna & cucumber roll, but that's just a part. Carrots are full of vitamin C, which makes me look and clearly see. Yoghurt is nice and yummy, it is also good for your tummy. Fruit is good for you more and more, but I like apples to the core. Grapes are lovely in a bunch, that's why I have them in my lunch. Scones are nice with lots of jam and are also liked by my best friend Sam. Apple juice is nice with lunch, shame about it, it has no crunch."

Ryan, aged 12 – Horsham District Council
 Healthy Lunchbox Competition
 2003

Ready, Steady...Cook!

Invite a local chef into school to give a cooking demonstration making a recipe using local in-season produce. If you do not have cooking facilities in your school you could ask the chef or a local restaurant if you could use their facilities. Alternatively, use the national network of chef organisations that have volunteered to work with schools to teach young people how to cook during British Food Fortnight. Chef associations and catering organisations representing over 9,000 chefs take part so the chances are there is someone near you willing and eager to help!

Contact details of chef organisations that can help you, recipe ideas and competition entry form can be found on www.lovebritishfood.co.uk

Food technology students at Skipton Girl's High School and year 6 pupils at Water Street School had lessons on nutrition courtesy of Skipton Building Society and ARAMARK chef Peter Chevin.



ICT, Modern Foreign Languages

ICT

RESOURCES

ICT

■ Use food topics as subject material for learning basic computer skills

ICT can be used in many ways to support learning and activities relating to food. Pupils could prepare weekly menus for the school canteen or write recipes for testing or displaying in school. They could keep records of the

school garden planting scheme and seasonal growth rates. Or design plant labels, using images, which can then be laminated and used in the vegetable garden. This is a good way of introducing basic keyboard skills, simple spread sheets and word documents.

Consider creating a special food section for the school website or article for the school council's newsletter.

■ The food business

Set up a model of the operation of a successful tuck shop. Use the model to produce a business plan for a food retailer; outcomes from a consumer perspective, identify the constraints under which the tuck shop has to operate and the likely effects on the retailers' purchasing plans.

Discuss how the model could be presented in a spreadsheet showing inputs, the rules (formulae) and outputs. Pupils can then work in groups to construct a model, revising cells, formulae and cell references. They can test its effectiveness by using sample data representing a number of scenarios.

- Pool ideas on how to run a successful school tuck shop and identify the constraints under which it would operate.
- Clarify why it is important to identify end products, inputs and outputs.
- Build a business model with the class showing changing inputs, differing constraints and variables that affect outputs. For example a rush on an item could create disappointment, a rise in price could affect sales. Show

how the model can be used to predict trends and outcomes.

- Ask pupils to test the model with sample data to investigate a variety of scenarios, e.g. a heat wave resulting in the need for a larger stock of cold drinks.
- Ask the pupils to produce a business report on the tuck shop using text, tables and graphics.

"Teaching children about where food comes from, how it is produced and why nutrition is so important to a healthy lifestyle are invaluable lessons in an age of take-aways, processed home meals and limited opportunities for exercise."

Learning through Landscapes

ICT in the Flour and Grain Industry

ICT is an essential tool at various points throughout the grain chain – for a lesson plan see www.grainchain.com > teachers > 14-16's

ICT in Food Technology

The British Nutrition Foundation website has a useful section on how ICT can be used to support food technology including sample templates and spreadsheets.

www.nutrition.org.uk > Food in schools > teacher centre > resources

Online activities relating to food

A number of organisations offer online activities relating to food, which will help pupils develop their ICT skills. For example: 'Milking It' developed by Oxfam with information about fair trade.

www.oxfam.org.uk/education

Grab 5!

A wealth of information including ICT teaching resources on planning a campaign and creating databases and surveys can be found on the website.

www.sustainweb.org/g5cp/index.htm

Food for Life Partnership

Teaching resources for primary and secondary schools. Includes examples for different subjects in the curriculum including geography, citizenship/PSHE, science and history.

www.foodforlife.org.uk > resources

Foreign Languages

■ Qu'est-ce que tu veux?

Organise a class picnic or party where pupils have to ask for items of food or drink in the language they are studying. This could take the form of a role-play with pupils playing the parts of waiters, a head chef and customers in a restaurant or café. You could also invite foreign guests to participate.

Give the class a list of food and drink items written in the language they are studying. Organise a class visit to a local food market or shop to purchase these items or buy them in advance.

Ask the class to create labels for the picnic, each label giving the name plus a short description of the food. e.g. Pommes de terre du jardin; jambon du sud-est

d'Angleterre; limonada fria; manzanas rojas de Inglaterra.

During the picnic encourage pupils to interact with each other asking for food and drink using suitable phrases. You may like to devise a short dialogue or series of questions on cards that they can use as prompts.

Eat, be merry and chat! ...but only in your chosen language!

■ Write a tourism brochure

Write a tourism brochure for an overseas visitor describing foods to enjoy while travelling in Britain. See similar activity on page 15 but ask pupils to write the brochure in the foreign language they are studying!

Ideas for children to do with their parents

RESOURCES

Pick Your Own

Find fruit and vegetable farms near you.
www.pickyourownfarms.org.uk

Pubs

For an excellent guide to pubs that think beyond the ubiquitous chicken nugget try 'Pubs for Families', Adrian Tierney-Jones, published by CAMRA.
www.camra.org.uk

Shops, Restaurants and Hotels

For general information on shops, restaurants and hotels selling or serving good local food contact
www.finefoodworld.co.uk

Harvest Festivals

The Arthur Rank Centre represents a network of 20,000 churches throughout England including Methodist, URC, Roman Catholic, Baptist and other denominations.
www.arthurrankcentre.org.uk

Breweries

For details of breweries that offer tours including those with special arrangements for schools and for a history of Britain's beer and brewing industry, visit
www.visitabrewery.co.uk

Food & Drink while on holiday

To sample regional specialities whilst on holiday in the UK visit
www.visitbritain.com > things to do > food and drink > regional foods

Treasure Houses

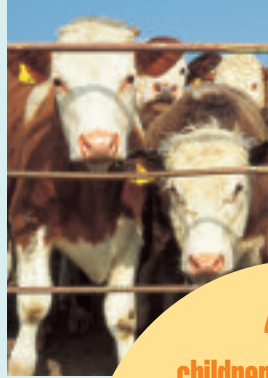
Ten of the most magnificent palaces, houses and castles in England. Each gives a fascinating insight into life, gardening and farming over the centuries.
www.treasurehouses.co.uk

UK Villages

For places to visit and events taking place in your area visit www.ukvillages.co.uk

■ Visit a National Trust kitchen garden or farm

Many of Britain's foods and drinks have a history as ancient as our castles and are as much a part of the tapestry of our heritage. The National Trust has over 300 properties across the country many of which have kitchen gardens and farms that provide fun opportunities for children to learn about the history of our food and drink and how crops and vegetables are cultivated and animals reared.
www.nationaltrust.org.uk Full contact details on page 28.



other religions celebrate the harvest in a similar way. Contact the Inter Faith Network for the UK.
www.interfaith.org.uk

■ Visit a local food festival

Take them to one of the many food festivals that take place across the country. Many have specific childrens' activities.

40% of children have, by way of breakfast, a chocolate bar or a packet of crisps on the way to school

Prue Leith, Choice for Children, Resurgence Issue 205



■ Celebrate Harvest Festival

Historically the Church has played a key role in reinforcing the connection between people and the land. And Harvest Festival is second to Christmas as the most popular time for 'going to church'. British Food Fortnight takes place at the time of Harvest Festival – you do not need to be a regular church-goer, or have a particular faith, to take part in the celebration. Many

■ Tips for parents on food at home

At home children can learn about food through a variety of different ways...

"I wish every fortnight was British Food Fortnight"

Terry Wogan,
Radio 2

Learning about shopping: Food can be bought from many different types of shop. Consider a local bakery, butcher or greengrocer. Encourage your child to look at different or unusual foods. You could discuss where food comes from or read the labels together before it goes into the shopping basket. Try taking your child to the shops or local markets when they are not too busy and spend some extra time comparing products and discussing differences.

Reading food labels: In the shops, or at home, look at labels on the food products with your child. Point out that packaging shows important information such as the name of the food product, its weight, ingredients, date mark and storage.

Try some new foods: To encourage your child to eat a

variety of foods, why not include new flavours of foods as part of a main meal? Think about where they come from and don't be too worried if they do not like it, simply try again at a later date or with another meal.

Cooking food with your children:

Encourage your child to help you cook by involving them in choosing what to make and helping to weigh out ingredients. Try to encourage their imagination and creativity by asking them to suggest extra ingredients, for example new things to include in a salad, like edible flowers (pansies, nasturtiums). You may be pleasantly surprised!

Get creative: At special times of year, such as Chinese New Year or birthdays, set aside some times for making gifts with food. For example, bake a birthday cake for a neighbour. Remember to make sure there is adult supervision at all times.

Pick your own and grow your own!



Food through the ages

Many heritage sites and museums offer programmes and visits which focus on food in history – English Heritage, National Trust, The Royal Palaces, private estates. Why not get kids out of school to an authentic setting.

Roman Times: they ate some odd food such as dormice and calves brains with roses, but they also ate a lot of fruit and vegetables. They ate their food with their fingers and used knives made from antlers with an iron blade to cut their food. Dinner would start at about four in the afternoon and could continue into the night.

Norman Times: if they were a lord they would have eaten meat all year round because they would have been able to afford to buy salt to preserve it. And they would have bought pepper to spice tasteless food or food which was beginning to go bad. If they were a peasant they would not have eaten much meat though they may have kept a pig. Their only sweet food was the berries, nuts and honey they collected from the woods.

The Second World War: food rationing started in 1940 and finally ended in 1954. What would they have eaten during food rationing? During the war, school playgrounds were dug up so that vegetables and animals could be raised on the plot. There were no deep freezes and people learnt to preserve and bottle fruit and vegetables. To help with the war effort, children were even given a couple of days off to help with the harvest. Ask the children to produce an imaginary ration book.

Examine the history of a particular food

Ask the children to select a particular food or drink product and write a short history of its development through the ages. For example, apples, bread, baked beans and many types of rare breed meat all have an interesting history and reflect Britain's changing socio-economic landscape.



And did you know?:

- peas came originally from West Asia but spread into Europe in the Bronze Age
- apples originated in the forests of Western Asia and came to Britain with the Romans
- chickens originated from the jungles of Asia
- wheat was grown 10,000 years ago in the Middle East's 'Fertile Crescent' where agriculture has its origins
- lettuce grew in the Mediterranean and was first eaten by the Romans as a dessert
- potatoes grew only in the mountains of Central America and were brought back by explorers to Europe where they aroused suspicion as they are not mentioned in the Bible.

The history of the apple

Apple growing has a long history in Britain. The first orchards were laid out by the Roman occupiers. Veterans of the imperial army were offered plots of land for fruit growing as an inducement for them to stay in this damp land.

The Normans brought with them their own strong tradition of apple growing and cider making. It was they who introduced the first recorded types: the Pearmain, chiefly used for cider making, and the Costard, which was ideally suited to pies and gave rise to the term costermonger – a seller of apples.

By Elizabethan times, England had established its own apple tradition. Long before the German Christmas tree became popular, the English decorated their homes with the native 'kissing bough' hung with candle-lit apples. Each year on the old Twelfth Night – January 17 – locals would troop into a nearby orchard to sing to the old trees. Guns would be fired to drive off evil spirits and the trees would be toasted with cider.

During the 19th century, the raising of new apple varieties became almost a national obsession. Some time between 1805 and 1812 a girl called Mary Anne Brailsford planted a pip in her garden at Southwell, Nottinghamshire. When the family moved, the cottage was bought by an innkeeper called Matthew Bramley. Today the Bramley has become Britain's most popular cooking apple and it is still produced from stock taken from the original tree.

Graham Harvey, *Daily Mail* 2 Feb 2004

For further information on the history of the apple see www.ifrac.uk/info/society/spotlight/apples.htm

RESOURCES

Primary & Secondary

British Meat Education Service

Discover the brilliant Viking Takeaway with teacher's notes and pupil worksheets. www.meatandeducation.com

English Heritage

EH offer a series of publications on 'Cooking Through the Ages' covering Medieval, Tudor and Georgian Cooking. To order online, visit www.english-heritage.org.uk

The Museum of English Rural Life

www.reading.ac.uk/merl/

History on the Net

www.historyonthenet.com > History Topics > Culture and Society including a fun Roman Food Wordsearch and a Roman Food Quiz

Wartime rationing

Information on wartime rationing www.bbc.co.uk/schools/primaryhistory

Rare Breed Survival Trust

For information about the history of some of our more unusual livestock: www.rbst.org.uk

The best source of information on the history of British food is 'British Food – An Extraordinary

Thousand Years of History' by Colin Spencer, published by Columbia University Press Oct 2003. Though not specifically a school book this is an excellent and very comprehensive account and, as it is divided into short historical sections, it is a very usable teaching resource.

Fast food was invented in Medieval times in the cook shops that lined the Thames catering to boatmen and travellers

The history of our food – how things have changed

Explore the major historical events that have influenced and changed eating in Britain. Ask the class how they think British cooking is regarded today. Gardening programmes, celebrity chefs, TV cooking programmes and innovative restaurants suggest British cuisine is flourishing. But it has not always been so. Ask students to each select a period in history, explore our eating habits during that period and the social and economic reasons for them. For example:

- the Tudors, when monarchs ate peacocks and peasants ate finches
- the Georgian era, when heated glasshouses were introduced and oranges and pineapples were grown for

the first time in this country

- the Victorians, the age of high-tea and cucumber sandwiches
- two world wars and wartime food rationing
- present-day influences of globalisation, refrigeration, multiculturalism, factory farming, the supermarket and the rise of pre-packaged and fast foods.

Then ask them to work together as a class to compare different periods and identify the high and low points of British cuisine throughout history.

Is our diet more healthy now than it was in the past?

RESOURCES

Secondary

Regional foods

There is a comprehensive list of regional foods on www.regionalfoodanddrink.co.uk. There is also a list of regional food websites accessible from this site.

The Soil Association

The Soil Association's 'Food for Life' Curriculum Pack provides a number of activity sheets and teaching resources that support the teaching of Geography. Examples include crop to crumble and one planet food packs.
www.foodforlife.org.uk

Oxfam

There is useful discussion material on the global food trade, food miles and Fair Trade on the Oxfam website www.oxfam.org.uk/education

Fish and Kids

A brilliant website that includes a curriculum linked Fish & Kids pack to help teach students about marine environmental issues, how fish gets from a boat to their plates and how everyone can use consumer power to help protect the oceans. It might take a couple of minutes but it is worth it! There are also colouring in sheets, action sheets such as Food Chains, discussion cards and a slide show.
www.fishandkids.org/staff_resources.php?page=staffroom

Grab 5!

A wealth of information including Geography lesson ideas such as exercises on food miles and waste are available on the website.
www.sustainweb.org/g5cp/index.htm

British Meat Education Service

A fantastic resource offering a Global Food Trek downloadable worksheet for KS2.
www.meatandeducation.org.uk

Teach children the concept of food miles



Stibington Environmental Centre

Conduct a shopping survey to find out where food sold in your local shops comes from. Take the children out in smallish groups to your local town and ask them to find out where the food in your town comes from. This may require cooperation from the local shop-keepers so choose a time when the shops are quiet.

Produce a large map of the world and mark where all the different foods and drinks you have seen in your local

shops originate from. You could also ask children to bring in labels from home. Use this exercise to teach the class the concept of food miles by asking pupils to measure – and mark on the map – the distance from where food was originally produced to where it is being sold in their local shops. Discuss the reasons why food is transported from different parts of the country and from around the world, and what impact this has on fair trade.

- different climates are suitable for different crops e.g. bananas, coffee
- refrigeration, preservatives and air transportation enable food to be transported long distances
- consumers want to eat foods that are seasonal to our own country all year-round e.g. lamb, strawberries, carrots and therefore shops source from around the world.



Develop a 'food and drink' in tourism brochure for an overseas visitor

Ask each student to select a region of Britain and:

- describe the food that typifies that region
- explain why it is an integral part of the visitor experience
- describe different sorts of food-related visitor attractions that exist in that region – for example, local pubs, food festivals, farmers markets, specialist shops...
- develop a sample menu for a local restaurant that wants to offer food to visitors that reflects the heritage of its region – remember to include local beers, ciders and other drinks that go well with the menu.



Contrast two regions of the country

Look at the effects of climate, terrain and socio-economic factors on food production. Assess how these have given rise to regionally distinct foods. For example, East Anglia which is largely arable and pigs versus the South West which is largely livestock.

■ Addition, multiplication, %'s and profit & loss in the market place

Use a role play scenario to involve pupils in mental arithmetic. Nominate pupils to adopt different roles, e.g. a greengrocer selling vegetables in the market place, a farmer selling produce to shops, or a customer.

You are a greengrocer selling vegetables from your stall in the market place and start early in the morning with 30 kilograms of potatoes and 20 cauliflowers.

Your first customer is Mrs Smith and she asks you if she can buy 5 kilograms of potatoes and 3 cauliflowers. If 1 kilogram of potatoes is £1.50 and each cauliflower costs 67p, how much money does Mrs Smith's bill come to?
 $(5 \times £1.50 = £7.50) + (3 \times £0.67 = £2.01) = £9.51$

Your next customer is Mrs Jones and as she has a large family she asks you if she can buy 15 kilograms of potatoes and 8 cauliflowers. How much money does Mrs Jones's bill come to?
 $(15 \times £1.50 = £22.50) + (8 \times £0.67 = £5.36) = £27.86$

Your third customer is Miss Robinson and she asks if she can buy 7 kilograms of potatoes and 4 cauliflowers. How

much money does her bill come to?

$$(7 \times £1.50 = £10.50) + (4 \times £0.67 = £2.68) = £13.18$$

Calculate the total number of cauliflowers sold as a percentage of your opening stock?
 $(100/20 \times (3+8+4) = 75\%)$

The vegetables you are selling were bought from the nearby farm of Farmer Giles. If you paid him £1 for each kilogram of potatoes and 20p for each cauliflower, how much profit have you made from your three customers so far?

Potatoes (cost = £1 × 30 = £30)
 (revenue = £1.50 × 27 = £40.50)

Cauliflowers (cost 20p × 20 = £4) (revenue = 67p × 15 = £10.05)

Therefore revenue over cost, thus profit = £10.50 from potatoes and £6.05 from cauliflowers or £16.55 altogether.



RESOURCES

Grab 5!

A wealth of information including Maths lesson ideas such as a market stall game, weighing and measuring exercises and applying data are available on the website.
www.sustainweb.org/g5cp/index.htm

"Our event during British Food Fortnight was a huge success and great fun — we will repeat it next year."

Great Hockham Primary School,
Norfolk

■ Simple cash-flow and business planning for 14+ year olds

John is a dairy farmer and he sells the milk his 10 dairy cows produce to the local processor where it is turned it into butter. He also grows strawberries from which his wife makes delicious home-made ice-cream. They have decided to open a Farm Shop as they think they can make a bigger profit from their milk by turning it into ice-cream than by selling it unprocessed. Help John draw up a business plan for the Farm Shop and answer the following questions:

Assuming his herd currently produces 100,000 litres of milk per annum and that John receives 20 pence per litre, and that his wife's strawberry ice-cream sells for £2.50 a tub, how many tubs would she need to sell to achieve the same amount of sales as they currently do from the dairy herd?

$$100,000 \times £0.2 = £20,000 : £20,000 / £2.50 = 8,000$$

As a percentage, how much should he increase the cost per tub by to achieve a profit on sales of £10,000?

$$(£20,000 + £10,000) / 8,000 = £3.75 : £3.75 \text{ less } £2.50 = £1.25 ; 100 / 2.50 \times 3.75 = 50\%$$

The Farm Shop premises will be subject to a rigorous assessment by the Food Standards Officer and will need to be equipped correctly in line with recent European Union regulations. John has set aside £3,500 to purchase new

freezers, ultra-violet lights and chillers. Suggest a list of checks John will need to make to conform with the regulations and draw up a simple cash flow for the first year including this expense and based on sales of 8,000 tubs at £3.50 each.

John is eligible for a government grant of 30% of the total capital cost of setting up his Farm Shop.

Produce a business plan grant application for submission to DEFRA on John's behalf on the basis that the Farm Shop will need building and decorating work of £1,500 and that the extra equipment needed will cost £3,500 (as outlined above).



Ingredients for Cottage Pie

- 1 tbsp oil
- 1 large onion chopped
- 2 medium carrots, chopped
- 560g beef mince
- 400g can tomatoes
- 290ml beef stock
- 1 bay leaf
- fresh thyme leaves from 1 sprig
- 2 tbsp tomato puree
- salt & freshly ground pepper
- For the topping:
- Parsnips, potato and horseradish mash
- 750g potatoes, peeled and chopped
- 225g parsnips, peeled and chopped
- 2 tsp creamed horseradish
- 75g butter
- 55 ml milk

RESOURCES

Food for Life Partnership

Provides a number of activity sheets and teaching resources that support the teaching of science. www.foodforlife.org.uk

Fruitfull Schools

Provides schools with information on how to use their grounds to design, grow and maintain traditional orchards. www.fruitfullschools.org

Growing Schools

A DfES programme that aims to encourage schools to use the outdoor classroom as a context for learning. Lots of information on growing food in school grounds. www.growingschools.org.uk

Learning through Landscapes

A national school grounds charity, helping schools and early years settings improve the use, design and management of their outdoor environments to benefit learning and play. www.ltl.org.uk

Growing organic fruit & vegetables

Find downloadable leaflets on, amongst others: vegetable gardening & crop rotation; growing on a windowsill; growing in containers. The website also has helpful advice on making compost and how to deal with pests and disease without chemicals. www.gardenorganic.org.uk > what we do > schools > free resources for schools

Outdoor classrooms

Information about buying planters for schools and about organic crop growing is available on www.outdoorclassrooms.co.uk

Science Across the World

Offers resources and different topics including 'food glorious food' 'what did you eat' and 'talking about food'. www.ase.org.uk/resources/science-across-the-world/

National Federation of Young Farmers Clubs

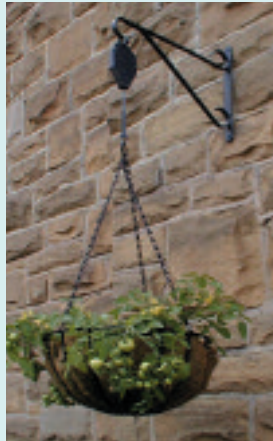
For information on how your school farm or gardening club can become a member and for details of agricultural shows that are fun to visit see www.nfyfc.org.uk

Outdoor activities

Growing food in your school grounds is an excellent way of enabling children to understand where their food comes from and to enjoy food they have grown themselves.

Growing food is easy. You do not need a lot of space or knowledge. And there are lots of resources to help you.

If you do not have sufficient outdoor space for a vegetable patch, consider tubs, window boxes, hanging baskets or yoghurt pots. The important thing is for children to have a go themselves.



Conduct scientific experiments and trials in the garden

Conduct experiments to test a particular factor such as planting densities, yields of crops sown at different times, different light regimes, soils or fertilizers.

Compare taste, weight, colour and smell by growing long and short-rooted carrots.

Compare the use of different mulches by growing broad beans and potatoes.

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

Chinese Proverb

Classroom activities

Fruit, root or vegetable?

Ask pupils to divide a page into sections labelled root, fruit and seeds and draw some examples of fruit and vegetables in each section. Better still, bring in a selection of unwashed fruit and vegetables with roots and leaves intact. Good items would be carrots with their leaves, tomatoes on the vine, onions or garlic with stalks, lettuces with roots or celery stalks with their leaves. For fruits you could use rhubarb, strawberries and pineapples. Explain that we eat many different parts of plants – **seeds**: peas, broad beans, sunflower seeds; **bulbs**: onions, leeks; **fruits**: apples, peppers, tomatoes; **leaves**: cabbage, lettuce, spinach; **stems**: rhubarb, celery, asparagus; **roots**: carrots, parsnips, beetroot; **tubers**: potatoes, yams; **flowers**: cauliflower, broccoli.

How do different chemicals affect plant life?

Discuss the advantages and disadvantages of maintaining soil fertility organically versus using chemical fertilizers.

What's in season when?

The Love British Food website has a handy what's in season chart. Download for free from www.lovebritishfood.co.uk/teacher-zone/teachers-take-part

Explore the life cycle of different foods

Ask the class to develop a life cycle of certain foods. For example, eggs, milk or potatoes tracing their development from seed-to-harvest-to-shop-to-cooking-to-compost. They could draw a diagram showing the complete cycle from seed through to compost to seed again. You could divide the class into small groups and ask each group to act out the life of a different food as a drama.

Grow your own vegetables

- Provide children with a box of seeds to take home so that they can grow vegetables with their parents as homework
- Create a germination tray in the classroom
- Make a compost bin for the school garden
- Design a planter for the School Garden



Religious Education, Music

Religious Education

Different countries and religions around the world celebrate the annual food harvest in a variety of ways and at different times of the year. In Britain, historically the Christian celebration of Harvest Festival has played a key role in reinforcing the connection between people and the land. British Food Fortnight takes place at the time of Harvest Festival and so presents lots of opportunities for schools to hold special thanksgiving assemblies or celebrations and to create harvest displays in the classroom.

RESOURCES

RELIGIOUS EDUCATION

Food and Religions

More detailed information on different religious food practices can be obtained from: www.interfaith.org.uk

The Arthur Rank Centre

The Arthur Rank Centre represents a network of 20,000 churches throughout England including Methodist, URC, Roman Catholic, Baptist and other denominations. www.arthurrankcentre.org.uk

Harvest Festivals around the world

For a comprehensive guide to harvest festival celebrations around the world see www.harvestfestivals.net/harvestfestivals.htm

PRIMARY

■ Tuck shop or breakfast club

Celebrate the harvest in your tuck shop or breakfast club by offering fresh fruit and vegetable options. If you have grown food in your school grounds (see science page 23), designed food products (see pages 16-17), or made biscuits in class then use the harvest festival as an opportunity to sell them to other pupils. The money raised can be used towards school funds.

■ Hold a special harvest festival assembly

Invite pupils to role play being a farmer, baker, greengrocer and chef and illustrate how food is grown, prepared and sold. Include a food quiz and songs about food. Invite the school gardening club, if you have one, to arrange a Harvest Fair of their produce to raise money for school funds.

SECONDARY

■ Look at ways that food and the harvest is celebrated in different faiths and cultures

For example:

- Thanksgiving in America and Canada.
- The Chinese Moon Festival.
- Pongal to celebrate the rice harvest in India.
- The Malaysian rice festival.
- Koshugatsu to celebrate the rice harvest in Japan.

- Festivals of the yam and grain harvests in Africa.
- The French wine festival on January 22nd.
- Sukkot, the Jewish festival.

■ Explore the impact of religion on the ways people eat

Why Muslims and Jews do not eat pork, why many Buddhists are vegetarians, why Hindus do not eat beef, why Christians fast during Lent.

History of Harvest Festival in Britain

The celebration of Harvest in Britain dates back to pre-Christian times when the success of the crop governed the lives of the people. Saxon farmers offered the first cut sheaf of corn to one of their gods of fertility, in order to safeguard a good harvest the following year. The last sheaf was thought to contain the Spirit of the Corn, and its cutting was usually accompanied by the ritual sacrifice of an animal – often a hare caught hiding in the corn. Later, a model hare, made from straw, was used to represent the continuity of the Spirit. This practice eventually led to the making of plaited 'corn dollies', symbolising the goddess of the grain. These were hung from the rafters in farmhouses until the next year. When the harvest was in, a celebratory supper was held to which the whole community was invited. The now widespread practice of celebrating Harvest Festival in churches began in 1843, when the reverend Robert Hawker invited parishioners to a special thanksgiving service at his church at Morwenstow in Cornwall. This led to the long-practised custom of decorating churches with home-grown produce.

From 'Active Assemblies Through the Year', Ian Addis

Food, glorious food!
Hot sausage and mustard!
While we're in the mood – Cold jelly and custard!
Pease pudding and savelloys! What next is the question?
Rich gentlemen have it, boys – In-di-gestion!
Food, glorious food! We're anxious to try it.
Three banquets a day – Our favourite diet!
Just picture a great big steak – Fried, roasted or stewed.
Oh, food, Wonderful food,
Marvellous food,
Glorious food.

Music

PRIMARY/SECONDARY

■ The Vienna Vegetable Orchestra – music with taste

The Viennese Vegetable Orchestra, founded in 1998, plays music exclusively on vegetable instruments such as radishes (a radish-marimba) and cucumbers (a cuke-o-phon) though where necessary additional kitchen utensils are used. It creates a very novel sound that cannot be achieved with conventional instruments such as guitars and drums – it is a playful departure from the conventional use of vegetables, though after performances they are usually made into soup so that the audience can enjoy them a second time! Why not try this in your school?

■ Recreate a festival and prepare a feast

Ask the class to consider the part that music and food play in festivals and ceremonies in Britain and around the world, e.g. Harvest Festival, Christmas, Chinese New Year. Recreate the festival using traditional music at a feast that they have prepared themselves.

■ Compose music for food products

Eg. like the yeo valley rap! www.yeovalleyorganic.co.uk

We plough the fields, and scatter
the good seed on the land,
but it is fed and watered by God's almighty hand:
he sends the snow in winter, the warmth to swell the grain,
the breezes, and the sunshine, and soft, refreshing rain.
All good gifts around us are sent from heaven above;
then thank the Lord, O thank the Lord, for all his love.
We thank thee then, O Father, for all things bright and good,
the seed-time and the harvest, our life, our health, our food.
Accept the gifts we offer for all thy love imparts,
and, what thou most desirest, our humble,
thankful hearts.

Physical Education – Eating and Health

Diet and physical activity are inextricably linked and also form the two halves of the calories in: calories out equation. Use British Food Fortnight as an opportunity to focus on the best food to eat to achieve optimum health.

RESOURCES

Food Passport

Developed to help support the food skill, knowledge and understanding transition between primary and secondary school. Its a simple, flexible and easy to use tool to map out food experiences. www.foodinschools.org

Healthy Living Blueprint for Schools

Launched by the Secretary of State for Education in 2004 it includes useful ideas on healthy eating in schools. See www.teachernet.gov.uk/healthyliving

5 A DAY & the School Fruit and Vegetable Scheme

All 4-6 year olds in LEA-maintained schools across England are eligible to receive a free piece of fruit or vegetable every school day. Find out more about the scheme and about the Dept. of Health's 5 A DAY programme at www.nhs.uk/livewell/5aday

Whole School Food Policy

Guidance and interactive tools to assist schools develop a whole school food policy. See www.healthpromotionagency.org.uk/Resources/nutrition/pdfs/food_in_school_09/Establishing_School_Policy.pdf

The British Nutrition Foundation

The British Nutrition Foundation produces a wide range of teaching aids and an online Teacher and Pupil centre. They also produce leaflets on children's diets and nutrition that you may like to distribute to your class and to parents. Available free from the Foundation though they do ask for a contribution towards postage. Contact BNF www.nutrition.org.uk > food in schools

Food Standards Agency

'5 A DAY the Bash Street Way' is a set of materials produced by the Food Standards Agency to explain the '5 A DAY' message to primary school children. The material is downloadable in English and Welsh from the website, which is also packed with useful health information. www.food.gov.uk

Sustain

Sustain's Grab 5 Curriculum Pack has lots of activities and material to encourage children to eat the recommended five portions of a variety of fruit and vegetables a day. Available free at www.sustainweb.org/g5ap/index.php

Breakfast Clubs

For guidance and support on setting up a Breakfast Club or for information on established clubs visit www.continyou.org.uk > A-Z programme list > Breakfast Club Plus

The School Milk Project

The School Milk Project provides information on milk schemes and how to run a scheme. There is also educational resources and various downloadable tools on the website. www.dairyco.org.uk/school-milk.aspx

Food for Life Programme

Provides advice on how to reform school meals as well as case studies and sample menus. The focus is on sourcing a greater quantity of healthy, organic and local food in school canteens in order to provide meals of higher nutritional value. www.foodforlife.org.uk

The Department for Education & Skills School Sport Co-ordinator Partnerships & PESSCL

DfES's School Coordinator partnerships bring together families of schools to enhance sports opportunities for all. The partnership is made up of a Specialist Sports College, eight secondary schools and 45 primary or special schools. For further information visit www.teachernet.gov.uk

School Nutrition Action Groups (SNAG)

These are school based alliances in which staff, pupils and caterers, supported by health and education professionals, work together to increase the uptake of a healthier diet and ensure consistent messages across the curriculum and all food served in schools www.healthedtrust.com

Explore how different foods provide different energy

Explain to children that different foods provide different amounts of energy and therefore help with different types of activity. Work out an ideal diet for different types of people:

- a famous sports personality such as David Beckham
- a professional who works in an office
- their best friend.

Explain about protein, carbohydrates, vitamins, minerals and roughage

Look at the properties of different foods and create a wall chart placing foods in each category.

"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.

Look at how different foods benefit different parts of the body

Create a wall chart of the human body and ask the children to research what foods will enable optimum fitness for different parts. Meat for muscles, milk for bones, carrots for eyes, fruit and vegetables for skin, sweetcorn for energy, potatoes for everything! Keep the wall chart in your gym or sports hall throughout the year.

Keep a food and activity diary

Ask the students to keep a food and activity diary for the first week of the Fortnight and to present it to each other during the second week.

- ask them to first consider all the activities they do each day and at weekends
- work out the number of kilojoules they require to do these activities
- work out the optimum foods that they need to provide the kjs.



Start a Breakfast Club

These are fast becoming one of the most effective environments to promote healthy and nutritional eating as well as being lots of fun. For younger children you can combine it with a story-telling club or listening to music; for older students you can supply newspapers so they can follow the news, or they can use the time to finish their homework!

Consider themed breakfasts with delicious crumpet cheese melts, boiled eggs and soldiers, sausages and beans, egg bread and scotch pancakes.

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
- Eat plenty of fruit and vegetables, aim for at least 5 portions 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.

In-season recipes

FOR YOUNG PEOPLE TO TRY

These recipes are suitable for young people 12+. They can be used during lessons or after school in a cookery club. They are designed to encourage young people to consider seasonality and provenance in their cooking and purchase of ingredients. Please try and use ingredients from your part of the country.

Please check that the young people preparing any of these recipes do not have an allergy to any ingredient, or due to cultural or religious factors cannot handle or eat particular foods. Each recipe serves four. Adult supervision is advised.

Autumn Menu

Easy Cheese Soufflés

Yorkshire Fried Fish

Baked Vanilla Plums with Shortbread

Easy Cheese Soufflés

Soft, melted butter for greasing ramekins

10 g finely grated British Parmesan-style cheese

35 g butter

25 g plain white flour, sifted

$\frac{1}{2}$ tsp dry English mustard

Pinch of cayenne pepper or nutmeg

300 ml milk

Few drops of lemon juice

75 g mature Cheddar

4 large eggs, separated

Preheat oven to 200°C, 400°F or Gas 6. Put baking tray on shelf in the oven with room above it. Grease 8 x 7½ cm ramekins with the extra butter. Divide Parmesan-style cheese between dishes. Roll each one fast so it sticks to base and sides. It needn't be perfect. Melt the butter in a pan. Add flour, mustard, cayenne pepper or nutmeg. Let it bubble as you stir for 1 minute. Take pan off heat. Pour milk in gradually, beating with wooden spoon or balloon whisk. When smooth, put pan back onto heat and bring to the boil. Let mix bubble for 2 minutes. Keep whisking so it doesn't burn; it will thicken up. This is a roux. Take pan off heat. Add cheese, egg yolks, salt, pepper and a few drops of lemon juice. Beat really well. Whisk egg whites in a separate bowl until stiff. Stir one tablespoon of egg whites into the roux. Tip the rest in then fold into the roux using large, light, scooping movements to retain the air. Fill the ramekins to just over two-thirds full. Sit soufflés on a baking tray. Bake for 11-12 minutes before opening the oven. They are done if a skewer poked in the middle comes out nearly clean. Give extra time if needed. Eat immediately.

Yorkshire Fried Fish

4 x 175 g pieces of firm white fish fillet, skinned e.g. haddock

Plain white flour for coating

4 slices white bread, crusts removed

4 cloves of garlic

Few sprigs of parsley, coriander or dill

Salt and pepper

2 eggs

2 tsp English mustard

1 tsp sunflower oil

A little olive oil

Check fish for bones. Remove any bones with tweezers. Spread flour on a plate. Turn fish in it until lightly coated. Blitz bread, garlic and herbs in a processor to make the crumb coating. Season. Tip onto a plate. Crack egg into a shallow bowl with the mustard. Beat with fork. Run floured fish through egg mix. Let it drip a bit then lay fish on crumb mix and turn to coat both sides. Heat some of the oils in a frying pan. Lay pieces of fish in to sizzle. Cook for 2-3 minutes until browned. Turn. Fry side two until fish is crisp on the outside, milk-white and flaky in the middle. You might have to do this in two batches. Reduce heat. Drain on kitchen paper. Serve with seasonal vegetables.

Baked Vanilla Plums with Shortbread

For the plums:

450 g plums

250 ml water

3 tbsp sugar or to taste

1 vanilla pod or 1 tsp natural vanilla extract

For the shortbread (makes 8):

100 g butter, well softened

40 g caster sugar, plus extra for rolling

75 g plain flour

75 g self-raising flour

$\frac{1}{2}$ tsp natural vanilla essence

Pinch of salt

Cream the butter and sugar together. Next beat in the eggs. Sieve the flour, spices and baking powder together. Slowly add to the egg mixture and beat till smooth. Cook in buttered and lightly floured moulds either in a steamer or water bath in a medium hot oven. Test if they are cooked by placing a knife into the centre of the pudding – if it comes out clean and hot it is ready. Serve with hot custard.

Winter Menu

Leek and Potato Soup with

Easy Scone Bread

Glamorgan Sausages with Coleslaw

Baked Apple Meringues

Leek and Potato Soup with Easy Scone Bread

For the soup:

350 g potatoes

1 onion

3-4 large leeks

50g butter

1 tbsp chopped fresh sage or tarragon (optional)

900 ml water, vegetable stock or chicken stock

and water

Lemon juice

250 ml milk

Salt and pepper

For the bread (makes 1 loaf):

375 g self-raising flour

$1\frac{1}{2}$ tsp salt

90 g butter, melted

125 ml milk

125 ml water

Milk to brush it

Flour to dust it

For the soup: peel and chop the potatoes. Cut the green tops and root ends off the leeks. Pull off the tough outer layers. Wash each leek, then cut along the length. Search out any grit. Rinse in cold running water. Drain and chop small. Peel and chop the onion. Melt the butter in a large heavy-bottomed saucepan. Add the vegetables and herbs. Season. Stir with a wooden spoon to coat with butter. Cover the pan with a lid and leave on a low heat for 10 minutes to sweat the vegetables (cook them without colouring them). Add the water or stock and a good squeeze of lemon juice. Replace the lid and simmer for another 20-30 minutes until everything is soft but still fully flavoured. Liquidize. Add the milk and reheat. Taste and adjust seasoning.

For the bread: preheat the oven to 220°C, 425°F or Gas 7. Hold sieve well above large bowl. Sift flour and salt. Make a dent in flour. Tip butter, milk and water into it. Mix with fork until it makes dough. Pull lightly together. Sit dough on lightly floured board. Knead lightly for a few seconds until just smooth. Shape into a 15 cm round. Put on a greased tray. Make six 2½ cm cuts into the loaf as if dividing a pizza. Brush with a little milk. Sprinkle a bit of flour over the top. Cook for 10 minutes. Drop temperature to 180°C, 350°F or Gas 4. Cook for a further 15 minutes or until the tapped base sounds hollow. Cool on rack.

Glamorgan Sausages with Coleslaw

For the sausages:

250 g fine white breadcrumbs

1 leek, white part only, finely chopped

1 small shallot, chopped

2 garlic cloves, crushed

1 tbsp chopped fresh dill, coriander leaves or parsley

1 tbsp chopped fresh thyme or chives (optional)

175 g cheese, such as mature Cheddar

Grated rind of ½ lemon (optional)

Squeeze of lemon juice

3 eggs

2 tsp English mustard powder

3 tbsp milk

Salt and pepper

For the coleslaw:

There are no exact quantities or ingredients; the list below makes basic coleslaw but you should make it up as you like.

Large piece of white cabbage, finely sliced.

1 large carrot, coarsely grated

1 small onion, finely sliced

Mayonnaise

Chopped parsley (optional)

Salt and black pepper

For the sausages: tip 175 g breadcrumbs into a large bowl with the finely chopped leek, shallot, crushed garlic, herbs, grated cheese, lemon rind, juice and seasoning. Beat eggs with mustard. Set aside 1 tbsp for later. Add rest of the egg (and perhaps a bit of milk) to bind leek mix into a stiff paste. Roll into 8-10 sausages. Dip each in saved egg mixed with a little milk. Roll to coat in breadcrumbs. Preheat grill on medium heat. Brush sausages sparingly with 2-3 tbsp melted butter or sunflower oil. Grill on foil covered rack. Turn every couple of minutes for at least 15 minutes or until cooked, crisp and even.

For the coleslaw: mix cabbage, carrot and onion. Add mayonnaise to taste. Add optional herbs. Season.

Baked Apple Meringues

For the baked apples:

Butter for greasing

4 cooking apples, washed and cored

A few dried dates, chopped

Grated rind and juice of 1 large orange

150 ml orange juice, apple juice, ginger wine or sherry

2 tbsp soft brown sugar

1 tsp mixed spice

Knob of butter for topping

For the meringues:

2 egg whites

110 g caster sugar

For the baked apples: preheat oven to 180°C/350°F/gas 4. Grease an ovenproof dish large enough to take the apples. Use a sharp knife to cut a continuous line around the circumference of each fruit to stop them bursting. Sit them in the dish. Tip the chopped dates into a small bowl. Mix with the orange rind and juice. Stuff the mix into the centre of the cored fruit. Mix the brown sugar and spice. Sprinkle this

mix on top of each apple then dot the lot with dabs of butter. Pour the juice, wine or sherry into the dish. Bake until nearly cooked through. This could take 45 minutes or much longer if using large apples or a harder variety. Keep looking, keep checking.

For the meringues: whisk egg whites until soft, white and peaky. Add half the caster sugar, bit by bit until the mix is very stiff. Stir in the rest. Remove fruit from the oven. Using a spoon and sharp knife peel the top bit of skin off half the apples. Spoon or pipe meringue on these stripped tops. Return to oven. Bake in the oven for 15 minutes for a soft meringue. Crisper meringues will take longer, but watch the apples don't collapse.

Spring Menu

Asparagus with Scrambled Egg

Roast Chicken with Crispy Bacon and Roast Potatoes

Rhubarb Tart

Asparagus with Scrambled Egg

4 large eggs
Olive oil for griddling
16-20 spears asparagus
Knob of butter
Salt and black pepper
Fresh tarragon, parsley or basil (optional)
Balsamic vinegar

Crack the eggs into a bowl. Whisk with a fork. Season. Put griddle on heat. Brush with a little olive oil. Griddle asparagus gently, turning, for 5 minutes. Put knob of butter into small pan over gentle heat. Tip in egg mix. Stir like mad with wooden spoon. Remove from heat while eggs are still soft. Season and add herbs if using. Divide egg between four plates. Lay asparagus on top. Dribble tiny bit of balsamic.

Roast Chicken with Crispy Bacon and Roast Potatoes

1 large good quality chicken
Few slices of bacon
1 lemon
Any herbs (optional)
Salt and pepper
Olive oil and a bit of butter
900 g potatoes such as Maris Piper or King Edwards

Preheat oven to 190°C, 375°F or Gas 5. Check the weight of the chicken and calculate the cooking time at 20 minutes per 500g, plus an additional 20 minutes. Place in a large roasting tin. Drape the bacon over breast to keep meat moist. Slip two lemon chunks inside bird to moisten and flavour. Drizzle bird with olive oil. Put chicken in the oven and set timer for your calculated cooking time. In the meantime peel the potatoes. Boil for 10 minutes. Drain. Rough up surfaces with a fork to aid crisping. 50 minutes before chicken is done, add potatoes to roasting tin. Season and put roasting tin back in the oven. After the allotted cooking time, pierce bird with knife to check that it is ready.

Juices must run clear not pink. Remove chicken from the roasting tin and leave to rest in a warm place for 10-15 minutes. Turn potatoes using a metal spatula. Return roasting tin to a higher shelf in the oven or increase the temperature to crisp up the potatoes. After 10-15 minutes remove potatoes from tin. To make gravy in the tin, scoop off any excess fat. Pour 600 ml water into the roasting tin. Put the tin on the hob. Boil hard for 3-4 minutes while stirring and scraping any sticky bits off the bottom of the tin. Taste and season. Remove tin from the heat. Pour into a jug. Skim off any remaining fat before serving. Carve the chicken and serve with the potatoes, gravy and seasonal vegetables.

Rhubarb Tart

For the pastry:

200 g plain or white flour
Pinch of salt
110 g cold butter
2-3 tbsp very cold water

For the filling:

1½ tbsp soft butter
2 lbs rhubarb
1 very large egg
3 oz caster sugar

For the pastry: sift the flour and salt into a large bowl. Cut butter up small. Add butter to flour. Rub in lightly with your fingers until it looks like breadcrumb. Add 2 tbsp cold water then mix with a fork until the pastry starts to form. Bring dough together quickly with your fingers. Handle very lightly. Add remaining water if needed. Wrap in cling film and leave for 20 minutes to chill. Bring back to room temperature before using.

For the tart: butter a 25½ cm tart tin very generously with the butter. Roll pastry out very thinly on a lightly floured board. Line the tart tin. Trim the edges. Prick the pastry base very lightly with a fork. Sit it in the fridge to rest for 30 minutes. Preheat the oven to 180°C, 350°F or Gas 4. Peel rhubarb. Chop into 2 cm pieces. Scatter half the sugar evenly over the base of the tart. Arrange the rhubarb in a wheel style pattern all over the top. Beat egg well. Dribble it evenly over the tart followed by the rest of the sugar.

Cook for 40 minutes or longer until pastry is cooked, rhubarb still in shape but oozing and filling set. Let it settle before eating warm or cold.

Summer Menu

Gazpacho

Slashed Roast Herby Lamb with Garlic Potatoes

Summer Pudding

Gazpacho

900 g ripe tomatoes
1 red pepper, seeded and chopped
4 spring onions or 2 small onion, chopped
½ cucumber, peeled and finely diced
3 garlic gloves, peeled
1 tsp fresh thyme or basil leaves to taste

3 tbsp olive oil
1 tbsp red wine vinegar
Pinch of sugar
250-350 ml water to taste
Salt and pepper

For the garnish:

½ red pepper, seeded and chopped
2 spring onions or ½ mild onion, chopped
A few black olives, chopped
CROUTONS
1 egg, hard-boiled and chopped
½ cucumber, peeled and finely diced

Put the tomatoes into a heatproof bowl. Take care as you pour boiling water over them. Leave for 2 minutes. Remove them from the bowl with a slotted spoon. Peel the skins off. Cut the tomatoes in half. Scoop and discard the seeds. Chop flesh. Put tomatoes, pepper, onion, cucumber, garlic cloves, salt and pepper, herbs, vinegar, sugar and oil into a liquidizer or food processor. Blitz until smooth. Add water. Put the soup into a bowl and chill for two hours. Serve with garnish sprinkled over the soup.

Slashed Roast Herby Lamb with Garlic Potatoes

1½ kg leg of lamb
1½ kg potatoes, such as Maris Piper or King Edwards, peeled and thinly sliced
8 garlic cloves, sliced
Fresh herb sprigs – rosemary, mint, thyme or sage
Olive oil
Salt and pepper

Preheat the oven 200°C, 400°F or Gas 6. Grease a large, shallow ovenproof dish with lots of butter. Layer the potatoes in the dish, adding half the garlic, dots of butter and seasoning. Make deep, wide diamond slashes over the lamb. Stick the remaining garlic into the slashes with sprigs of herbs. Place the lamb on a plate. Season well. Drizzle with oil. Put the dish of potatoes on to the lower shelf in the oven. Carry the lamb on its plate over to the oven then slip it straight on to the top shelf directly over the potatoes. Roast for 1½ hours. The meat gets a bit crunchy and opens up when it is cooked this way. Test by piercing with a sharp knife – it is fine if it is still a bit pink but cook longer for well-done meat. Leave the lamb to relax on a plate somewhere warm for 15-20 minutes. Move the potatoes to the top shelf to brown and crisp. Whack up the heat if you think it needs it.

Summer Pudding

110 g caster sugar
150 ml orange juice
2 tbsp lemon juice
1 tbsp Crème de Cassis
900 g mixed soft seasonal fruit, for example strawberries, redcurrants, raspberries
2-3 mint leaves (optional)
6-8 thin slices of white bread
Fruit for decorating (optional)
Cream for piping (optional)

Tip the sugar, orange and lemon juice and Crème de Cassis into a large pan. Heat gently until the sugar dissolves. Increase the heat then bring to the boil. Decrease the heat to a simmer. Add the fruit and in order: strawberries, redcurrants and half the raspberries and mint if using. Simmer for 5-8 minutes or so until the fruit softens but still keeps its shape. Stir in the remaining raspberries and remove from the heat. Cut the crusts off the bread. Use the slices to line a 1.2 litre pudding basin. Put the first slice into the bottom of the basin then cut or tear the rest to line the sides. Don't leave gaps or the fruit will leak and the pudding will collapse. Overlap the slices slightly if you need to. Spoon the fruit into the bead-lined bowl. Add some of the juice so it can soak through the bread and flavour it. Save a bit just in case there are any white bits when you turn it out. Use remaining bread to make a lid to enclose the pudding. You may need an extra slice or two. Sit a small plate on top of the pudding with a couple of kitchen weights or a heavy jar on top. Put the pudding in the fridge to chill for a few hours or leave overnight. To turn it out, sit a large plate on top of the pudding. Turn it upside down in one swift movement. Shake it a bit. If it sticks, turn back as it was; run a sharp knife down between the pudding and the basin. Try again. Spoon extra juice over any white patches. Decorate with fresh fruit if you like. Pipe cream on for a fancy look to it.

All recipes are taken from the following books: *Cooking up a Storm*; *Real Food, Real Fast*; and *Get Cooking* all by Sam Stern and published by Walker Books Ltd. For further information please go to www.samstern.co.uk.

Top tips for food safety

1. Wash your hands before and during food preparation to stop the spread of bacteria.
2. Always wash your hands after handling raw foods before preparing cooked foods.
3. Store raw and ready to eat food separately.
4. Use different chopping boards or worktops for raw and 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 so that cool air can circulate.
9. Observe the "use by" label on food. Do not consume after that date.
10. Cook foods thoroughly-ensure they are 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.

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 last year's event were 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, invitations to issue to journalists and full list of media contacts in each region – is available on: www.lovebritishfood.co.uk > Teacher Zone