

**foodroute**  
a journey through food

**Users' guide**

*Secondary school aged materials  
(11 to 14 years and 16+ years)*

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## **Welcome**

This guide is for teachers and others who wish to use the *Food route: a journey through food* resources at school or in other settings. The resources have been devised to help young people engage with the *Food competences*, developed by the Food Standards Agency (FSA).

## **Background: FSA Food competences**

The FSA *Food competences* were originally launched in December 2007. They comprise a progressive series of food and nutrition related competency statements for children and young people aged 5 to 16+ years. The competences are based around four themes: diet and health, consumer awareness, cooking and food safety.

The *Food competences* can help young people to choose, cook and eat safe, healthy food. They are set out as a framework of core skills and knowledge, providing essential building blocks so that parents/carers, schools and community-based organisations can provide young people with a consistent set of food skills and knowledge.

Because the competences are progressive and cumulative from one age stage to the next, they can help young people make healthier choices that benefit them now and in later life. Importantly, the competences apply to all learning experiences, both within and outside the school setting, and can be met at home or through other activities. For further information, go to:

[food.gov.uk/schools](http://food.gov.uk/schools)

## **Food route: a journey through food**

To help children and young people engage with the *Food competences*, a series of focus groups and workshops were arranged throughout the UK. The original competences were rephrased in an age-appropriate way, and tested to ensure that young people understand what they meant and how they could achieve the different competences. The focus group sessions helped to gather feedback from young people about the language used, as well as the design.

## What resources are available?

To engage young people aged '11 to 14 years' and '16+ years' with the FSA *Food competences*, a series of competency journals have been created. These act as journals of evidence, showing how young people engage with the competences in a meaningful way.

The journals set young people with a number of tasks in order for them to demonstrate their understanding and accomplishment of each competence. The FSA *Food competences* have been rewritten to be age-appropriate for young people.

### 1. Workbooks

For each of the two age phases, '11 to 14 years' and '16+ years', four journals have been devised.

The journals are:

- diet and health
- consumer awareness
- cooking
- food safety

The two different age phases have their own individual design, creating two distinctively different sets of journals.

### 11 - 14 years:



### 16+ years



## Differentiation

Although the competences have been created for particular age phases, you may wish to use the different journals for young people at different ages or abilities. For example, you may wish to use the '16+ years' journals to challenge more able students, or use the resources developed for primary aged children for those with special educational needs.

## 2. Certificates

A certificate is also provided for each age phase, i.e. '11 to 14 years' and '16+ years'. The certificate can be awarded after the young person has completed all the competences, or when they have successfully completed one competency area, e.g. cooking.



## Layout of a journal

The journals provide young people with a number of challenges based around the four themes of the FSA *Food competences*. Although the two age phases have different designs, they share a similar layout.

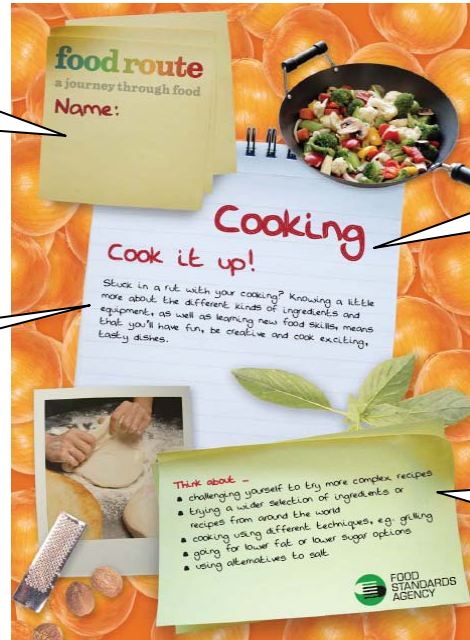
### Front page

Pupils personalise their own journal

Journal name

Setting the scene

Summary of the main issues in the journal



### Inside pages

Space for photographic evidence

Tasks help pupils attain competences

Open-ended task

Checklist task



## Back page

Information to support the completion of tasks

**Make it healthy**

A few tweaks to a recipe can make all the difference.

Think about –

- adding more fruit and vegetables to dishes
- baking meats on starchy foods
- going for wholegrain varieties
- using fish, including oily types
- trimming visible fat from meat, or removing skin from chicken
- choosing reduced or lower-fat dairy foods
- cutting down on foods high in fat and sugar
- replacing salt with herbs, spices, garlic, ginger and chill
- using different cooking methods, e.g. grill, don't fry

Show two examples of how you've changed a dish.

Click Image here      Click Image here      Dish 1      Dish 2

What did you change to make the dish healthier?

**CHECK!**

- I can cook a range of dishes.
- I use a variety of cooking skills and techniques.
- I can use cooking equipment safely, being aware of others' safety.
- I can change recipes/dishes to improve health.
- I can handle and cook food hygienically and safely.

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Checklist of the competences covered

### How can the workbooks/journals be used?

The journals have been designed to be flexible, allowing them to be used in a variety of different settings, including home, school or out-of-school clubs and societies.

It is suggested that each pupil should have their own journal in which they can complete the different tasks and challenges. It may be easier to provide one themed journal at a time, rather than giving students all four. However, the choice is yours, because each of the journals are available individually for download or in hard copy from the FSA. The journals could be a useful resource in supporting your own scheme of work in school.

The journals can be kept in pupils' workbooks and completed as part of a lesson or other activity. For example, the journals could be used for:

- classroom activities, e.g. food technology or science lessons
- homework tasks
- cover lessons
- healthy schools and activity weeks

### The journals can support work in:

	11 to 14 years	16+ years
Diet and health	<ul style="list-style-type: none"> <li>▪ understanding and applying <i>the eatwell plate</i></li> <li>▪ keeping an activity diary</li> <li>▪ investigating nutrients and the needs of different people</li> <li>▪ exploring energy balance</li> </ul>	<ul style="list-style-type: none"> <li>▪ applying the 8 tips for eating well</li> <li>▪ investigating nutritional needs through life</li> <li>▪ being a healthy weight</li> </ul>
Consumer awareness	<ul style="list-style-type: none"> <li>▪ knowing where food comes from</li> <li>▪ comparing the costs of food</li> <li>▪ investigating food choice</li> <li>▪ exploring food labels</li> <li>▪ examining food advertising</li> </ul>	<ul style="list-style-type: none"> <li>▪ considering factors that affect food choice</li> <li>▪ comparing food cooked at home to that eaten out</li> <li>▪ using food labels to inform choice</li> </ul>
Cooking	<ul style="list-style-type: none"> <li>▪ practicing food skills</li> <li>▪ tasting new foods</li> <li>▪ ensuring food safety</li> <li>▪ investigating different equipment</li> <li>▪ adapting recipes for health</li> </ul>	<ul style="list-style-type: none"> <li>▪ planning to cook, in relation to <i>the eatwell plate</i> and 8 tips for health</li> <li>▪ cooking for friends</li> <li>▪ modifying recipes for specific nutrient changes</li> </ul>
Food safety	<ul style="list-style-type: none"> <li>▪ keeping a kitchen clean and hygienic</li> <li>▪ being safe before, during and after cooking</li> <li>▪ following food labels</li> </ul>	<ul style="list-style-type: none"> <li>▪ keeping a safety journal;</li> <li>▪ preventing cross-contamination</li> <li>▪ knowing when foods are ready-to-eat</li> <li>▪ storing foods safely</li> </ul>

## Curriculum links

The journals provide a strong platform for teaching young people about diet and health, consumer awareness, cooking and food safety. The location of these areas in the curriculum will depend on where you live in the UK. The links below demonstrate how the journals support some aspects of food education in school.

### England

Design and Technology: food	<ul style="list-style-type: none"><li>▪ A broad range of practical skills, techniques, equipment and standard recipes, and how to use them to develop, plan and cook meals.</li><li>▪ How to plan and carry out a broad range of practical cooking tasks safely and hygienically.</li><li>▪ Healthy eating models relating to a balanced diet, the nutritional needs of different groups in society and the factors affecting food choice and how to take these into account when planning, preparing and cooking meals and products.</li><li>▪ The characteristics of a broad range of ingredients, including their nutritional, functional and sensory properties.</li></ul>
Science	<ul style="list-style-type: none"><li>▪ Organisms, behaviour and health.</li></ul>
Personal wellbeing	<ul style="list-style-type: none"><li>▪ Healthy lifestyles.</li><li>▪ The benefits and risks of health and lifestyle choices.</li></ul>

*From September 2008, all secondary school students will be entitled to learn how to cook through Licence to Cook.*

The Food route resources also support Change4Life by helping children and young people learn about a healthy diet and how they can cook healthier food, as well as asking them to consider how physically active they are. Change4Life is a nationwide movement that aims to help families eat better, move more and live longer.

You can use Change4Life to complement your existing healthy eating and physical activities. To sign up as a local supporter visit the partner and supporters section of [www.nhs.uk/Change4Life](http://www.nhs.uk/Change4Life).

### Wales

Design and Technology: food	<ul style="list-style-type: none"><li>▪ Use a broad range of skills, techniques and equipment, as well as standard recipes, to cook meals and products.</li><li>▪ Plan and carry out a broad range of practical cooking tasks safely and hygienically.</li><li>▪ Apply current healthy eating messages in relation to the nutritional needs of different groups in society and consider issues of sustainability in order to make informed choices when planning, preparing and cooking meals or products.</li><li>▪ Classify food by commodity/group and understand the characteristics of a broad range of ingredients, including their nutritional, functional and sensory properties.</li></ul>
Science	<ul style="list-style-type: none"><li>▪ Components of a balanced diet needed for good health.</li><li>▪ How food is used by the body as fuel.</li></ul>
Personal and social education	<ul style="list-style-type: none"><li>▪ Health and emotional wellbeing (the relationship between diet, exercise, and good health and well-being).</li></ul>

### Northern Ireland

Learning for life at work (Home Economics)	<ul style="list-style-type: none"><li>▪ Healthy eating – provides opportunities to develop understanding required in the choice, planning, storage, preparation, cooking and serving of food.</li><li>▪ Independent living – Investigate a range of factors that influence consumer choices and decisions.</li></ul>
Science and technology (Science)	<ul style="list-style-type: none"><li>▪ Organisms and health: healthy body and mind.</li><li>▪ Objective 1: developing pupils as individuals – explore physical, chemical and biological effects on personal health.</li></ul>
Learning for life and work (Personal Development)	<ul style="list-style-type: none"><li>▪ Key concept: personal health (diet, hygiene).</li></ul>

### Scotland

Technologies	<ul style="list-style-type: none"><li>▪ Food and textile contexts for developing technological skills and knowledge<ul style="list-style-type: none"><li>▪ Preparation techniques and processes</li><li>▪ Use of ingredients and equipment and can apply specialist skills in preparing food</li></ul></li></ul>
Health and wellbeing	<ul style="list-style-type: none"><li>▪ Planning for choices and changes</li><li>▪ Food and health<ul style="list-style-type: none"><li>▪ Nutrition</li><li>▪ Safe and hygienic practices</li><li>▪ Food and the consumer</li></ul></li><li>▪ Physical education, physical activity and sport</li></ul>

## Acknowledgements

For more information about the Food Standards Agency's work with schools, visit: [food.gov.uk/schools](http://food.gov.uk/schools)

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England: Maidstone Grammar School for Girls

Northern Ireland: Cambridge House Grammar School

Scotland: Larbert High School

Wales: Bishop Gore School

## Food Standards Agency Publications

To order further copies of this or other publications produced by the Agency, contact Food Standards Agency Publications:

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Age	Publication	FSA publication code
Age 11 to 14	Workbook: diet and health	FSA/1335/0409
	Workbook: consumer awareness	FSA/1336/0409
	Workbook: cooking	FSA/1337/0409
	Workbook: food safety	FSA/1338/0409
Age 16+	Workbook: diet and health	FSA/1339/0409
	Workbook: consumer awareness	FSA/1340/0409
	Workbook: cooking	FSA/1341/0409
	Workbook: food safety	FSA/1342/0409

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