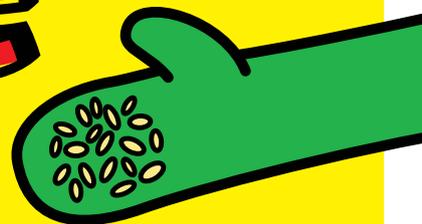
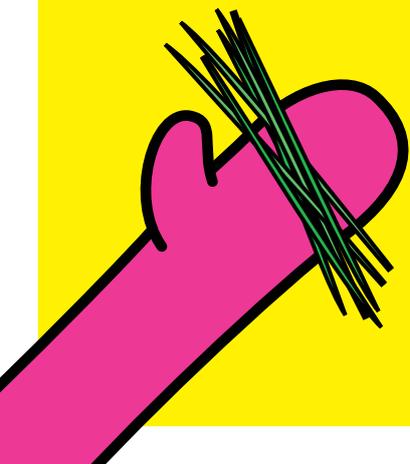


change
4 life

Eat well Move more Live longer



cooking guide



ready, set, go!



Change4Life has produced this guide to teaching cooking to support the new strand of the National Curriculum which makes cooking and nutrition compulsory for all children in Key Stages 1 and 2.

Cooking and nutrition allows primary school children to be creative, explore real life needs, and cook a range of delicious dishes and meals. They will learn about how to apply healthy eating guidelines, use different food skills and ingredients, and explore where their food comes from.

As part of the new curriculum, a set of core competencies for children and young people has been devised to support progression in learning. They also help schools to explore the curriculum, focusing on aspects of diet and health, consumer awareness, cooking, food safety and active lifestyles.

There are three key areas to include in your planning for cooking and nutrition:

- 1. Healthy eating and nutrition:** The emphasis is on application, not just knowledge. Consider the building blocks; from knowing about different foods, 5 A DAY, the eatwell plate and 8 tips for eating well, through to understanding energy, nutrients, dietary needs and health.
- 2. Cooking:** Focus on the skills, not just the recipes – ensure that a range of skills are covered. Look at various techniques using different ingredients. Ask children what they like to cook – you may be surprised. In primary schools, cooking activities should happen as often as possible so pupils become confident with non-cooked and predominantly savoury dishes. While food safety and hygiene is not mentioned in the curriculum, it still needs to be taught.
- 3. Where food comes from:** Link to the principles that our food and drink has to be grown, reared, caught and processed – it doesn't just appear by magic! Grow your own food like tomatoes or potatoes in a bucket. Investigate recipes and use maps to work out where food comes from. Ask questions like how is a cow milked? If you can, go on a farm visit. Investigate food labels, use the internet or invite in a farmer to explore where the food comes from.



get cooking at school



Not all primary schools will have a dedicated food room, although a growing number are in the process of getting one. When setting up an area, consider the following:

Where in school is the best place?	A dedicated room or area is great and makes it easier to manage. If not, setting up a designated space in the classroom, hall or dining room works well. Work on ways to show that it is a food work area e.g. lines on the floor, posters, tables moved together.
How can you make the area a safe and accessible place for the children to work?	<p>Many schools move tables together to create a cooking space in the classroom or hall. Tables should be thoroughly cleaned and covered with plastic tablecloths which should also be clean and disposable.</p> <p>Think about how many children will be preparing and cooking. Do you anticipate small groups of four or eight, or whole classes? This will affect the space and cooking equipment needed.</p>
Do you have access to cooking facilities?	If you are going to include recipes that involve the use of heat, do you have portable facilities that can be used in any classroom? Is there a cooker that can be used in another room? Portable induction hobs and pans can be used in different areas.
What equipment do you need and where will it be stored?	<p>The most important thing is that the equipment is suitable for the children. Think about the size and shape of tools and equipment that the children will use and where it will be stored.</p> <p>The number of pieces of equipment will depend on the space you have available and group sizes, and of course the budget. Avoid glass equipment for children, but it is good for teacher use so the children can see what is happening. Items to consider include small vegetable knives, large and small plastic bowls, plastic measuring jugs, vegetable peelers, graters, measuring spoons, plastic chopping boards, juice squeezer, table knives and forks, teaspoons, tablespoons, mixing spoons, baking trays, wire racks, weighing scales, cutters and shapes, sieves and rolling pins.</p> <p>Use a storage system that can easily be kept clean and separates cooking equipment from general classroom equipment! It is a good idea to keep an equipment list and health and safety reminders handy for staff to use. Many schools store cooking equipment in a large covered plastic box.</p> <p>Other pieces of equipment can include those for use by adults only such as a bread knife, as well as storage containers, saucepans, baking tins and a blender. You may also need foil, cling wrap and food bags.</p>
Where will ingredients be stored?	Ensure that you have facilities to store food safely, such as a fridge for perishable items and a cupboard for non-perishable. Always check the date mark on ingredients.
What about hygiene and safety?	Hot water and soap is essential for clean, safe hands. Keeping things clean and washing up are important for the children to be involved with too. If you do not have a sink, use a washing up bowl with hot, soapy water. Children will also need aprons. You will also need to supply washing up cloths, tea towels, child sized aprons, washing up bowls (detergent, anti-bacterial spray or wipes for surfaces and table covering if needed) and oven gloves.

get organised

It is important that any cooking session is well prepared in advance to make sure that the learning objectives are delivered as you intend. The checklist will help you identify the main things you need to consider in advance:

- Choose recipes that are appropriate for the age and ability of the children. For example, non-cook recipes are suitable for younger children. Think about your learning objectives and select recipes to match, e.g. I want them to learn how to use a knife safely and about 5 A DAY therefore we are going to make a fruit salad.
- Make sure that you are confident and competent to demonstrate a skill. Use equipment safely or make a recipe – you will be the role model.
- Ensure that a parent/carer permission letter has been sent home.
- Make sure the teaching assistant/adult helper understands the learning objectives and what will be happening, along with any support that you may require.
- Create an area to cook. Tables should be cleaned with anti-bacterial spray and covered with a wipe clean surface or tablecloth.
- Decide on the number of children who can cook at the same time. This will depend on a number of things, including the age and ability of the children, number of staff available, room size, equipment and facilities available.
- Check that you have all the ingredients needed and that they are stored correctly. Some foods may need part preparing or pre-measuring before your demonstration.
- Make sure that the equipment is clean and in good working order.
- Check that the equipment is of a suitable size and is suitable for their age and ability.
- Make sure there is a sink or a washing-up bowl in which to wash hands.
- Place all the ingredients and equipment on trays ready for the cooking session and only get out what you need.
- Ensure that you have a bin for food waste, aprons and cloths for cleaning.
- Check whether your school recycles empty packaging. In addition, consider what you do with food waste. Many schools have compost.
- All recipes are based on servings for four adults. Please adjust ingredients proportionally according to numbers, and ages of children.



keep it safe

Preparing and cooking food is an essential part of learning and can be great fun. Providing you follow simple guidelines, it is easy to make activities safe, hygienic and manageable.

Plan progression in your work so that your children know:

- Why it is important to prepare and cook food safely.
- How to get ready to cook.
- That food is stored in different ways.
- How to find and use information on food labels.

Use the following checklist to help you plan and organise:

- A letter has been sent home to check whether any children in the class have food allergies, special dietary requirements, religious or cultural beliefs that prevent them handling or tasting certain foods.
- Classroom or other furniture is in a safe, practical arrangement.
- Cooking surfaces wiped with anti-bacterial spray (and covered with plastic cloths, if available).
- Equipment is clean and ready for use (count knives and sharp tools out and in).
- Ingredients are ready for use – some have been partly prepared or weighed.
- All jewellery and nail varnish removed by adults working with the children.
- Long hair tied back and sleeves rolled up.
- Aprons on, again this includes the adults.
- Hands are clean and washed with soap or hand-wash and dried thoroughly.
- Children should know they must wash their hands again if they blow their nose, cough or sneeze into their hands, touch hair, cuts or spots.
- Children should know they must remove their apron if they go to the toilet; wash their hands in the toilet sink when they have used the toilet and wash again in the classroom sink before they go back to their cooking.
- Children know how to use the equipment safely (teacher demonstration).

Other things to know about:

- First aid policy and facilities.
- School health and safety policy and risk assessments.
- Whole school food policy.



tasty topics



Eat well

The children will learn about healthy eating and apply what this means for themselves and others by planning and cooking dishes. The messages and concepts for healthy eating should be based on the eatwell plate, the UK healthy eating model, and the 8 tips for eating well.

Review these resources to look at the key messages you plan to teach, as well as the recipes you choose. Start work looking at 5 A DAY and foods from the eatwell plate food groups. Then use the 8 tips to build themes and engage children in making real choices e.g. breakfast, eating more fish, eating less fat, salt and sugar. Ensure that recipes are predominantly savoury, and children have the opportunity to reflect on the 8 tips in their work as well as being creative.

Plan progression in your work so that your children know:

- Food and water are essential to life and that everyone needs a balanced, varied diet as shown in the eatwell plate.
- Different people choose different foods for a variety of reasons.
- That food and drink provides energy and nutrients in different amounts.
- About the importance of being physically active and looking after themselves.

Explore food

Encourage children to be inquisitive about where their food comes from. Start looking at local examples of food production or labels on food packaging, linking these to maps. Ensure that children understand that all food must be produced (such as farmed or caught) and processed (such as washing, milling or cooking).

Plan progression in your work so that your children know:

- Where food comes from, examples of foods from plants and animals.
- That food has to be farmed, caught or grown at home.
- Food is produced in the UK and around the world.
- That food is changed from farm to fork to make it safe to eat.
- Sources of common ingredients found in different dishes and meals.

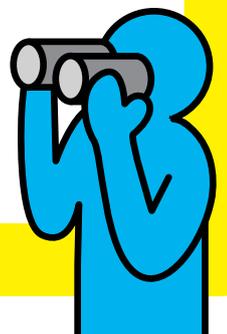
Where possible, organise visits to farms, allotments or gardens to see food being produced. If you have a school garden get growing. If not, why not start simple?

Let's cook more

Children really enjoy practical work, learning about and tasting different ingredients and cooking. By using a range of recipes, you can challenge children to learn and achieve more.

Plan progression in your work so that your children develop practical skills and knowledge in:

- The variety of ingredients that can be used from the UK and around the world.
- Different pieces of equipment used for cooking, some of which have special jobs.
- The number of basic food skills and techniques which enable us to cook a variety of dishes.
- The safe and hygienic storage, preparation and cooking of food.
- Applying current healthy eating advice, the needs of different people and food occasions.



Engage throughout the school

It is a great idea to try and involve your school community with food activities, there is often a wealth of knowledge and enthusiasm that can be shared.

- Make sure that parents and carers are kept informed about food activities. Let them know that you've started to teach cooking and nutrition in the curriculum e.g. school newsletters, websites.
- Send a permission letter home to check whether any children have food allergies, special dietary requirements, religious or cultural beliefs that prevent them handling or tasting certain foods.
- Send copies of recipes home to encourage children and parents/carers to work together.
- Invite parents/carers to join their children at school to cook.
- Create a cooking display in the entrance hall/foyer; use lots of photographs of children cooking, as well as images of their final dishes.
- You may find a member of the school community like a local farmer, butcher or chef who is willing to bring their expertise to the classroom. This will really help to bring food to life.
- See if your local allotment group are willing to be involved or you may even have your own growing space.
- Create a school recipe book. Include recipes from children, parents/carers, staff and other members of your local community. You could sell the book to raise money for cooking equipment.
- Find out more about the School Food Plan's [What Works Well](#) website and how it can help you with your food work in school. It is not just about school meals, there is much more. Here you can find lots of ideas of things that have been tried and tested by schools.
- Learn more about food and hygiene at www.nhs.uk/Livewell/homehygiene/Pages/Foodhygiene.aspx.

Why not...

- Link growing activities to work on food origins? Even a window box or small container can enable the children to grow their own.
- Tackle environmental issues such as reducing food waste and recycling.
- Celebrate work already going on at school, for example Eco-Schools.
- Integrate the teaching of food across the curriculum? There are many opportunities to be creative.
- Encourage children to try foods they are less familiar with? You may find members of your community are very willing to share information about food and culture from different countries, as well as offer to visit the school to demonstrate making different recipes.

Love to cook

The most important message is to engage the children with a variety of food activities that build their knowledge, understanding and application of:

- A healthy and varied diet.
- Where food comes from and what happens to it before we buy it.
- How to prepare and cook a variety of (mainly savoury) dishes.



“Instilling a love of cooking in pupils will also open a door to one of the greatest expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.”

(National curriculum: Cooking and nutrition)



Useful Change4Life links for schools

You'll find more teaching resources on physical activity and healthy eating at www.nhs.uk/c4lschools.

To find out about Change4Life Sports clubs visit www.youthsporttrust.org/how-we-can-help/programmes/change4life-sports-clubs.aspx

NHS Choices has more detailed information about healthier eating. Visit www.nhs.uk/Livewell/Goodfood/Pages/eatwell-plate.aspx

Other useful resources

Healthy eating

For lots of ideas on school food and how to create a great school food culture, visit www.schoolfoodplan.com/www.

Visit the British Nutrition Foundation at www.foodafactoflife.org.uk for a wide range of free resources on the importance of healthy eating.

Does your school run cooking activities? If so, you can join the Let's Get Cooking network. Receive extra support on running cooking sessions and access over 300 recipes and resources online. Visit www.letsgetcooking.org.uk/apply for more information.

Learn more about promoting school meals in your school with National School Meals Week, which celebrates all that's great about school lunches at www.nsmw.org.uk.

Physical activity

The Youth Sport Trust is passionate about changing young people's lives through PE and sport. Visit www.youthsporttrust.org.

The British Heart Foundation has a range of school resources covering everything from learning to read to PE, science and PSHE. Find out more here www.bhf.org.uk/schools.

Interested in encouraging your pupils to walk to school? Living Streets has lots of hints, tips and suggestions at www.walktoschool.org.uk.

Get your pupils trained and ready to cycle safely with Bikeability at www.bikeability.org.uk

The School Games is a great opportunity to motivate young people to enjoy the benefits of playing competitive sport. Visit www.yourschoolgames.com.