

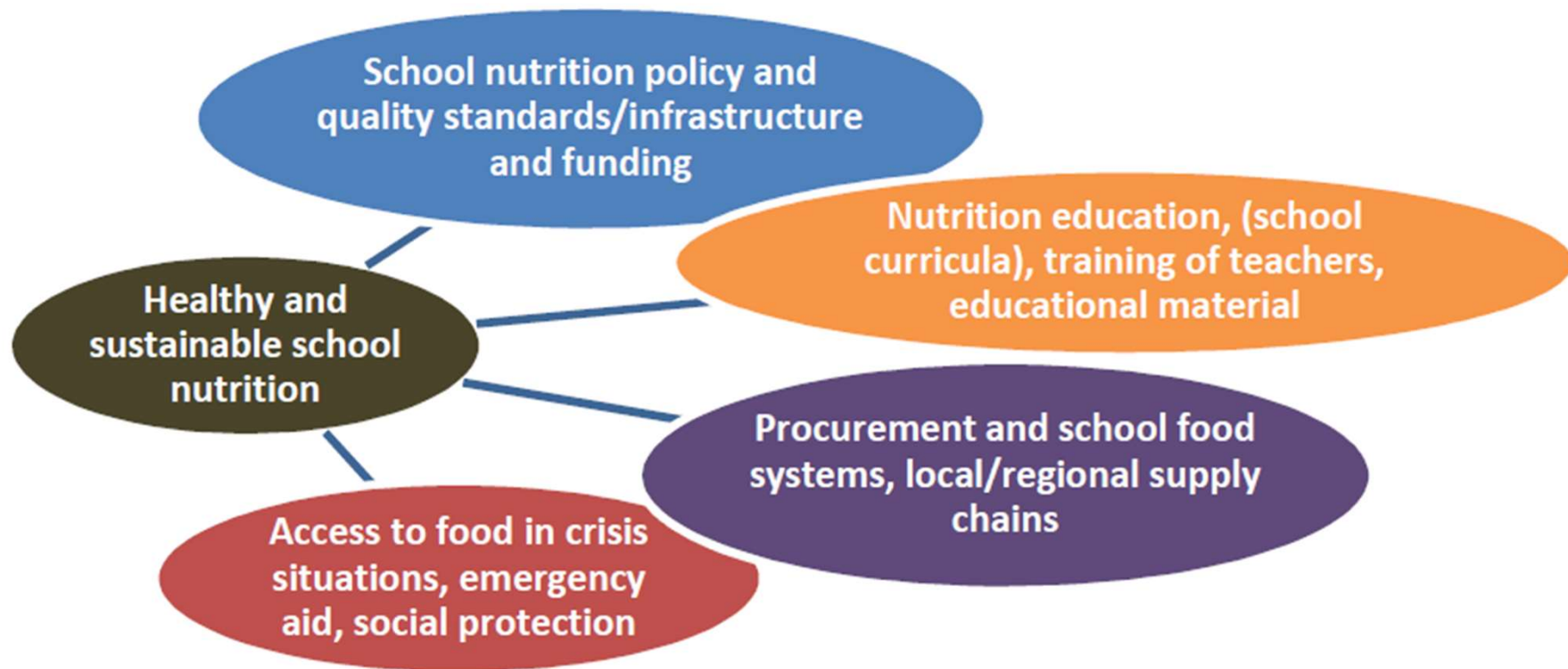
Nutrition education in sustainable school environments

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Headteacher

Washingborough Academy

Healthy & sustainable school nutrition and the factors relating to the school food environment



School Nutrition, quality standards/infrastructure & funding



Providing funding for your food education curriculum



Providing funding for your food education curriculum



Providing funding for your food education curriculum



Food Education Equipment Box	
<u>KS1</u>	
Chopping boards	x6
Scales (mechanical)	x6
Mixing bowl	x6
Measuring Jug	x6
Measuring spoon set	x6
Wooden spoon	x6
Spatula	x6
Potato masher	x1
Grater	x2
Swivel peeler	x6
Whisk	x6
Colander	x2
Citrus Juicer	x4
Sieve	x4
Scissors	x6
Protective cutting gloves	x12
Knives and Forks	x36



Food Education (school curricula)

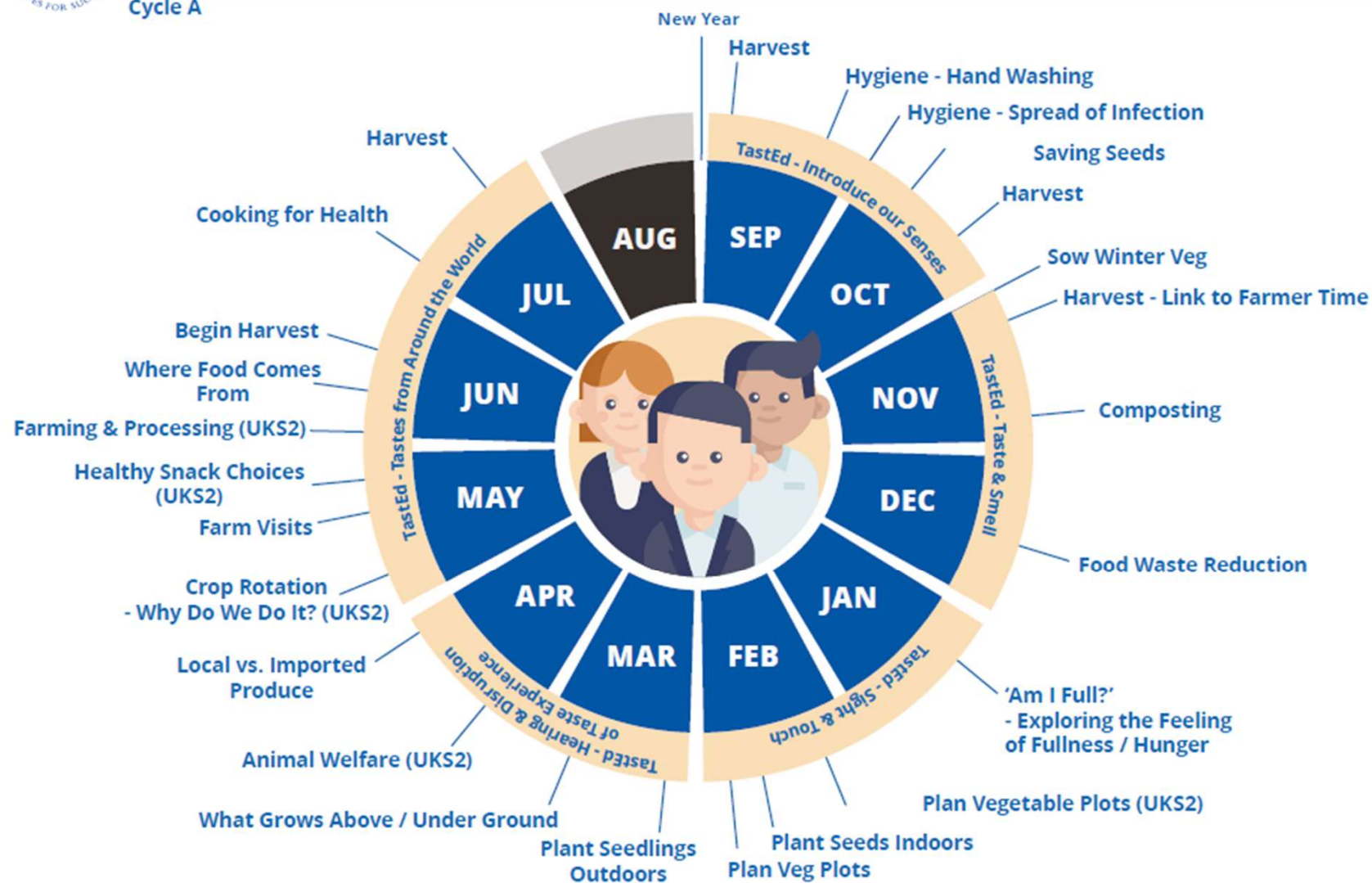


WASHINGBOROUGH ACADEMY

A Member of Aurum Academies Trust

Cycle A

A Year of Food Education

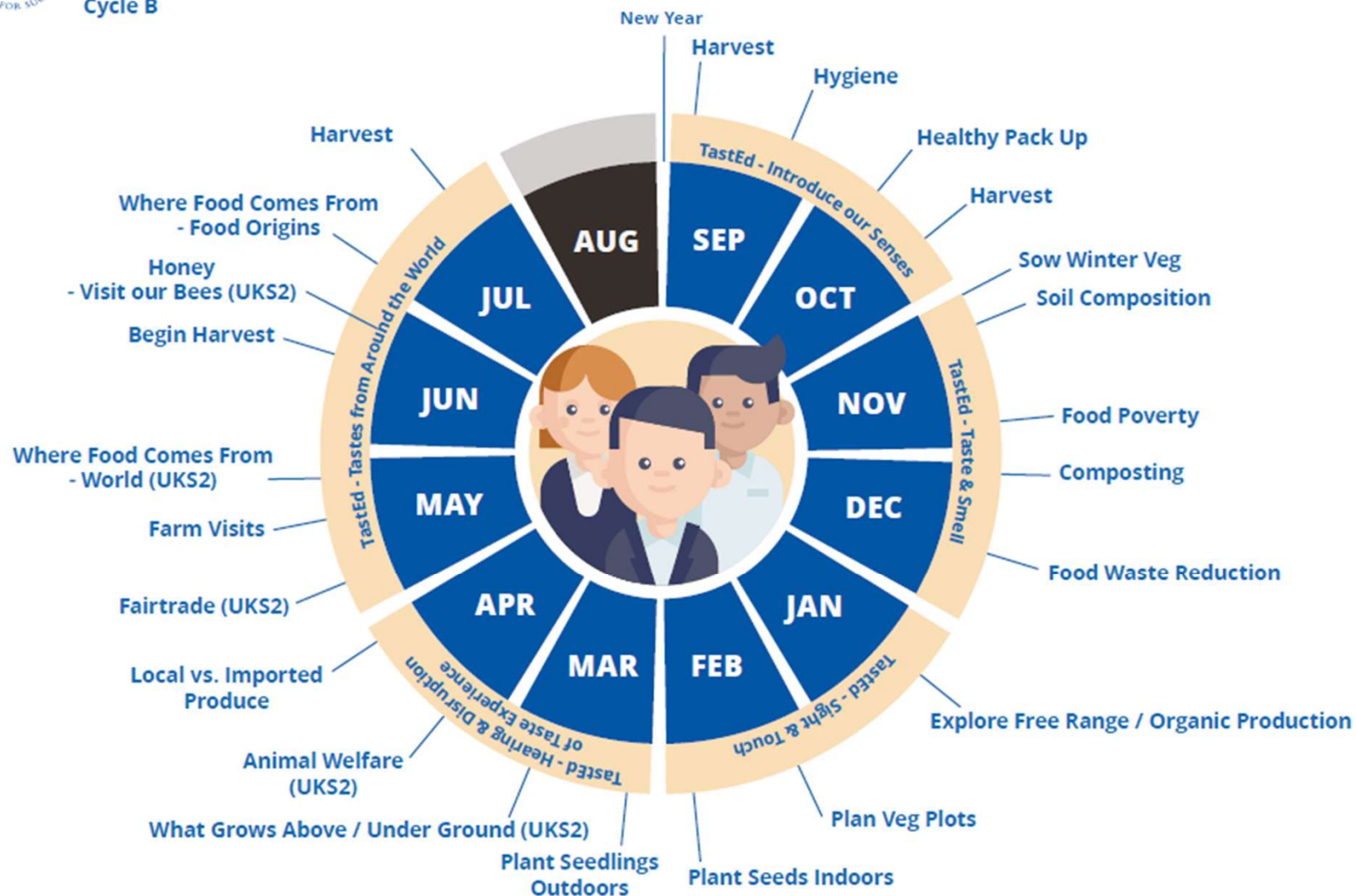




WASHINGBOROUGH ACADEMY
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A Year of Food Education

Cycle B



Training of Teachers

Providing opportunities for teachers to acquire an interest in food and practice their skills



Tapping into the expertise on our doorsteps – our parents



Tapping into the expertise on our doorsteps – our parents



Educational Material

TastEd



Supporting children's health and well-being
and developing their literacy skills



TastEd lesson 3



Exploring Loud and Quiet Foods

Learning objectives

Duration: 45 minutes - 1 hour

The focus of this lesson is using our sense of hearing to listen to different foods and describe the sounds that they make. Children learn to answer simple 'how' and 'why' questions about why some foods are loud and some are quiet.

Resources

Equipment: Colander, chopping board, knife, a reusable or paper plate or napkin for each child

Optional: Ear defenders or over-ear headphones, maybe 5-10 for a class of 30 (the children can share them)

A range of loud and quiet fruits and vegetables

Loud: raw apples, celery, carrots, cauliflower florets, radishes, sugar snap peas.

Quiet: berries, plums, bananas, peaches, avocado, steamed carrot, tomato, melon

In addition to the fresh produce, you can also use some loud and quiet bread for this one: soft bread or brioche and hard crackers or breadsticks which make a very loud crunching sound.

Preparation: Before you start, rinse produce in a colander and make sure the children wash their hands.

Lesson Outline

1. Recap. We are here to talk about our senses and food. 'Can anyone tell me what the five senses are?' See, touch, hear, smell and taste. Which part of our body do we use for each sense?
2. Today we are going to be trying some loud and quiet foods. Remind the children about the two golden rules of TastEd: NO ONE HAS TO TRY, NO ONE HAS TO LIKE anything. If you don't want to try with your mouth you can try with your ears.
3. Today we are talking about our sense of HEARING. We listen with our EARS. Can anyone tell me a food that is loud? Can anyone tell me a food that is very quiet?
4. We can hear food even when we don't taste it. Demo to the class the noise different produce makes when you slice it on a board. Can the children describe the sound of an apple being sliced (or other food from the Loud list, above)? What about a berry or plum? (or other food from the Quiet list)? Which is louder? What can you hear? Write down some of the children's reactions on a white board or large sheet of paper.
5. Introduce the ear defenders if using. Explain that we are going to use special headphones to listen to food inside our mouth. Try some food yourself with the ear defenders on and make dramatic facial expressions to show how loud the crunching is. (NB The effect of the ear defenders is to amplify the sound of eating in your head. If you don't have any ear defenders, the children can place hands over their ears as they eat to create a similar effect).
6. Distribute the crackers and the soft bread (if using). Explain that we are going to try them with headphones on. Anyone who doesn't want to taste it can try breaking the cracker or bread next to your own ear.
7. How do the cracker and bread sound? Get the children to describe what they hear and record some of their reactions on the board or paper. What difference do the headphones make to the sound (if you are using them).

Lessons

TastEd lesson 2



Touch Detectives

Learning Objectives

Duration: 45 minutes - 1 hour

The focus of this lesson is on learning to explore food by touch and describing what we feel when we touch it.

Children use their hands to explore a range of fresh fruits and vegetables hidden in mystery socks or boxes and use words to identify and describe how the different foods feel.

Resources

Equipment: Colander, chopping board, knife, a reusable or paper plate/napkin for each child.

Long socks* to hide the food in (about 8-10).

A wide range of fruits and vegetables (8-10) for touching, with various textures and shapes (you only need one or two of each) eg. onion, pomegranate, apple, pear, lemon, lime, corn on the cob, baby corn, celery, mushrooms, lychee, carrot, ginger root, cauliflower, broccoli, sugar snap peas, runner beans. You can use anything that's available but avoid anything very soft like berries which will go squishy at the bottom of the sock.

A smaller range of one or two fruits or vegetables for tasting at the end eg. pomegranate seeds and apple/pear slices or sugar snap peas and mushrooms.

Preparation: Before you start, rinse produce for tasting, slice it if you need to and store in a food container for later. If you are using apple/pear slices dip them in water mixed with lemon juice to stop them going brown. The produce for touching does not need to be washed, just place it in the socks before the lesson so that the children don't see it. Make sure the children wash their hands.

* Another way to do this activity is in two or three mystery boxes made by cutting a hole in a shoe box or other cardboard box for the children to put their hands in, with a piece of fabric over the top to hide the contents.

Lesson Outline

1. Recap. We are here to talk about our senses and food. Can anyone tell me the 5 senses?
2. Today we are talking about our sense of TOUCH. Which part of our body do we use to touch food? (HANDS and SKIN).
3. Can we touch food with another part of our body? We can touch food with our mouth. When we touch foods with our mouth the feeling is called TEXTURE. We are going to be trying some different foods at the end of the lesson but remember the two golden rules: No one Has to Try and No one has to Like.
4. Introduce the socks. Explain that you have placed different items in each sock. We are going to be 'touch detectives' and describe what we feel inside each sock. It doesn't matter if you don't know what the food is. Just tell me what you feel.
5. Demonstrate this by reaching inside one of the socks eg. with an onion inside. Make a curious face. Describe what you feel. 'I feel something like a round papery ball with a tufty bit at the top. It feels a bit like an apple but I think it is smoother. What can it be?' Pull out the onion and show the class.

Powerpoints



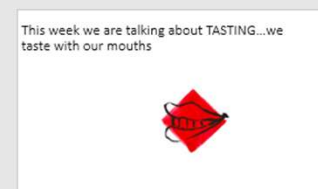
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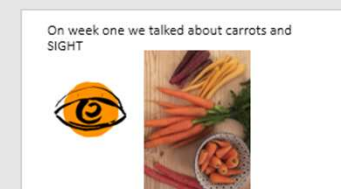
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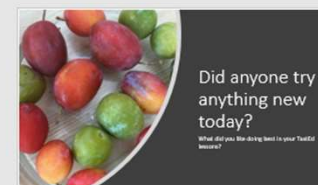
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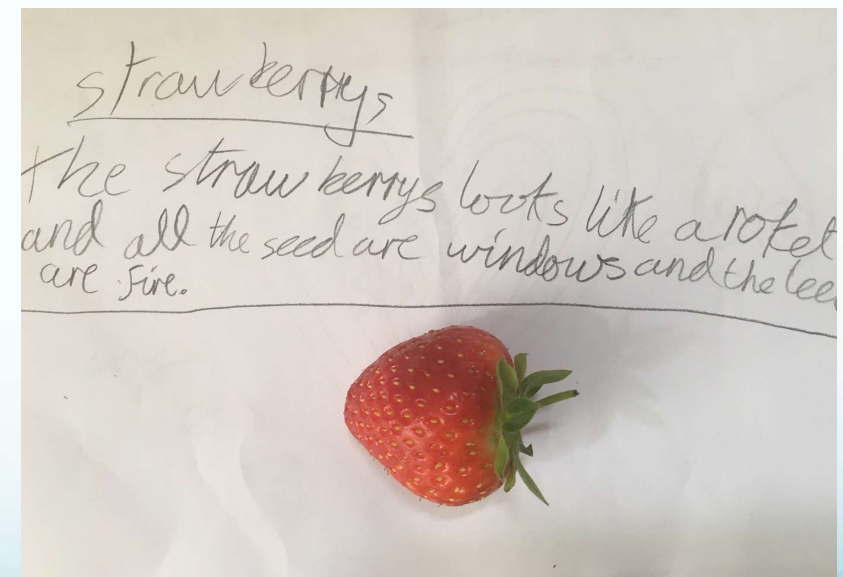
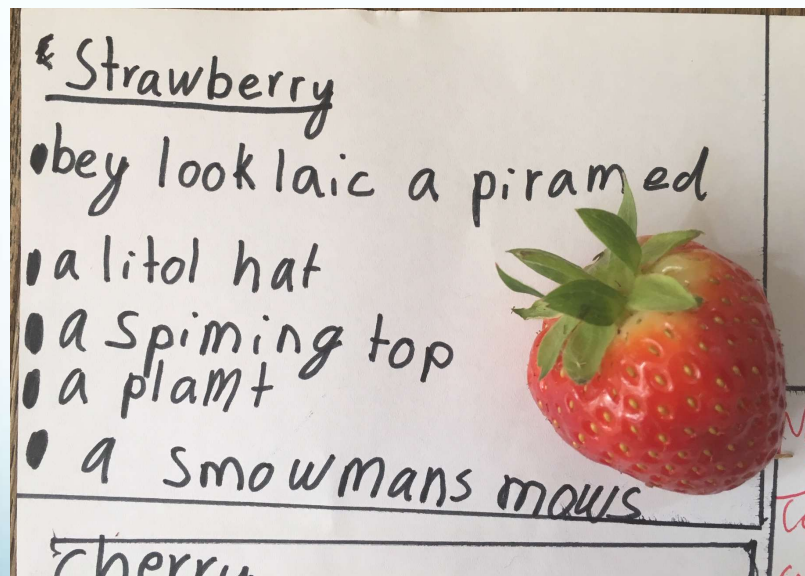


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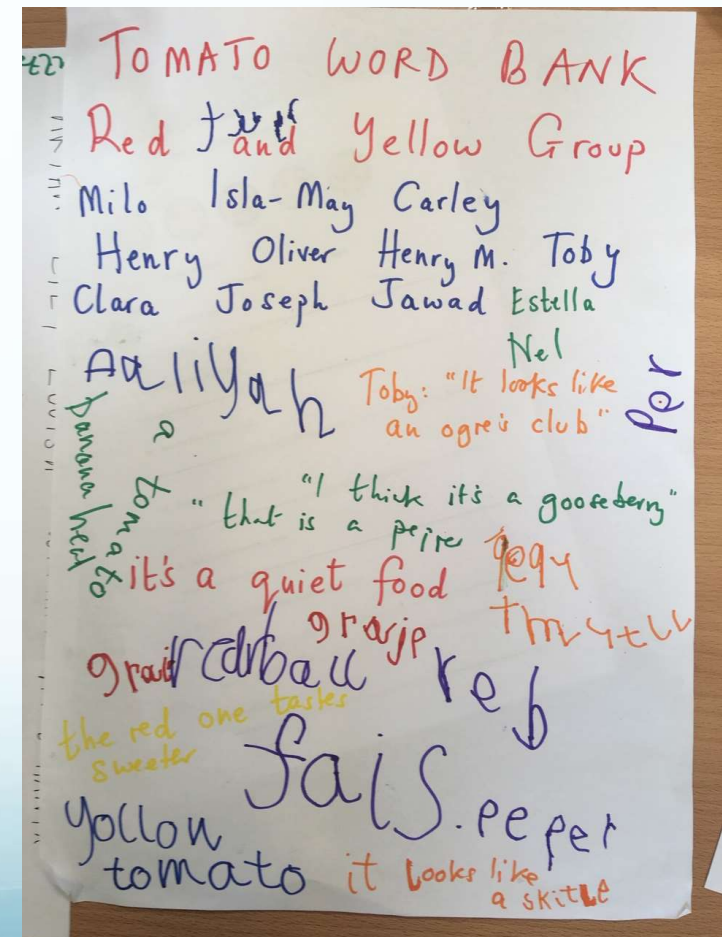
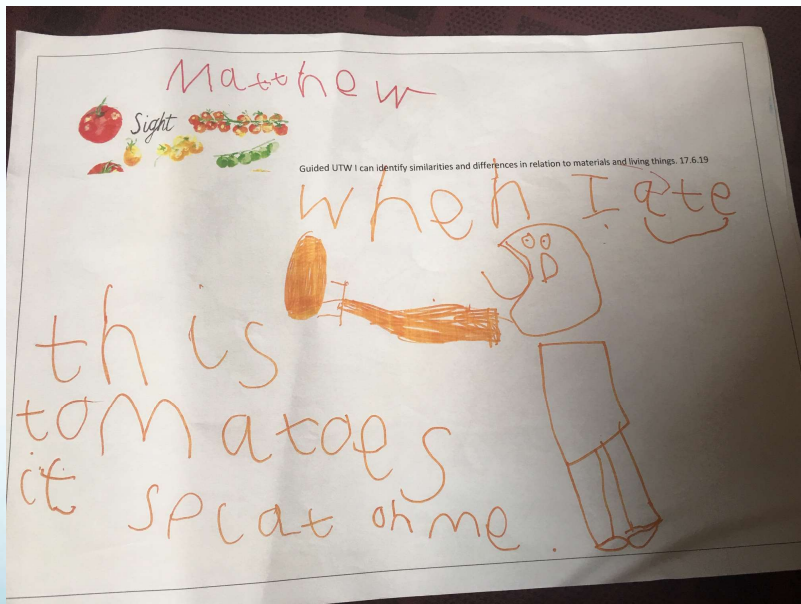


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Development of Literacy – FS2



Development of Literacy – FS2




Development of Literacy – Year 6








ed. aste. s like.	Micro-leaf amaranth red army My first impression is shock. I didn't know this was a thing. I am intrigued to taste it.
	It looks like a forgotten forest of deep red trees with hot pink stems.
	It smells like a damp dark and dingy attic.
	Like a silky smooth needle as sharp as a dogger.
	It sounds like the light crunch of the autumn leaves beneath your feet.
	It has a sharp tinge of flavour overpowering my tongue.

Development of Literacy – Year 6

TastEd



L.I. To understand the process of hydroponics and

	Microgreens broccoli
First impressions based on the image	I think it will taste abit bitter because it looks different. There also wasn't alot of various colors
 Sense: See	Jade green and doesn't exactly look like broccoli. Kinda looks like a plant.
 Sense: Smell	our one - refreshing minty scent. other one abit like wet grass after a thunder storm
 Sense: Touch/Texture	Damp silky texture abit rubbery but very light and fragile.
 Sense: Hear	A light crack on a winter morning breeze.
 Sense: Taste	Fresh cut grass but less strong.



YOUR FOOD EDUCATION JOURNEY BEGINS HERE





Spoon	✓	Notes
Ingredients into different containers with increasing accuracy and minimal spillage.		
Measure	✓	Notes
Using different sized measuring spoons Refer to ingredients in simple fractions e.g. halves and quarters.		
Cut out	✓	Notes
Ingredients neatly with a cutter. Using a table knife to cut dough into equal portions e.g. cheese straws.		
Grate	✓	Notes
Soft foods e.g. cheese and cucumber.		
Snip	✓	Notes
Fresh herbs and spring onions.		


















MY FOOD EDUCATION JOURNEY


















Sift	✓	Notes
Flour into a bowl		
Thread	✓	Notes
Soft foods onto skewers e.g. fruit kebabs		
Cut	✓	Notes
Low resistance foods with a sharp knife (with supervision) into equal size pieces e.g. canned pineapple slices, sticks of pepper, mushrooms. Use a knife and fork to secure and cut food Begin to develop claw grip and bridge hold		
Arrange	✓	Notes
Food on a plate		



MY FOOD EDUCATION JOURNEY

Recipes & Reviews	Rating:
Recipe:	
Review:	
	
Recipe:	
Review:	
	
Recipe:	
Review:	
	
Recipe:	
Review:	
	
Recipe:	
Review:	
	

MY FOOD EDUCATION JOURNEY

Recipes & Reviews	Rating:
Recipe:	
Review:	
	
Recipe:	
Review:	
	
Recipe:	
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MY FOOD EDUCATION JOURNEY

Procurement – local/regional supply chains

School kitchen garden



School kitchen garden



School kitchen garden

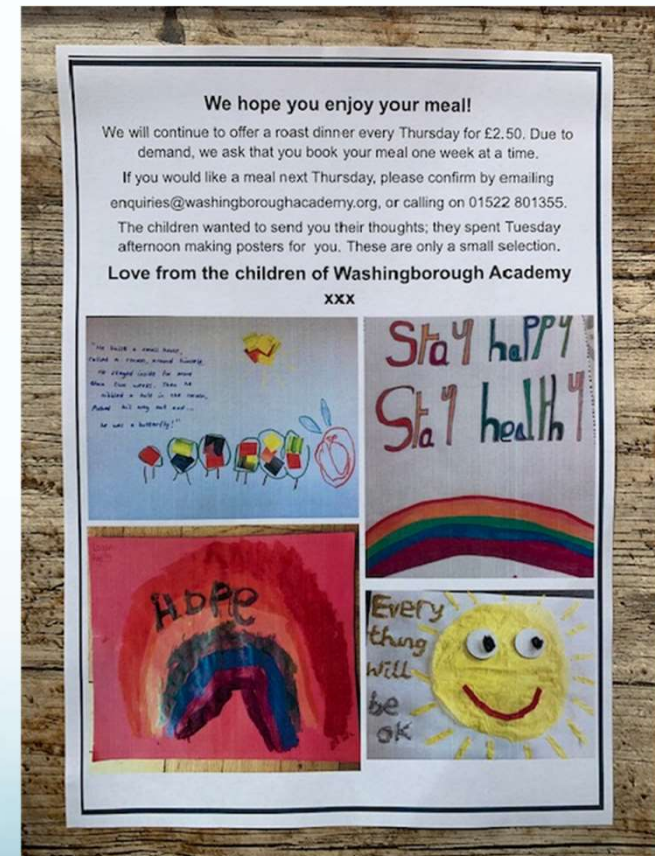


Local honey



Access to food in crisis situations/social protection

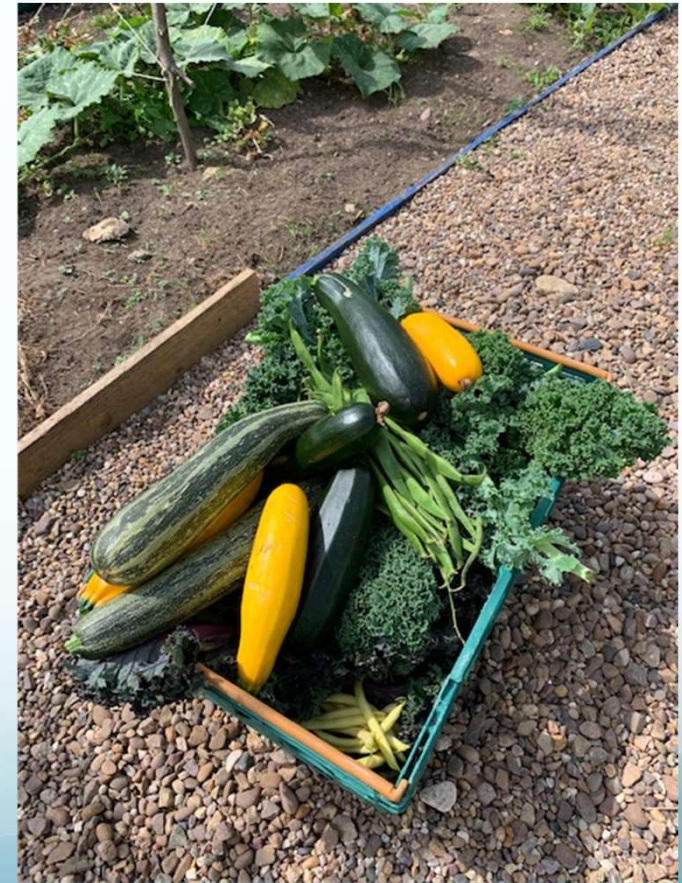
Supporting our local community by providing meals



Supporting our local community by providing meals



Donating the food we harvest in the school holidays to foodbanks



Healthy & sustainable school nutrition

Collecting & measuring our food waste



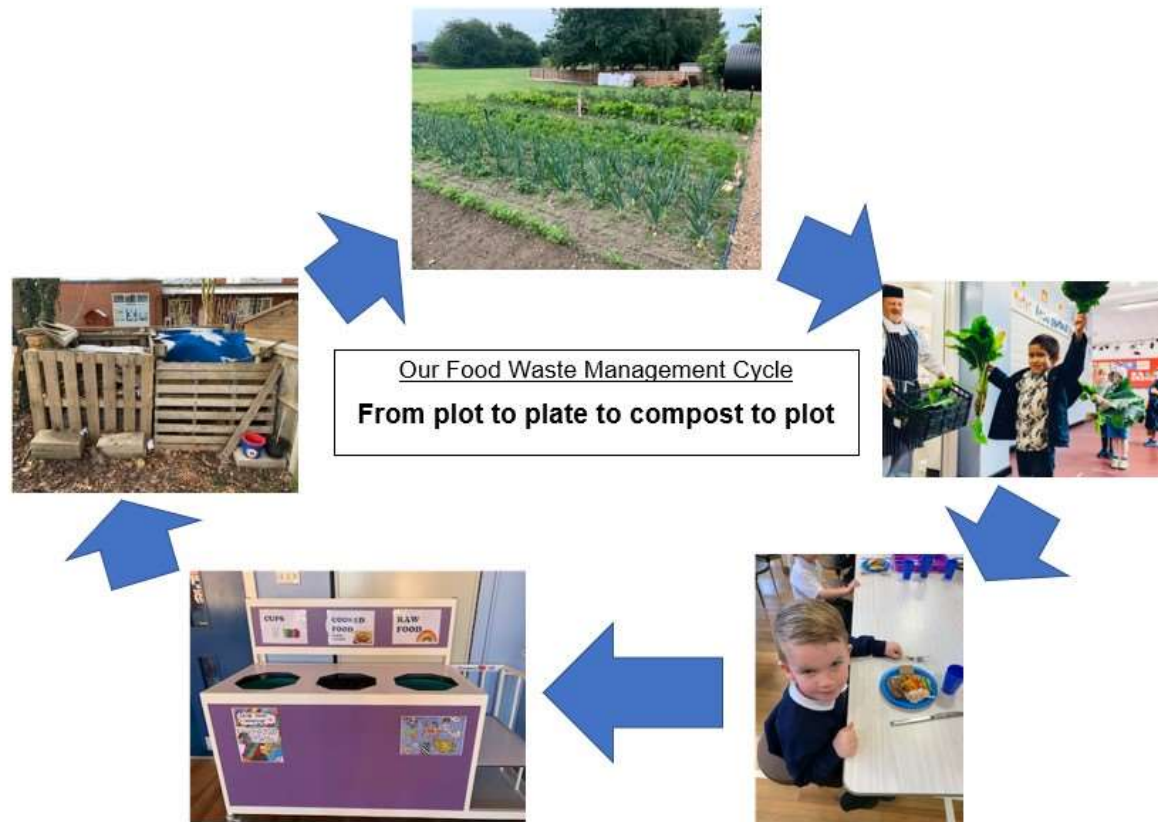
Food Waste Sheet				
Monday	Tuesday	Wednesday	Thursday	Friday
10-5-21	11-5-21	12-5-21	13-5-21	14-5-21
4.8	3.5	0.8	6.9	3.9

Food Waste Sheet				
Monday	Tuesday	Wednesday	Thursday	Friday
17-05-21	18-05-21	19-05-21	20-05-21	21-05-21
5.27	7.87kg	4.00	7.08	3.38

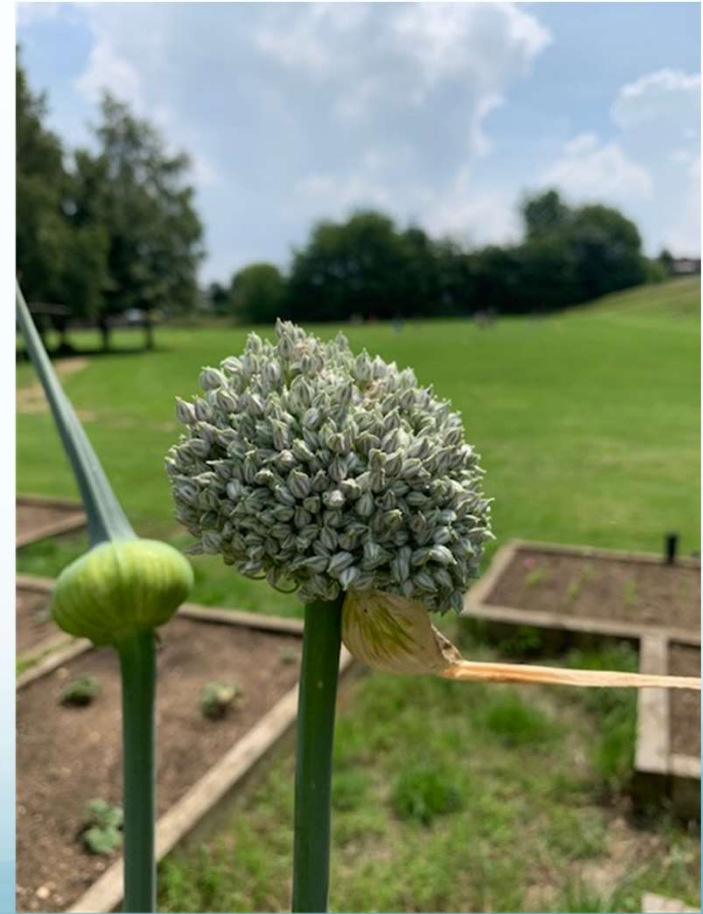
Food Waste Sheet				
Monday	Tuesday	Wednesday	Thursday	Friday
24-05-21	25-05-21	26-05-21	27-05-21	28-05-21
51.5kg	6.81kg	8.89	9.2	7.7

Food Waste Sheet				
Monday	Tuesday	Wednesday	Thursday	Friday
07-06-21	08-06-21	09-06-21	10-06-21	11-06-21
4.68kg	6.98kg	3.96kg	3.77kg	4.93kg

Our food waste cycle



Seed Saving



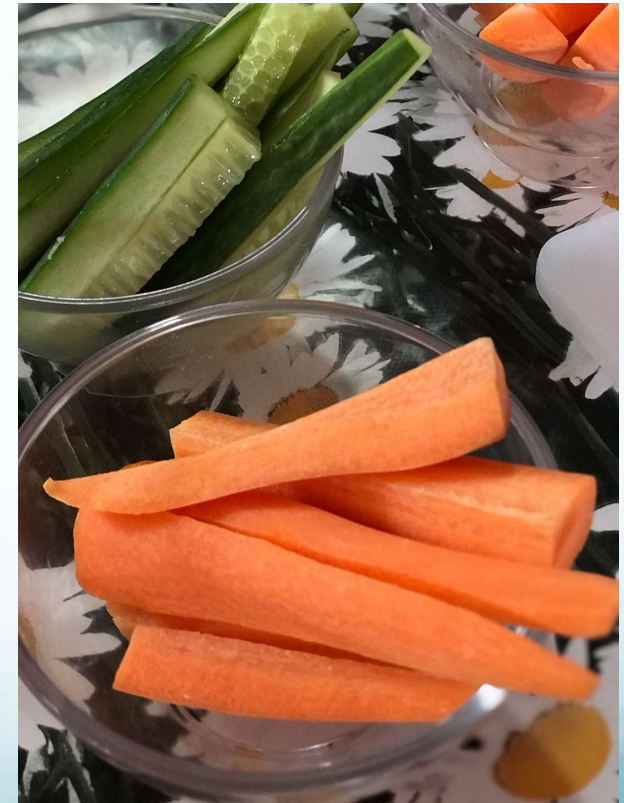
From school plot to school lunch plate



From school plot to school lunch plate



Ready to Rumble



Providing different opportunities to cook



The social aspect of food - commensality

The social aspect of food - commensality

Family & Community Health

Family Learning opportunities

As well as the lessons that children receive as part of the school's food education curriculum, and the positive messages that go home from these, many of the headteachers had developed additional food related homework activities and parental workshops to further support the message of healthy eating and the social benefits of eating together.



The social aspect of food - commensality

Supporting cultural awareness and intergenerational relationships

Schools in more culturally diverse catchments, used their focus on food education as an instrument to celebrate the different cultures within their school. This enabled them to support their communities understanding and appreciation about each other's cultures, celebrating differences and commonalities through the sharing of food traditions and meals and also supporting the inclusive, cohesive nature of their school's ethos.



The social aspect of food - commensality

Family & Community Health

Developing community links

Using the whole school approach to food to support the community becoming more involved in the life of the school with the latent aim being that this will have a positive impact on the education of the children as the parents are engaged in their school life – developing school connectedness





TastEd



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