

Food For Life: TEACHING COOKING CONFIDENTLY

**Supported by Jamie Oliver's
Kitchen Garden Project**

Introduction

This programme of self-guided training aims to enhance the skills and confidence of primary school staff to lead practical Cooking and Nutrition activities in the context of the Food for Life framework.

The suggested time allocation for each of the 4 sessions is 90 minutes – suitable for personal development in PPA time, staff meetings and INSET days.

You will need to be logged into the Food for Life Schools Portal to access resources.

There is some hands-on cooking activity in each of the sessions requiring pre-organisation such as shopping for ingredients and printing of recipes so we recommend you read through the programme well in advance of planned learning.

Each session combines a range of learning opportunities:



Key information



Practical activity



Discussion



Review





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SESSION 3 – MANAGING COOKING ACTIVITIES AND BUILDING COOKING SKILLS PROGRESSIVELY

Self-guided learning for leaders of primary
school cooking activities

This guided learning session explores how to **develop children's cooking skills progressively** across the primary school years. Practical activity is focused on **baking techniques** with supporting information on using herbs and apples in recipes. It aims to enhance confidence to lead Food for Life curriculum cooking activities.

By the end of the session you will have:

- ✓ Considered how to build progression into cooking skills learning
- ✓ Looked at a lesson preparation technique called 'Set-Outs'
- ✓ Explored a selection of Kitchen Garden Project resources and undertaken practical activity based on making bread
- ✓ Reflected on your learning





THE MOST FREQUENTLY ASKED QUESTION AT OUR TRAINING SESSIONS IS “WHAT SKILLS SHOULD WE TEACH AT WHAT AGE IN PRIMARY SCHOOL?”

To support you with this, look at the Food for Life Cooking in School Checklist. This shows which taught skills children can generally achieve **without pre-preparation of ingredients** at each of the age-groups 3-5, 5-7, 7-9 and 9-11.



Discuss how knife skills – the bridge and claw – can be introduced and developed across the age range.

Review the 'Cooking in Schools Checklist here:

https://www.foodforlife.org.uk/media/b2ipfpty/checklist-for-cooking-class.pdf?v=9wxXsl_kpUU&list=PLVVDe5yDpj6fTaOdmqqeqjiINP--chXSM



To manage cooking activities and make recipes suitable for the age and skill-level of a group of children, some pre-preparation of ingredients and equipment may be required.

In our Food for Life training, we call this preparation '**Set-Outs**' (defined as 'well presented arrangements of ingredients and equipment, purposely set-out for effective teaching & learning').



Here's an example of a work area for 4 children and their teacher, with a 'Set-Out' for fruit kebabs.



This level of preparation is suitable for pre-school children working in a group.

The tricky knife work has been done for them, leaving the banana whole for the children to practice their Claw technique using a small, serrated sharp knife or table knife as appropriate to their ability.

Seeds are left in the melon and leaves left on the strawberry so the teacher can explain how fruit is grown.

The chopping boards have non-slip edges to make them more secure and the sharp points have been trimmed off the wooden skewers for extra safe working.

Look at this picture of 3 'Set-Outs' for the same Food for Life recipe – Harvest Vegetable Soup.

<https://www.foodforlife.org.uk/media/ikvjfnrx/harvest-vegetable-soup-recipe.pdf>



Notice that from left to right the level of preparation on the trays is differentiated.



Discuss which age or ability group you think each tray would be suitable for in your school situation and why.

Hints

- ✓ Some vegetables can be par-boiled and blotted dry to make them easier to cut up
- ✓ Preparing ingredients to create a stable, flat side makes cutting safer
- ✓ Some chopping tasks (e.g. fine dicing) might have to be done for very young children
- ✓ Scissors are useful for some chopping tasks

Making bread is an easy and low-risk cooking activity that can be undertaken with larger groups of children.

Bread-making skills can be developed progressively by introducing different shaping techniques and additional ingredients.

Bread is a great topic for whole-school activities or farmers market sales.



Try making a bread product in your staff training to work through the approach taken in the Kitchen Garden Project resources

https://www.foodforlife.org.uk/media/cruot1lq/aa_3_all-about-bread-2.pdf

Tomato and Basil Focaccia might be a good recipe to do in the time available.

- ✓ Read through the resource 'All About Bread'
- ✓ Study 'How to make it' and discuss time and oven management ideas – will you make a batch each or maybe work in groups?
- ✓ Follow the method to make the selected recipe



What can you do in class while the bread is rising and baking? Maybe some research on bread from around the world or sensory work on herbs that are suitable for using in bread recipes. How would you organize the time?



REVIEW WHAT YOU HAVE LEARNT IN THIS SESSION

- 1 Has your level of confidence to lead a bread making activity with your class increased?
- 2 Do you feel more confident leading cooking activities for different age groups?
- 3 Do you have any concerns about teaching these recipes?

Do you require further guidance?

Email jsixsmith@soilassociation.org with specific questions or for more info about further training opportunities.

