

## **Anderston Primary - Journey towards excellence in food and health education**

Anderston is a healthy eating school. Work was being done about the importance of healthy eating in classrooms/breaktime/lunchtime.

### **2016-17 session**

Through partnerships with parents and community we began a programme of practical cooking alongside the introduction of food learning during cultural celebrations. This was limited by lack of resources so we had to be creative. For example children made bread in school with instructions on how to cook at home. This had the additional benefit of sharing learning at home and reinforcing healthy eating across the community.

### **2017-18 session**

FFT funding has allowed us to expand the programme in an exciting and engaging way. We have been able to work with all our students developing their food knowledge and practical cooking skills. This has been integrated into the curriculum with preparing food linked to class topics as well as being used to enhance pupils understanding of the cultural significance of food. Alongside the cooking elements children have been working on growing food for cooking as well as learning about sustainable and ethical food production through contact with the farming and hospitality industries. Parents have enjoyed the children's cooking at many points throughout the year and have contributed their own knowledge and cooking.

The pop-up restaurant was a showcase of our P7s food knowledge. They were responsible for the preparation, planning and running of the restaurant.

### **2018-19 session**

Staff and parents will further develop the programme of food learning with a progressive food curriculum running from P1-7. We will continue to work within different curricular areas to embed the learning in relatable ways. For example,

- The pop-up restaurant will be re-opened with our new P7 cohort and the support of our professional chef and the University of Glasgow Union.
- Anderston have been adopted by the Hilton as part of the Royal Academy of Culinary Arts Adopt a School programme. They will be working with the P4s on developing knowledge of the importance of food, the significance it has in our lives and the impact it has on us and the environment.

Alongside classroom work we will continue to involve parents in our food learning. Parents have been engaged through previous years works and we have a volunteer group who are willing to share recipes from home. This will be done as part of an after school parent and child cooking class.

### **Beyond 2019**

We will have developed a range of activities across the school that can be sustainably delivered by staff who through the programme have also increased their skills and confidence in delivering food education. The number of parents engaged in our food education programme will have increased and as a result we will further strengthen the cohesion of our fabulous and diverse school community in a delicious way!

## Pop-up Restaurant

### Learning intentions

- To raise awareness of key messages on healthy eating and food safety to children so that they become confident individuals and are able to assess risks and make informed decisions.
- To consolidate and apply a range of practical food preparation and cooking skills.
- To understand how preparing and cooking food with others can be enjoyable and develop lifelong skills.
- To select, plan and prepare a suitable, healthy menu within a budget.
- To increase awareness of different careers/occupations in the food and drink industry through learning and using practical skills.

### Links to the Curriculum for Excellence

**HWB 2-33a** - Having learned about cleanliness, hygiene and safety, I can apply these principles to my everyday routines, understanding their importance to health and well being

**HWB 2-30a** - By applying my knowledge and understanding of current healthy eating advice I can contribute to a healthy eating plan.

**TCH 2-04a** - I am developing dexterity, creativity and confidence when preparing and cooking food

**MNU 2-09a** - I can manage money, compare costs from different retailers, and determine what I can afford to buy.

**HWB 1-20a** - I can describe some of the kinds of work that people do and I am finding out about the wider world of work.

**HWB 2-34a** - Through exploration and discussion, I can understand that food practices and preferences are influenced by factors such as food sources, finance, culture and religion.

**HWB 2-11a** - I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.

**HWB 2-35a** - When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and sustainability.

### Success Criteria (I can....)

- Model good practice around food hygiene and preparation
- Create a dish using fresh, sustainable produce
- Identify connections between skills and the world of work
- Demonstrate knowledge of the five food groups and identify healthy food choices
- Work with others to set up and run a pop-up restaurant

## **Lesson - Planning through collaborative learning**

Explain that during the session we will

- Decide the purpose/s of our restaurant (e.g. practise skills, experience, raise funds)
- Taste and compare different meals to decide on the menu for the restaurant
- Plan as a group what we will need to do before, during and after the restaurant event

### **Starter**

Bean bag pass

### **Decide the purpose of our restaurant**

Whole group discussion – Why are we doing this? What do you think we will/want to learn? What would you like to get out of it? How would you like to share/develop this for others? What will we need to do to make that happen? (get them to think about sustainability and need to recoup costs)

### **Taste test**

Students to taste two options and comment on their preferences, describing taste, texture, appearance, smell...

Repeat this process

Ask the students to consider if anything else should be considered given the decided purpose of the restaurant

Give students the costings for each menu – should this effect your decision? What about the time needed for each recipe?

### **Planning task**

Within small groups children should brainstorm all the things they need to consider prior to/during/after the restaurant. For example:

H&S – germs, storage of food/equipment, available space, personal hygiene, space

Equipment – availability / skills needed to use them / safety

Ingredients – locally sourced / allergies / availability / sustainability

Timescale – consider preparation and cooking times and plan in advance for these.

Budget – cost of ingredients against budget

Skills / preferences of others in their team – need to compromise and allocate roles to ensure everyone has a job to do that they are happy with.

On completion of the task, assess how successful it was in terms of how well the group worked as a team.

Children could take photos or video footage of each stage of the task and use this evidence to prepare a presentation to peers at the end of the task

Talk to children about the 'Skills for Learning, Life and Work' and display list on board / interactive white board etc. Children could list and evaluate all the skills they think they applied when they were working together as a team. Discuss how these particular skills may benefit them now and in the future.