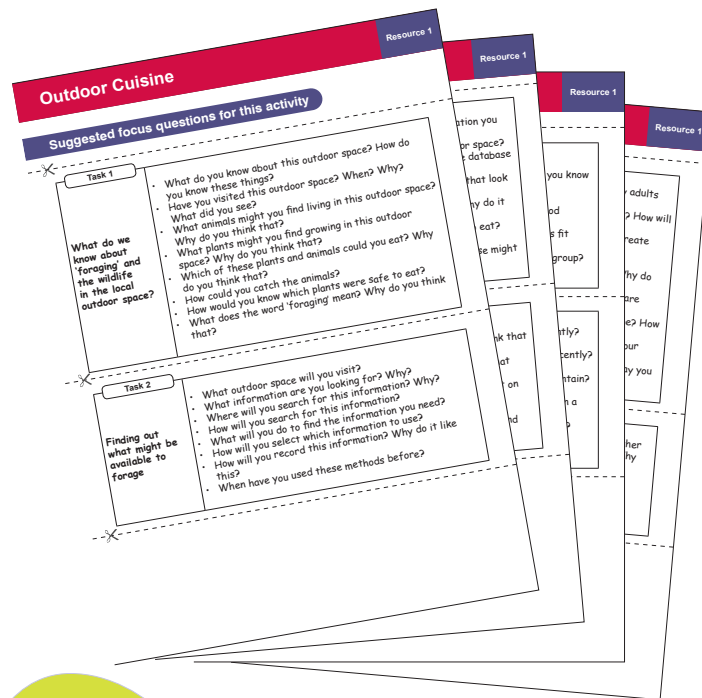
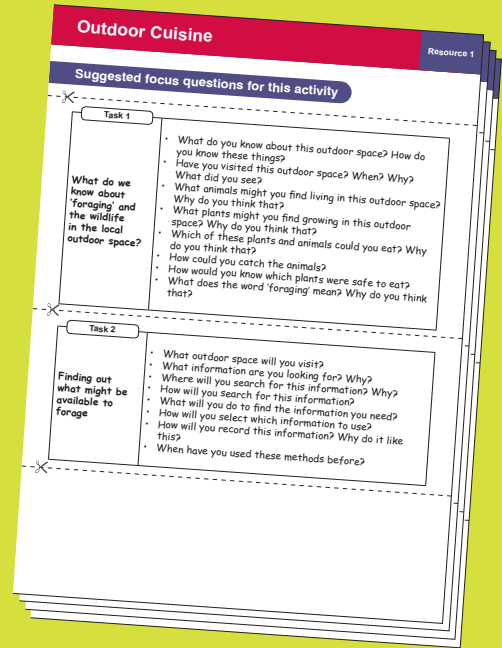


Outdoor Cuisine



Bridgend Outdoor Schools
Ysgolion Awyr agored
Pen-y-Bont ar Ogwr

Learners think about and discuss what plants and animals might be found in an outdoor space they will visit and their ideas about what the term 'foraging' might mean. They find information about these living things and create a database of edible plants and animals they might find in the outdoor space they will visit. They locate these plants and animals in the outdoor space and consider others not included in the database, before identifying them. A list of 'outdoor space' ingredients is developed and after considering ideas about healthy eating, learners use their list of ingredients to create and develop a three course menu and a corresponding recipe. The school cook and a local chef are invited to judge the menus and recipes and using the school kitchen they cook the winning meal for all the class to try.



Opportunities to develop

LNF

Literacy

Oracy across the curriculum: Developing and presenting information and ideas.

Reading across the curriculum: Locating, selecting and using information, Responding to what has been read.

Writing across the curriculum: Organising ideas and information, Writing accurately.

Numeracy

Developing numerical reasoning: Identify processes and connections, Represent and communicate, Review.

Using measuring skills: Length, weight/mass, capacity.

Using data skills: Collect and record data, Present and analyse data, Interpret results.

Curriculum

KS2 Design and Technology

Skills - D1-7; M1-9

KS2 Science

Skills - C1-3; EP3,6,7

Range – IO2,4,5

Resources

Resources included with this activity

- 1 Suggested focus questions in sets, relating to each task, which can be given to each pair as they start each task. Conversely, these questions can be used by the teacher.

Resources that need to be made available

- 1 Computer and internet access.
- 2 Video/digital camera.
- 3 Cookery books, books about foraging, identification books/keys etc.

Risk assessment

Prior to carrying out outdoor activities, please read [Assessing risk in outdoor spaces](#) (hyperlinked). You will need to follow your own school's health and safety guidelines and subsequently make your own risk assessments that directly relate to the outdoor space that you are going to use. In addition, this activity will require learners to forage for edible food. It might be wise to consult an expert once they have built their database and selected their menu. If they are to forage for food, protective gloves should be worn and any plants foraged should not be eaten unless you are thoroughly convinced that they are not poisonous.

How to run the activity

Preparation

This activity requires learners to create a three course menu based on ingredients that can be found or 'foraged' in a local outdoor space. Decide which outdoor space area near the school is most suitable to visit and use for the purposes of this activity. A woodland, nature reserve or large park is likely to contain a range of wild animals like pigeons and rabbits, nuts, berries, nettles, mushrooms and so on. A beach might also be rich in living things that could be used to create a suitable menu. Provide the learners with a brief overview of the activity.

Doing the activity

Task 1: What do we know about 'foraging' and the wildlife in the local outdoor space?

Ask learners to think about and discuss what they know about the term 'foraging' and what context they have seen or heard it used. Invite them to consider what living things there are in a local outdoor space and which of these might be edible. Learners might record their ideas before sharing them with the class.

Reference to reality TV shows where contestants eat a wide variety of insects, grubs and unusual plants might provide an interesting starting point for discussion.

- What do you know about this outdoor space? How do you know these things?
- Have you visited this outdoor space? When? Why? What did you see?
- What animals might you find living in this outdoor space? Why do you think that?
- What plants might you find growing in this outdoor space? Why do you think that?
- Which of these plants and animals could you eat? Why do you think that?
- How could you catch the animals?
- How would you know which plants were safe to eat?
- What does the word 'foraging' mean? Why do you think that?

Task 2: Finding out what might be available to forage

Explain to the learners that you would like them to find out about the plants and animals that might live in the outdoor space they will visit and that these will form the basis of the ingredients for their menu. Invite learners to find information about the living things that might be used as ingredients in the outdoor space they will visit.

- What outdoor space will you visit?
- What information are you looking for? Why?
- Where will you search for this information? Why?
- How will you search for this information?
- What will you do to find the information you need?
- How will you select which information to use?
- How will you record this information? Why do it like this?
- When have you used these methods before?

Many learners will provide simple responses such as 'on the internet' or 'in books' when asked about how they will search for information. One aim of this task is to prompt learners to develop strategies to find information and they might be encouraged to explore in depth why they would pursue certain sources of information and how they would use them when they did.

For example, if learners suggest that they will 'go on the internet', they might then be prompted to explain how they would identify a search engine, what search terms they would use and to explain why they would use these terms. Learners might also be encouraged to consider how reliable the information they find is and how it might be biased.

An internet search for 'foraging in Bridgend' will provide several sources of information and Bridgend also holds a 'Love2Walk Festival' every June that usually includes a wild food foraging walk. Finding out about chefs that are involved in food festivals and so on is another avenue of enquiry learners might pursue.

Task 3: Using research findings

Invite the learners to use the information they find to create a database of edible plants and animals they might find in the outdoor space they will visit. Encourage them to consider how to organise and record the database so that they can take it with them on their visit and use it to identify the relevant plants and animals.

- How will you create a database of the information you have recorded? Why do it like this?
- How will you use this when you visit the outdoor space?
- How will you keep a record of the items on the database that you find in the outdoor space?

Ask the learners to consider how they will tackle the issue of finding possible ingredients during their outdoor space visit that are not included on the database.

- What will you do if you see plants and animals that look edible but are not on the database?
- How will you keep a record of these things? Why do it like that?
- How will you find out if these things are safe to eat? How reliable is this method?
- What other ways could you do it? Which of these might be the best? Why?

Task 4: Visiting the outdoor space

Plan and organise an opportunity for learners to visit the chosen outdoor space. Provide learners with a clipboard, pencils, etc and ask them to take along a copy of their database of edible plants and animals. Prompt learners to locate and keep a record of edible plants and animals that feature on their database and encourage them to make a record of other plants and animals they see that might be edible. Make available as many digital video and still cameras as possible for learners to use to record possible edible plants and animals.

- How have you used your database?
- How successful was this method? Why do you think that is?
- Were there any problems using the database? What were they? What did you do about them? Why?
- What plants and animals did you find that were not on the database?
- How did you keep a record of these?
- Do you think they are edible? Why? How will you find out?

Task 5: Creating a list of edible ingredients and linking it to previous understanding

Ask learners to complete their research and to finalise a list of possible ingredients that are available in the outdoor space. Encourage them to link the foods on the list to what they already know about food groups, the 'Food Guide Pyramid' or 'My Plate' and so on.

- What is a food group? How do you know?
- What food groups do you know about? How do you know about these food groups?
- What do you know about each food group?
- What else do you want to find out about the food groups?
- Which food group does each of your ingredients fit into? What makes you think that?
- Which ingredients might fit into more than one group? Why do you think this?

Task 6: Developing a three course menu

Ask learners to use their list of ingredients to create a three course menu. Initially, they might consider ideas and develop success criteria for what makes a 'healthy meal' and then carry out research to explore what healthy recipes they can find in cookery books or online, for example.

Tell the learners that they will present their menus to the school cook and a local chef who has been invited to the school to help choose the most interesting and healthiest three course menu.

- What is the healthiest meal you have eaten recently? Why was it healthy? How do you know?
- What is the least healthy meal you have eaten recently? Why wasn't it healthy?
- What ingredients does a 'healthy meal' need to contain? Why do you think that?
- What percentage of each type of food should be in a 'healthy meal'? How do you know?
- How will you find healthy recipes online or in books?
- Where and how will you look? Why?
- How will you know if a recipe is healthy?

Ask learners to use their ideas, research and discussions to create and develop their three course menu and to record it on their own menu design.

Task 7: Developing a recipe for the three course menu

The ingredients for the three course menu are all things that might be foraged in the local outdoor space and costing the meal in this instance is not appropriate. However, learners could consider the quantities of ingredients required for a meal for their family, cooking methods, etc. but if required could work out the cost of their menu if all ingredients were bought in a shop. Research might include the internet, cookery books and talking to chefs, people with experience of cooking family meals, etc. Encourage learners to create a recipe for their menu that includes the mass of each ingredient required, cooking times and styles and so on.

- How many people is your recipe for? How many adults and children?
- Do they all eat the same amount of food? Why? How will this affect your recipe?
- How much of each ingredient will you need to create your menu? How do you know?
- How could you find out this information?
- Which way of cooking food is the healthiest? Why do you think that?
- How could you make sure these ways of cooking are include in your recipe?
- What do you already know about creating a recipe? How do you know these things?
- What steps will you take to develop and create your recipe? Why take these steps?
- Who is your audience? How will this affect the way you present the recipe?

Task 8: Choosing the best menu and recipe

Whenever possible it is strongly recommended that when learners take part in an activity like this they are allowed to see it through to the end. However, in this instance it might not be practical to allow a whole class of Year 6 children to forage for ingredients at a local outdoor space. An alternative might be to invite a local chef into school and ask them and the school cook to choose a winning menu and recipe.

Everyone might then forage together for ingredients and possibly invite someone local with experience of foraging to join them. The cook and chef could use the school kitchen to create the winning menu for all the learners to sample. As they are cooking, learners might be encouraged to ask questions such as:

- Why are you using that equipment? Is there any other equipment/utensils you could have used instead? Why did you choose not to use them?
- What do you need to measure?
- What quantity of each ingredient do you need?
- How are you going to measure that quantity of each ingredient? Why do it like that?

Assessment against the LNF

Many aspects and elements could be demonstrated by learners as they carry out this activity. The main focus areas of the activity within the LNF are shown as shaded boxes in the tables below.

Literacy		
Strand	Element	Aspect
Oracy across the curriculum	Developing and presenting information and ideas	Speaking
		Listening
		Collaboration and discussion
Reading across the curriculum	Locating, selecting and using information	Reading strategies
	Responding to what has been read	Comprehension
		Response and analysis
Writing across the curriculum	Organising ideas and information	Meaning, purposes, readers
		Structure and organisation
	Writing accurately	Language
		Grammar; Punctuation; Spelling; Handwriting

Numeracy	
Strand	Element
Developing numerical reasoning	Identify processes and connections
	Represent and communicate
	Review
Using number skills	Use number facts and relationships
	Fractions, decimals, percentages and ratio
	Calculate using mental and written methods
	Estimate and check
	Manage money
Using measuring skills	Length, weight/mass, capacity
	Time
	Temperature
	Area and volume; Angle and position
Using data skills	Collect and record data; Present and analyse data; Interpret results