



Healthy Norfolk Schools

Healthy Eating

A resource pack
for schools



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Introduction

This resource aims to:

- Provide clear and simple information on the nutritional needs of children and young people and what constitutes a healthy diet
- Provide guidance to schools on how to adopt a whole school approach to healthy eating
- Suggest how work on healthy eating can link to the national curriculum
- Provide simple audit tools and questionnaires which schools can use to consult with the whole school community
- Identify links to useful resources including websites
- Provide information about national and local initiatives on healthy eating

But most of all we hope to enthuse schools to promote healthy eating in their school community in a sustainable way.

Background to this resource

Many parents and teachers are concerned about what children eat and how this affects their behaviour, their concentration and their growth and development. We know that many schools are interested in developing healthy eating initiatives in school but need support to do that. Given the pressures currently faced by schools it can seem overwhelming to plan to deliver a healthy eating initiative in addition to everything else they are required to do. In addition there are almost daily stories in the media about food which often present a confusing picture, even to those of us who think we are reasonably well-informed. We hope this resource will be of positive value to teachers who would like to work on healthy eating and who would value support in getting started.

This resource is produced to support the Healthy Norfolk Schools Scheme by a multi-agency Food and Nutrition Advisory Group.

It is originally being produced as a paper resource and will be distributed to schools by Spring 2002. Eventually it will form part of the Healthy Norfolk Schools website where it will be regularly updated.





Healthy Norfolk Schools

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Healthy Eating is one of the key themes in the National Healthy School Standard and the Healthy Norfolk Schools Scheme.

Why healthy eating matters

Current research indicates that many children and young people are not eating the kind of overall diet which is likely to have a positive influence on their health, their growth and their development. In addition what children eat in childhood may set eating patterns for life which contribute to chronic and disabling disease in later life. Heart disease and some kinds of cancer are known to be linked to diet and diabetes and some cancers are associated with obesity as well as inactivity.

Developments in our understanding of how the brain works and how different factors affect learning also point to the importance of adequate nutrition and hydration in encouraging the brain to work efficiently and for optimum learning conditions to be created.

What do we know about what children and young people eat?

A survey published jointly by the Department of Health and the Food Standards Agency in June 2000 provides a valuable insight into the eating habits of young people. Although there is no widespread evidence of malnourishment, the report highlights several causes for concern including:

- Poor fruit and vegetable consumption
- Low activity levels
- Relatively high consumption of snack foods which are higher in salt, fat and sugar than many other foods.

Our most recent local evidence in Norfolk the 1999 Health Related Behaviour Questionnaire, which surveyed 4529 pupils from 14 high schools, 12 primary schools and 8 middle schools across Norfolk, provides useful and often alarming information about the eating habits of children and young people:

- 29% of high school respondents had nothing for breakfast on the day of the survey
- 6% of primary school respondents had nothing for breakfast on the day of the survey whilst 10% had only biscuits for breakfast
- 9% of primary children rarely or never ate fruit and 12% rarely or never ate vegetables
- Over half of all the year 8 & 10 pupils who took part wanted to lose weight
- 33% of the high school respondents drank fizzy drinks on most days



Changes in eating habits.

We know that due to more varied working patterns and lifestyle changes there is a changing emphasis in eating patterns. For many families the idea of three meals a day with few snacks in between is a thing of the past. Many families with complicated working patterns and childcare arrangements may not sit down at the table together for family meals very often.

It is relatively common now to describe the eating habits of children and young people as 'grazing'. This new style of eating may mean that parents exercise less influence over what their children eat than they did in the past. In addition much of this food may be consumed when parents are not around and consequently parents may not be aware of the overall picture of what is being eaten. This new style of eating is not necessarily unhealthy but it does mean that in addressing the subject of nutrition you will need to consider more than ever what food is consumed from early morning to bedtime.

However children are eating what matters is:

- what is eaten
- how much is eaten and
- how often

Confusing messages

The press and TV bombard us almost daily with stories about food which vary from scare-mongering to accounts of the latest wonder foods to protect us against everything from cancer to bubonic plague! There is often a grain of truth behind these reports but distorted reporting can make it difficult to gain a sense of balanced understanding.

The truth is, in simple terms, there is no such thing as an 'unhealthy' food but the lack of overall balance in the total combination of foods eaten can lead to an unhealthy diet. The nutritional needs of growing children will differ from those of adults although certain basic principles will remain the same. As in all areas of Personal, Social and Health Education children need to develop knowledge, skills and attitudes about food to make healthy choices and schools have a vital role in helping to develop these.



Issues for schools

Many schools are overwhelmed by developments of new initiatives and changes in the curriculum. It is important not to view any “Healthy Eating” initiatives as being something ‘bolted on’ to what is already being demanded of schools. As with any Healthy Schools activity the process is as important as any end result.

Making a commitment to raise the issue of Healthy Eating in a school can bring:

- opportunities for whole school events and activities
- opportunities to involve parents and the wider community
- improved concentration and behaviour in the classroom
- a focal point for cross-curricular work
- team-building for pupils, staff (including catering staff) and the wider community

What is important is to adopt a whole school approach to the work and to base what you do on some kind of needs assessment. In this way you can be sure that there will be some sort of sustainable impact rather than merely a short-term ‘feelgood’ factor.

Food and the wider environment

Projects which champion local and/or organic food can offer a number of opportunities to re-engage children and parents with what they are eating. European Union-funded research undertaken by East Anglia Food Link with colleagues in Somerset, France and Italy suggests that children’s diets can be greatly improved where teachers, parents and cooks work together. School gardens, farm visits and other educational activities can help children to appreciate where food comes from, and can persuade children to try foods which they had previously rejected. School-gate consumer co-operatives enable parents to buy good, fresh food at low prices. Local supply chains can enable school caterers to buy top-quality food, including organic, again at affordable prices. Sometimes a group of parents have taken on the management of a school’s catering service to enable these changes.

Contact East Anglia Food Link on 01953 889 200 for more information.



Basic food hygiene

If you are planning any activities in school or on visits out involving food you need to be aware of food hygiene. There are regulations that govern the level of training people working with food need. This can apply to volunteers and can affect the organisation of breakfast clubs etc. If you would like more information contact the Environmental Health Department at your local district council.

As well as restricting what you do, food hygiene can present opportunities. Acquiring a basic food hygiene certificate or undertaking some training can help people to gain employment. Supporting parents to access food hygiene courses can help schools to engage with parents. It can also be a way of valuing the support of volunteers who work in schools. Providing courses or training for pupils enhances their skills and may be a way to engage some more disaffected young people because it makes the prospect of part-time employment more achievable.

There is usually a cost involved with undertaking training but it may be possible to negotiate with providers or to bid for funds to support this. For further information contact Healthy Norfolk Schools or one of the providers of training.

Providers of Basic Food Hygiene training locally include:

Norfolk County Services (based at County Hall)

Local District Councils (Environmental Health Departments)

Some key points.

Bacteria are all around us, and also on and in our bodies. Most of them are helpful or harmless, but some cause disease. Among these are food-poisoning bacteria. To prevent food-poisoning we need to understand how to control these bacteria.

Contamination

Food can be contaminated by: pests (eg flies) dirt, chemicals and other foreign bodies as well as bacteria. Cross contamination (eg where raw meat or utensils used to prepare raw meat touch cooked food) is particularly dangerous.

Minimising risk

Good food hygiene is about minimising risk through:

- Good hygiene (people and equipment)
- Storing food properly (keep raw and cooked food separately)
- Cooking food thoroughly and serving it hot (above 63°C)
- Awareness of high risk foods (Meat, eggs, fish and their products; dairy products, rice)
- For food to be served cold, chilling it quickly and then storing in the fridge.

For bacteria to grow in food, they need a suitable temperature. The danger zone is generally above 5°C (the correct temperature for your fridge) but below 63°C (piping hot). The longer food is in the danger zone, the more likely it is that food-poisoning bacteria will grow. Bacteria are not destroyed by freezing but their growth is halted.

A wide variety of guides are available that advise on many aspects of food safety including those issued by :

Local District Councils

Food Standards Agency - www.foodstandards.gov.uk

Foodsense, London SE99 7TT

Food & Drink Federation (Foodlink, 6 Catherine St, London WC2B 5JJ)

Women's Food and Farming Union (Crundalls, Matfield, Kent TN12 7EA)

Institute of Food Science & Technology (5 Cambridge Court, 210 Shepherd's Bush Road, London W6 7NL)

HMSO (Publications Centre, PO Box 276, London SW8 5DT)

Chartered Institute of Environmental Health (Chadwick Court, 15 Hatfields, London SE1 8DJ) Hobsons Publishing plc (Bateman St, Cambridge CB2 1LZ).

Several helplines are also available including:

Food Safety Advisory Centre Foodline (0800 282407).



Food and health

by Jenny Matthew
Institute of Food Research

We have to eat to stay alive and the type of food we have as children and later as adults has profound effects on the way we develop and the state of our health. Knowing what to eat and knowing how to select, store, prepare and eat a whole range of different foods are skills that should be a fundamental part of education. There are many aspects to the way we choose and use food. Eating nice food is enjoyable. Enjoyment is part of a healthy life style and the social aspects of eating are important.

What we need to eat to stay healthy and why.

NOTE. As used here the word 'diet' means the food that is eaten'. It covers what a person actually eats. It does not mean cutting down on food to loose weight.

The human body needs a range of foods to keep healthy. We need to eat a wide variety of different foods. We need to eat some foods from each of the four main groups each day. These groups are;

- Starchy foods - bread, pasta, rice, breakfast cereals and potatoes
- Dairy products - milk, cheese, yogurt
- Meat & fish
- Fruits and vegetables

In the UK there are worrying reports that a lot of people, particularly younger people, do not eat a mixed, balanced diet with a wide variety of foods and enough fruits and vegetables.

Granny used to say 'Eat up your greens'. And there's the saying 'An apple a day keeps the doctor away'. Granny was right, but WHY? Why should we eat our fruit and veg? What is the science behind the claims that fruit and veg. are good for us?

The human body needs to get a tremendous number of different compounds from what is eaten to keep us healthy, fit and active. We need to eat a lot of different foods to keep us healthy. Let's have a look first at what is on offer from fruits and vegetables and then we'll have a look at what else we need to eat.

Fruits and vegetables. The mode of action of protective compounds in fruits and vegetables is complicated. Many of the compounds require co-factors for their action and are only effective when all necessary components are present. We should get the right mix by eating lots of different fruits and vegetables. Fruits and vegetables give us vitamins and minerals and other compounds. Vitamins are essential substances that the human body cannot make for itself - we have to get them from food. Profound deficiency quickly leads to serious illness and lower-than optimum intake affects general well being and quality of life. The fat-soluble vitamins A, E and K are stored by the body so although regular intake is needed this does not have to be everyday.

Vitamin A is essential for growth and normal function of the retina of the eye. Plant foods supply pro-vitamin A. It is converted to vitamin A in the human body. Red, orange and yellow fruits and vegetables are a good source. Vitamin E, found in vegetable oils, seed oils, cereals and avocado pears, is involved in the formation of body tissues and is a potent antioxidant. Vitamin K, found in fresh green vegetables and fruit, is necessary for normal blood clotting. The water-soluble vitamins, B and C, are not stored in the body and must be eaten frequently. This is where daily, or almost daily intake is important. Vitamin B is actually made up of several compounds. They are essential for healthy metabolism. Green leafy vegetables, mushrooms and fruit are good sources. The B vitamin, folate, is important for healthy pregnancy. Green leafy vegetables are a good source but women intending to conceive are advised to take supplements.

On the whole we should get all the nutrients we need from real food and we should not need supplements. The exception to this is folate. It is extremely important for women who want to become pregnant and in the first three months of pregnancy. Lack of folate can lead to birth defects. Vitamin C is needed for healthy gums, teeth and bones and it helps to speed up wound healing. It occurs in nearly all fruits and vegetables. Vitamin C, along with vitamin E, is the most potent antioxidant. Citrus fruits - oranges and lemons and blackcurrants are particularly high in vitamin C.

Minerals are needed in enzyme systems and for other body functions.

Potassium, which is mainly derived from fruits and vegetables, has an important role in health. Deficiency leads to muscular weakness, mental confusion and heart problems. Other important minerals include calcium, zinc, selenium, iron, magnesium, chromium and manganese. The amounts of minerals contained in fruits and vegetables depend on variety, climate, cultivation and soil type. Why do we need iron? Most of the iron in the human body is used to make haemoglobin. Haemoglobin is the substance that makes your red blood cells red and it is used to carry oxygen around the body. It is bright red when it has a full load of oxygen, but turns a bluish colour when it has off-loaded its oxygen to the cells in the body. If we do not get enough iron from our food to keep up with the amount used then the body cannot make enough haemoglobin. Meat and **fish** are good sources of iron that is easily absorbed. Some plant foods, such as beans and lentils, also contain a lot of iron, but the body does not absorb this iron as well. Many breakfast cereals have iron added to them, but this iron may not be well absorbed. To improve iron

absorption eat vitamin C-rich fruits or drink a large glass of fresh fruit juice, with each meal. The vitamin C helps you to absorb more iron from the meal. Calcium plays an important structural role in the development and maintenance of bone tissue. Bone tissue is continually being made and removed by specialised bone cells. An adequate supply of calcium is needed to optimise peak bone density in early adulthood in order to help protect against osteoporosis. Osteoporosis leads to a much greater risk of hip and wrist fractures. The most important factors in preventing osteoporosis are a healthy diet, regular exercise and the avoidance of smoking. (Milk, cheese and other dairy products are the best sources of calcium, there is not much in fruits and vegetables.)

Fruits and vegetables help to protect us against illnesses that take a long time to develop. It is difficult to think that what we eat now will affect our health in, say, twenty years time, our lives are much more focused in the present but our current eating habits do put us at greater or lesser risk of illnesses that take a long time to develop - cancer, heart disease, stroke and diabetes.

The development of cancer is usually a slow process, the exception being some childhood cancers. Mutations may occur because of exposure to environmental chemicals that damage the body's blueprint for life, DNA and the body itself can generate molecules, e.g. free radicals, which can damage DNA. Antioxidants from fruits and vegetables (vitamins A, C and E plus other compounds) help to prevent DNA damage. Lycopene, found in tomatoes and the compound, lutein, found in broccoli, spinach and red peppers are also potent antioxidants. Fruits and vegetables give us other protective compounds including carotenoids, flavonoids, isothiocyanates and other biologically active substances that are often grouped together as 'phytochemicals'. The word simply means, plant chemicals. They contribute to the vivid, bright colours found in fruit and veg and they have a major impact on health. Hundreds of phytochemicals are currently being studied. Sinigrin, from Brussels sprouts, helps to protect against bowel cancer. It works by persuading pre-cancerous cells to commit suicide by a natural process called apoptosis. Broccoli contains sulforaphane which also has powerful anti-cancer effects but, unlike sinigrin, it works by blocking cancer rather than suppressing it. Organo-sulphur compounds in garlic and onions may have potent properties in suppressing or blocking the development of cancer. Other vegetables including cabbage, cauliflower and kale also have useful amounts of these protective phytochemicals.

Heart disease and stroke. There is a role for antioxidants in protecting us from heart disease and stroke. Blocked arteries in the heart can cause a heart attack and blocked arteries in the brain leads to stroke. Antioxidants from fruits and vegetables help to prevent damage to arteries.

Protein. We need proteins for a variety of body functions; growth and body tissue maintenance, energy production, enzymes and many of the hormones. Proteins are complex organic compounds made up chiefly of amino acids.

There are twenty two amino acids. Many of them can be made in the body, others must come from food. The ones that we must get from food are, histidine, isoleucine, leucine, methionine, phenylalanine, threonine, tryptophan and valine and are called 'essential amino acids'. Good sources of protein are meat, fish, milk, cheese, eggs, beans, peas, nuts and soya products. Young people of about 14 years need around 45g of protein per day. Adult women need about 50g per day and men need about 63g per day. It is best to eat a mixed diet so as to get all the amino acids. If meat and fish are not eaten then special care must be taken to make sure that we get enough essential nutrients from plant foods. For example, eat legumes (peas, beans) that contain a lot of the essential amino acid lysine with grain products that are low in lysine. Including egg or milk products with the meal will improve the quality of protein consumption

Fat. The fats we eat include solid animal fat such as butter and the liquid vegetable oils. Chemically, all fats consist primarily of glycerides. Glycerides are made up of fatty acids and glycerol. It is the fatty acid composition that gives the fat its particular characteristics. Solid, animal fats are high in saturated fatty acids and vegetable oils are high in unsaturated fatty acids. We must eat some fat because it is needed to make essential body components such as cell membranes and it helps us absorb fat-soluble vitamins. It is important to have the right amount of fat. Eating too much can easily lead to being overweight and to long-term health problems such as heart disease, stroke and cancer. However, young children are growing rapidly and cutting down their fat intake may mean they won't get enough energy. Roughly speaking, about 30 to 35% of our energy intake (calories) should come from fat.

Salt. A lot of processed foods and snacks are high in salt content. Salt is another item that the body needs - but only in moderation. On average we eat about 13 grams (2 teaspoons) of salt a day, but we only need about 3 grams (1/2 teaspoon). Too much salt can lead to high blood pressure.

Carbohydrates. Carbohydrates are one of the essential classes of food that the body must have, they are the fuel of life. They keep us warm and provide energy for body processes. The term, carbohydrate, is used to describe a number of compounds including simple sugars, starch and cellulose. They are made up of carbon, hydrogen and oxygen. Most of the carbohydrate we eat comes from plants; cereal crops, fruits, nuts and vegetables. A healthy diet includes plenty of complex carbohydrate in the form of bread, pasta, rice, breakfast cereals and lots of fruits and vegetables. Try not to eat too many sweets or sweet drinks. They contain simple sugars and not much else in the way of useful nutrition. Dietary fibre is the complex carbohydrate component of plant food that is not digested and which finds its way to the large bowel. There is evidence that fibre can help with the control of diabetes. Research shows that dietary fibre helps to protect against other diseases as well. Insoluble fibre has a bulking effect, keeps food moving through the body and has a role in reducing the risk of bowel cancer. Fibre from cereals is important in this respect

Putting it into practice. Once we have basic knowledge about what we should be eating to stay healthy then we can go on to look at how this is achieved. The following is a list of some of the most important things to consider. How much money is available to buy food? What food shops are used, can we get to them easily and affordably? What facilities are available for food storage and cooking at home? What food preparation and cooking skills are available? What happens when eating away from home? Do we know what to choose from the canteen or restaurant menu and are we happy eating with others in social surroundings?

Remember to enjoy your food. Eating is fun. Having fun is part of a healthy lifestyle.

Jenny Matthew
Institute of Food Research
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Getting started

Experience shows that getting involvement and commitment from a range of people not only shares out the work but is likely to bring much greater success and longer term impact.

A suggested approach:

- **Set up a working group.**

This could include:

- ▶ Senior Manager
- ▶ PSHE Co-ordinator
- ▶ Other teacher from key curriculum area like Science or Food Technology
- ▶ School catering Staff and catering Management
- ▶ Pupils (eg School Council)
- ▶ Parents
- ▶ Governor
- ▶ School health Adviser/School Nurse
- ▶ Someone from a local Primary care organization
- ▶ Representatives from any local food projects or initiatives.

The make up of the group will often depend on local circumstances but pupils and school catering staff must be included. You are much more likely to influence the behaviour of your pupils if they are involved in planning what will happen. The school caterers are not only a very visible provider of food within the school but they are often a very valuable (and untapped) source of expertise and ideas.

1. Carry out some research/needs assessment

It's important to establish what the issues are about food in the school. Concern may have been expressed about declining numbers of children having school dinners or what children bring in packed lunches. There may have been a rise in lunchtime incidents or a suggestion that a tuck shop opens up. What is important when deciding on targets or activities is to establish a true picture of what is happening rather base your planning on people's perceptions.

Useful tools.

Food diaries.

Ask children to keep a food diary for a week. Draft a simple A4 sheet with boxes for each day and different times of the day such as before school, during the morning, at lunchtime, during the afternoon, on the way home, at teatime, after tea and before bed. It is important to stress this as a fun activity – people may not be honest if they think they are going to be criticised. (You will find an example at the back of this pack)

The diaries can then be analysed and an overall picture of food intake and eating patterns identified. It may be possible to use some of the results in Mathematics lessons (to draw graphs or charts or work on percentages) or Geography (where food comes from) or RE (multi-cultural lessons).

Whole school audit.

You will find a sample audit at the back of this pack which you can photocopy and use or adapt to meet your own needs. In due course it will also be available on the Healthy Schools website.

Questionnaires.

These could go to pupils, parents and staff. They can be devised according to the information your group is seeking. Groups of pupils and parents are often happy to take on this task but it is critical to be clear about what information you want and how you are going to use it. Badly designed questionnaires can often produce confusing information. With very young children it may be possible to recruit parents and grandparents who can conduct brief interviews with young children and record their information.

School Councils.

Involving the school council in establishing areas of concern over food issues in the school or the local community can be a useful way of suggesting activities and approaches which are likely to engage pupils. In addition where school councils see changes as a result of airing their concerns there can be a simple demonstration of democracy in action or active citizenship!!

2. Agree issues to be tackled

When you have carried out your research you will need to identify some issues you wish to tackle. All teachers are familiar with target setting and monitoring but other members of your group may not be.

Remember for work like this to keep your targets **SMART** and explain to your group what this means:

S specific - be clear about exactly what you are going to do.

M measurable - How will you know when you have got there?

A appropriate - Stick to the gaps or areas of concern identified in your needs assessment

R realistic - don't be too ambitious; Rome wasn't built in a day

T time-specific - When will you begin and when will you finish?

3. Monitor your progress.

Use your audit sheets and targets to check on your progress.

- Which things are going well?
- Where might you need to think again?
- Are things running to time?

Keeping a check on progress can help to develop a sense of achievement for the group. It is helpful if the group continues to meet from time to time and monitoring progress can provide a focus for the group. Be prepared to review targets and involve the whole group in any change of plans.

4. Celebrate success.

Make a fuss, celebrate your achievements in whatever way your school celebrates other achievements. Share your achievements with the wider school community through the press or community newsletters or through an event to which they are invited.

5. Plan to revisit the work in the future

How can you build on what has been achieved. What other issues have been identified through this process. There's always more to be done when the time is right.



National Healthy School Standard Citizenship and Healthy Eating



Healthy Schools

- All messages about food at school should be consistent, so choices in tuck shops and vending machines should reflect what is taught in class. Learning about why they should avoid high fat, high sugar and high salt food will be soundly undermined if pupils can only buy crisps and sweets at break times.
- The school should make sure healthier food is available at breaks, lunch times and in breakfast clubs. Good food should be actively promoted and pupils' menus and choices monitored. This should apply also to food on trips and during out-of-school activities.
- The curriculum should include education on healthy food, nutrition and basic food safety and hygiene. Are there curriculum links where this can be slotted, for example, into science classes?

Key Stage I

Citizenship and Healthy Eating

By the end of Key Stage I pupils will have gained in confidence and understanding in the following:

Skills

- Make simple choices between foods [3a]
- Co-operate with others; share; take turns [4b]

Attitudes & values

- Think about why it is important to know what they are eating [3a]

Knowledge

- That humans and other animals need food and water to stay alive [Science/2e]
- That taking exercise and eating the right types and amounts of food help humans to keep healthy [Science/2c]
- Know that there is a wide variety of foods and that choice is based on needs and culture [RE/3a]

Suggested activities

- Discuss eating habits with reference to the Balance of Good Health
- Look at the food groups and how they help us grow and develop
- Use sorting activities to show the different food groups
- Keep a food diary or make a frequency chart of what they have eaten
- Devise a food alphabet and look at how many foods come from each food group
- Discuss favourite foods from each group and collect examples for a display
- Use food tasting sessions to explore foods from different groups
- Investigate the costs of certain foods including sweets
- Explore what children eat in other parts of the world
- Explore what food is eaten at different times of the year and for different celebrations

Examples of key questions

- Why is food important?
- How do I feel when I am hungry?
- What are my favourite foods?
- What don't I like?
- Where does my food come from?
- Who buys my food for me?
- Who cooks my food for me at home and at school?
- What do children in other parts of the world eat?

Key Stage 2

Citizenship and Healthy Eating

By the end of Key Stage 2 pupils will have gained in confidence and understanding in the following:

Skills

- Chose healthy options in relation to food [3a]
- Manage hygiene procedures [4g]

Attitudes & values

- Understand that our emotions are linked to when we eat and what we eat [3a]

Knowledge

- About the need for food for activity and growth, and about the importance of an adequate and varied diet for health [Science/D&T/PE/3a]
- Know that all foods are important for our growth, energy, thinking and concentration [Science/D&T/PE/3a]
- Know nutritional aspects of food [Science/3a]
- Know that food should be chosen to give variety and balance [Science/3a]
- Know that nutrients have different effects on the body, and the amounts in the diet, and balance between them, can influence health (e.g. sugar and dental health) [3a]
- Know what happens if we do not eat [3a]

Suggested activities

- Discuss the food groups and the relative proportions of each as shown in the Balance of Good Health
- Investigate family meal patterns, family eating habits, roles of family members in shopping, preparing and cooking food, and ethnic influences
- Devise menus using foods from a variety of food groups and compare the nutritional value of different choices
- Conduct surveys of favourite foods or eating behaviour, for example, what we had for breakfast/lunch
- Design a board game or card game based around food choices and nutritional value
- Investigate food preparation and storage, and take part in cooking
- Investigate the role of the media, for example, advertising
- Produce an advertisement for a food product
- Unpack a supermarket bag www.oxfam.org.uk Coolplanet
- Making the most of self-catering opportunities to plan, cost and cook meals
- Use school allotment/greenhouse to plan, cost and cook food

Examples of key questions

- Why is food important?
- What do I need to know to keep me healthy and fit?
- Where does our food come from, who grows it, how and where?
- What is in our food?
- Does growing food cause environmental and social change?
- Is our diet different from, for example, the Egyptians, the Tudors, The Victorians and people living in World War II?
- Why do people eat different foods around the world?
- Why is food used in cultural celebrations?
- Why are people hungry?



Key Stage 3

Citizenship and Healthy Eating

By the end of Key Stage 3 pupils will have gained in confidence and understanding in the following:

Skills

- Look after their bodies at puberty [PSHE2b]

Attitudes & values

- Consider the benefits of a healthy lifestyle [PSHE2c]
- Be realistic about body image [PSHE2b]

Knowledge

- About the need for a balanced diet containing carbohydrates, proteins, fats, minerals, vitamins, fibre and water, and about foods that are sources of these [Science/PSHE2b]
- Understand malnutrition and the relationships between diet, health, fitness and circulatory disorders [Food Technology/PE/PSHE2b]
- Understand basic food microbiology, food production and processing techniques [Food Technology/PSHE2b]
- Know how the media influence attitudes to health and health behaviour [PSHE2b]



Suggested activities

- Learn about the links between diet and health and how nutrient deficiencies can lead to ill health
- Investigate the links between diet and physical activity and heart disease
- Compare the amounts of different types of fat in foods and how this group fits in The Balance of Good Health
- Devise menus for different groups of people, for example, young children, sport enthusiasts or someone overweight, and compare their nutritional value
- Investigate methods of food preparation, production, processing and storage, and take part in cooking activities practising food safety
- Investigate the role of the media in promoting food and drink especially relating to adolescents
- Investigate the role of the media on body image
- Unpack a supermarket bag www.oxfam.org.uk Coolplanet
- Debate the pros and cons of the supermarket to the corner shop
- Investigate who produces food in, for example, the South?
- Investigate nutritional intake of children around the world?

Examples of key questions

- Why is it important for me to consider a balanced diet?
- How are my choices influenced by my culture, my family, my friends, the media and global consumerism?
- What do I understand Fair Trade to mean?
- Why are people hungry and are there people in the UK who are hungry?
- Hunger, what can we do?



Key Stage 4

Citizenship and Healthy Eating

By the end of Key Stage 4 pupils will have gained in confidence and understanding in the following:

Skills

- Be able to analyse and evaluate diet and recognise suitable adjustments which take account of factors such as availability and social, cultural and financial influences [PSHE2a,2d]

Attitudes & values

- Respect the body [PSHE2d]

Suggested activities

- Looking at how personal behaviour such as eating and drinking is learned from the family, for example, exploring meal patterns, family eating habits, roles of family members in shopping, preparing and cooking food, and ethnic differences
- Investigating the food available in the school canteen, tuck shop or vending machines, and carrying out a survey of school eating habits. Discuss findings in relation to dietary need; health needs and economic rationale
- Investigating how the nutrition information in various written materials compares with The Balance of Good Health
- Collecting leaflets from supermarkets, GP surgeries or chemists, magazines and newspaper articles, and developing an evaluation scheme to assess these materials against The Balance of Good Health
- Discussing weight and health, media portrayal of women and men, and teenagers' self-perceptions
- Exploring the influence of economic and emotional factors in food selection
- Researching local needs and facilities, such as the availability of fruit and vegetables from corner shops and supermarkets
- Researching the incidence of dental caries locally compared to sugar consumption or sweet eating
- Debate human rights, for example, the right to food and clean water, the right to health care, the right to be very rich.
- Research the role of men, women and children in food production around the world

Knowledge

- Understand the links between eating disorders, unhealthy eating and low self-image [PSHE2d]
- Know that various types of diet promote health for different groups, acknowledging cultural and ethnic variations [Citizenship 1b]
- Understand consumer aspects of food hygiene, shopping for food, legislation, including the current food labelling system [Food Technology/Citizenship 2e/2h]
- Have accurate information to enable them to distinguish between fact, propaganda and folklore in dietary matters [Citizenship 1h/PSHE2d]
- Know how the media influence attitudes to health and health behaviour [Citizenship 1h/PSHE2d]

Examples of key questions

- How does the food industry influence what we eat?
- How does the media influence what we eat?
- How are people influenced in their eating habits by role models and media images?
- How will I know if I am at risk of an eating disorder?
- Who can I talk to if I am worried about my eating habits?
- Is my school a health-promoting school?
- How might my current diet influence my future health?
- Which foods do I need to eat to avoid certain diseases?
- How do my food choices vary from those of people in other countries?
- How can I eat a healthier diet which fits in with my lifestyle/that of my family?
- How can what I eat and drink affect my capacity to learn, study revise etc.?
- How does what I eat affect my mood?

Resources for food technology

The resources listed will support the teaching of Food Technology at Key Stages 3&4, GNVQ Manufacturing and AS/A Levels Food Technology. There are however many resources which will support teaching and activities for 5-11 year olds as well.

With limited budgets it is important that money is spent wisely on products. Many of the addresses supplied will provide free leaflets, booklets and videos.

The list of these individual resources is endless, therefore it is of more use to provide contact details.

The resources are grouped into the following categories:-

- Reference books for Food Technology Teachers
- Books for student use
- Teacher Packs
- Newsletter
- Videos
- Software Packages
- CD Roms
- Visits/Speakers
- The Internet and Food
- Useful addresses and details:-
 - Labelling/Packaging/Marketing
 - Nutrition & Healthy Eating
 - Food Safety & Biotechnology



This list is taken from www.foodanddrinkinfo.org.uk the website of the Food and Drink Federation National Training Organisation

Reference books for food technology teachers

'Food for Thought'	Joan Morecraft and Jonathon Smith (1993) Cambridge University Press
'Food Facts'	Delia Clarke and Elizabeth Herbert (1986) Macmillan
'The Food We Eat'	Joanna Blythman (1996) Michael Joseph
'The Science and Technology of Foods'	PK Proudlove (1992) Forbes Publications
'The Composition of Foods'	McCance and Widdowson HMSO
'Safety in Technology – Food and Textiles'	NATHE (1993) Hamilton House, Mabledon Place London WC1H 9JB
'Managing Health and Safety in Food and Textiles in Schools'	Tel No: 0171 387 1441 NAAIDT (1994) Available from DATA
'Risk Assessment in Secondary School Design and Technology Teaching Environments'	DATA (1996)
'The Food Technology Book'	NEAB (contains resource list)
'The Good Food Technology Guide for Teachers'	NEAB (contains resource list)
'Product Development Guide for the Food Industry'	Campden and Chorleywood Tel No: 01386 842000
'Food Safety – First Principles'	Chartered Institute of Environmental Health

'Design and Make IT! – Food Technology'	Stanley Thornes ISBN 0 7487 2472 9 Has been produced in conjunction with NEAB. Emphasises industrial design and manufacturing practices, the application of systems and control and the use of IT. Inspection Copy 01242 228586.
'Food Technology Glossary'	Jenny Ridgewell ISBN 0 952164574
'Food Technology Kit'	£60 BNF
'Hygiene for Management'	Richard Sprong Highfield Publications
'The Food Hygiene Handbook'	Richard Sprong ISBN 1 871912 75X
'Food Technology to GCSE'	Oxford University Press ISBN 0 19 832788 9
'Understanding Ingredients'	Heinemann ISBN 0 435 42827 6
'Examining Food Technology'	Heinemann ISBN 0 435 42062 3
'Design and Technology – Food Technology'	Causeway Press Ltd ISBN 1 873929 62 5
'Food Technology'	Collins ISBN 0 0032 9490 0
'The Freshline Guide to MAP'	Tel No: 01270 506 000
Department of Health guides to:- <ul style="list-style-type: none"> • General Food Hygiene Regulations • Food Hazards • Food Safety Temperature Control Regulations 	ALL FREE Department of Health Fax Orders on: 01937 845 381
'Products and Packages: Practical classroom Resources for D&T at KS3' Also produced are 'Finding out about Packaging' 'Finding out about Managing Waste'	INCPEN. A very useful resource to support teaching of packaging, including that for food. Includes studies developed by University of Salford Technology Education development Unit. Tel No: 020 7409 0949

'Tickle the Senses'	A resource pack to support sensory analysis work with food at KS2&3, available at £45 from: Kate Taylor, Dorset D&T Advisory Team Tel No: 01929 405062 Includes teacher's notes, photograph pupil worksheets and a photobank for sight testing and to develop descriptive vocabulary.
'ICT and Food Technology Resource Pack'	1. £50
'Food Product Development – Scones'	2. £30
'Food Systems and Control-Risk Assessment & HACCP'	3. £22.50
'Food Technology Glossary'	4. £20
'Tasting and Testing'	5. £12
'Food Temperature Control'	6. £5
'Food Coursework'	7. £20
'Food Activities – Disassembly and Quality Control'	8. £22.50
	Resources from Ridgewell Press Education House Castle Road Sittingbourne Kent ME10 3RL
	Tel No: 01795 437323 Tax No: 01795 474871
'Dinner Winners'	Classroom resource for KS4. Based on story of a group of teenage who plan to change the face of school meals through their technology project. Contains worksheets and teacher guidance notes. ONE PACK FREE TO EACH SCHOOL From: British Meat Education Services, PO Box 44 Winterhill House, Snowden Drive Milton Keynes, MK6 1A

Teacher packs

Name of Resource	Subject	Content	Target Age Range	Contact	Price
Exploring the Dairy Industry	Food Manufacturing Industry	Study of the Dairy Industry/Milk Processing business, Includes Group Activities plus pupil sheets	Key Stage 4 Food Technology GNVQ Intermediate Business Studies	Dairy Industry Federation, 19 Cornwell Terrace London NW1 4QP Tel No: 0207 486 7244 Fax No: 0207 487 4734	£2 per copy
Finding out about Food	Nutrition	<ul style="list-style-type: none"> - Eating habits - Healthy eating - digestion and absorption Also includes posters on the food groups and a food dictionary	Key Stage 2 and 3	National Dairy Council 5-7 John Princes Street London W1M OAP Tel No: 499 7822	£6
A Taste for Design – Pizza Express	Designing the interior of a Restaurant Liquids and a Healthy Life	<ul style="list-style-type: none"> - includes - ergonomics - creating floor plan - designing staff uniforms Includes flow chart to prepare and serve a pizza	Key Stage 3	Can be downloaded direct from the Website. www.pizzaexpress.co.uk OR Harriet MacDonald, Pizza Express Training & Education Dept, 363 Fulham Road, London SW10 9TN	Free of charge to educational establishments (otherwise £50)
Liquids Mean Life		Looks at role of fluids in the diet explaining the production processes involved in the manufacture and bottling of soft drinks. The pack has been designed in order to meet the requirements of the national curriculum. In relation to Food Technology and some Science studies, contains teacher notes/pupil worksheets/ project design briefs with a certification and badges available from BSDA at a small charge.	Key Stage 3	British Soft Drinks Association 20-22 Stukeley Street London WC2B 5LR Tel No: 020 7430 0356 Fax No: 020 7831 6014 (Available: Sept 2000)	

Teacher packs - continued

Name of Resource	Subject	Content	Target Age Range	Contact	Price
Aliens in our Food	Basic Hygiene and Food Poisoning	Micro-organisms, safe food preparation and cross contamination, safe storage	Key Stage 3	Can be downloaded from website: www.foodhygienecontrol.hea.org.uk OR Health Promotion England Trevelyan House 30 Great Peters Street London SW1P 2HW	
Fish. A Whole New Product	Product Development	Covers the following stages; The Initial Brief;; Market Research; Brainstorm; Product Development: Evaluating Ideas; Production Issues; Final Specification; Production and Product Launch. The Pack contains, a poster, study cards, recipe cards and Teachers Notes. Also includes Computer Database giving information on species, availability, nutrition, cooking methods etc.,	Key Stage 4	Sea Fish Industry Authority Education Resources 18 Logie Mill Logie Green Road Edinburgh EH7 4HG Tel No: 0131 558 3331 FAX No: 0131 558 1442 EMAIL: development@seafish.co.uk	£10

Newsletters

Name of Resource	Subject	Content	Target Age Range	Contact	Price
Dairy Education	Quarterly	Up to date information Teachers Resources from the industry and dates of useful events around the country	Key Stage 3 & 4	National Dairy Council 5-7 John Princes Street London W1M OAP Tel No: 020 7499 7822 <u>WebSite: www.milk.co.uk</u>	FREE
Worldview	Twice a year	Articles on a wide range of food technology topics	Key Stage 4 'A' Level GNVQ	Nestle UK Ltd Corporate Affairs Dept St Georges House Croydon CR9 1NR Tel No:0181 667 5111	FREE
M.V.M (Meat Video Magazine) for Food Technology and Home Economics. (in the form of a video)	Twice a year	Video case studies on the Food and Drink Manufacturing Industry e.g., - Quality Control - Production Systems Also Curriculum updates and industry interviews	Key Stage 4 GNVQ A/S	British Meat Education Service Winterhill House Snowden Drive Milton Keynes MK6 1AX Tel No: 01908 844188	FREE

Videos

Name of Resource	Subject and Content	Target Age Range	Contact	Price
'Make a Packet' (includes a booklet)	Biscuit Marking Process in Industry and in the Classroom	Key Stage 4	The Biscuit, Cake, Chocolate and Confectionery Alliance (BCCCA) 37-41 Bedford Row London WC1R 4JH Tel No: 020 7404 9111	FREE
'What shall we eat tonight'	Product Development and marketing of Pork Steaks	Key Stage 4	Meat and Livestock Commission	FREE
The Meat in your sandwich	Modern day sandwich production in a state of the art factory	Key Stage 4 GNVQ Manufacturing	Meat and Livestock Commission	FREE One pack per school
Managing Risk Assessment	A ten minute video on food safety and risk assessment. TV Chef Ainsley Harriott shows how to assess food hazards, which hazards are critical and what the law requires for safety in food preparation	Key Stage 4	Ridegwell Press Education House Castle Road Sittingbourne Kent ME10 3RL	£15

Also available -

British Nutrition Foundation - Food and Nutrition Videos

- An Introduction to Food (5-7 years)
- Looking After Food (7-11 + years)
- The Food Investigators (7-11 + years)
- Diet through Life (11- 16 + years)
- Digestion (11-16 + years)
- Diet and Health (11-16 + years)
- Food Technology (11-16 + years)

Contact:- View details on their website www.nutrition.org.uk

Boulton Hawker Films Ltd.

- 'The Low Fat Film' (22 mins) Key Stage 3
- 'Nutrition to grow on' (30 mins) Key Stage 3
- 'Johnny Junkfood' (29 mins) Key Stage 3)

Address: Hadleigh, Ipswich, Suffolk, IP7 5BG

CFL Vision Video Distribution (MAFF)

Address: P O Box 35, Wetherby, West Yorkshire, LS23 7EX
Tel No: 01937 844622 Fax No: 01937 541083
Website www.eroview.co.uk (can view videos on the site)

Includes videos on a 5 day loan for free

- Food Safety in the Kitchen
- Look at the Label

Brochures for listing useful videos from:-

Focal Point Audiovisual Ltd
251 Copnor Road, Portsmouth, PO3 5EE

Tel No: 023 9266 5249/9264 5555

Fax No: 023 622269 5723

videos include (all suitable for Key Stage 4):-

Characteristics and Properties of Food – Part 1

Characteristics and Properties of Food – Part 2
(Enzymes, Pectins and Pigments)

Dying for a meal – all about Food Poisoning

Finding out about our Food: Fruit & Vegetables

Handling Food – Safely

Food Additives

Food Preservation

Flour, bread and baking

Biscuit marking

Supermarkets (behind the scenes)

Mass Production of Food (Jam, Pasta, Sauces, Meat, Apples, Chocolate,
Confectionery, Coffee)

Fat – Smooth Appealing and a bit too much (latest findings on fat)

All in a day's Eating (Healthy Eating)

Nutrition and Diet

Fear or Fat – Dieting & Eating Disorders

Kitchen Safety – Accidents aren't accidental

Testing Consumer Products

Food Hygiene Bureau

- Managing Risk Assessment

Long Hanborough, Oxford, Oxon OX8 8LH

Tel No: 01993 885 600

Seafish Industry Authority

Some Catch

Designed for 14-16 year old pupils to raise interest in commercial areas such as product development, manufacturing, marketing as well as fish as an important and enjoyable food source.

18 Logie Mill, Logie Green Road, Edinburgh, EH7 4HG

Tel No: 031 558 3331



Software packages

Nutritional Analysis Packages

Nutrients Diet Analysis

ACORN PC

Hampshire Microtechnology Centre,
Connaught Lane,
Portsmouth, Hants PO6 4SJ

Tel No: 01705 378266

The Foods You Eat

PC

DAB Computing,
49 Draycott Avenue, Kenton
Middlesex HA3 OBL

Tel No: 020 8907 9933

Mac Cuisine

MAC

PC Cuisine

PC

Taylyon Development
Flat 3
Chapel Street
Diss
Norfolk
IP22 3AN

Tel No: 01379 640780

Food Feedback

IBM compatible, PC running Windows or
DOS

National Dairy Council
Education Department (Food Feedback)
5-7 John Princes Street
London W1M OAP

Tel No: 020 7499 7822

Topic specific software

The Fast Food Diner

**ACORN, (RISC OS 3 and 3.1 only,
not RISC PC)**

Meat and Livestock Commission,
Winterhill House
Snowdon Drive
Milton Keynes
MK6 1AX

Tel No: 01908 844 18

Fish Bytes

PC

The Sea Fish Industry Authority
18 Logie Green Road
Edinburgh
EH7 4HG

EatMeter (Energy Analysis)

PC

British Nutrition Foundation
High Holborn House
52-54 High Holborn
London
WC1V 6RQ

Tel No: 020 7404 6504

The Fast Food Diner

ACORN (RISC PC)

Themes include:

- Market Research
- Healthy Eating and Nutrition
- Setting up a Food Business
- Costing and Promotion

CD. ROMS

'Food Focus'

£75 + VAT

From: Ridgwell Press Ltd
Education House
Drywall Estate
Sittingbourne
Kent ME10 3RL

Tel No: 01795 437 323

Fax: 01795 474 871

The programme can be used to:

- analyse your diet
- compare your diet with DRV's
- produce graphs of dietary analysis
- investigate the nutritional value of different foods
- analyse the nutritional content of your recipes
- modify your recipes
- change the fat, fibre or sugar content and compare results
- view the nutrition information in various forms
- big 4, 4 + 4 or detailed information
- print out the results
- print out charts to compare results
- produce a label for your recipe, use industry standards for labelling
- show the nutritional analysis for 100g and a portion
- print out the label to use in coursework
- support material, worksheets and information available on the CD-ROM

CD. ROMS continued

NewFood in the classroom

£37.75

ALSO available from Ridgwell Press

This educational version of NewFoods provides a database of nearly 6000 new food products which have been launched in recent years. Use NewFoods CD-ROM to carry out marketplace surveys from the database, integrate ICT into food technology teaching and simulate industrial practice.

The products have been bought from supermarkets and the database shows:

Product description, classification, price, manufacturer, retailer

- list of ingredients
- Nutritional content
- Cooking instructions
- Packaging details
- A Colour picture of the product

Students can identify gaps in the market and see how products are designed for specific target groups without visiting a supermarket. Search for an ingredient such as Quorn or products for vegetarians and a product list quickly appears. Select and print out the products you have chosen for further research and look closely at the packaging.

NEAB – Coursework projects for GCSE Food
Technology and teachers comments.

AQA (NEAB)
Wheatfield Road
Westerhope
Newcastle Upon Tyne
NE5 5JZ

Tel No: 0191 2010180
Fax No: 0191 2713314
EMAIL: destech@neab.ac.uk
Website: www.neab.ac.uk

Visits/Speakers

Sainsburys Speaker Service

The Sainsbury's Home Economist Speakers Team offer talks to local schools on a wide range of food and retail related subjects.

- Healthy Eating
- Regional/Ethnic Foods
- Product Development
- Labeling & Packaging
- Environmental topics
- Food Hygiene & Safety
- Food Issues

The speakers are professional home economists and public speakers with extensive knowledge of the food industry. A presentation can take place either as part of a tour of the local store or at school. Presentations are free of charge and we recommend that teachers book well in advance due to the popularity of the service.

Contact: Emma Garner, Consumer Affairs Department
Tel No: 020 7695 6418

Tesco and Asda

These supermarkets can organise school visits if the schools contact their local individual stores

Sea Fish Industry Authority

Teachers Seminars:-

Seminars can be arranged free of charge for teachers of Food Technology and Home Economics in most parts of the country. They are designed to expand teachers knowledge of fish giving hands on experience where possible.

The Seminars covers:

- Seafish Teaching Resources
- A Short Presentation on Fish – preparation, handling and cooking skills.
- Tasting and Advisory Session

All teachers attending will receive a voucher to cover the cost of fish for a presentation at their own school. Seafish Food and Nutrition Advisors will be available to assist.

Timing: 1½ hours approximately. Shorter periods can be accommodated.
Numbers: a minimum of five teachers is recommended.

Education Resources, 18 Logie Mill, Logie Green Road, Edinburgh EH7 4HG

Tel No: 0131 558 3331

Fax No: 0131 558 1442

Visits/Speakers continued

National Dairy Council

Visit the website www.milk.co.uk for information on how to organise visits to dairies.

Pizza Express

Free educational visits (mainly primary school pupils)

Contact: Harriet MacDonald
Pizza Express Training & Education Dept
363 Fulham Road
London
SW10 9TH

Tel No: 020 7352 4080
Fax No: 020 7352 1050
EMAIL: schools@pizzaexpress.co.uk
Website: www.pizzaexpress.co.uk



The internet and food

The internet is one of the most powerful tools to descend into the classroom and home this century. When used appropriately in which it can expand horizons and motivate pupils to 'find out', 'explore' and 'do more'. As the internet is a vast collection to inter-connected sites, simply browsing through the many thousands of pages is not an effective method of finding the information you require. However, using a 'search engine' is much quicker. In essence a 'search engine' is another web site that allows you to enter a key word or words. Based around the topic you are interested. A list of suggested sites are then displayed. There are lots of different types of 'search engine' to choose from, try one or more of the following: www.altavista.com, www.yahoo.co.uk, www.excite.co.uk, www.infoseek.com, www.lycos.com or www.webcrawler.com. Some web sites have their own search facilities built-in, so if you need to find a recipe on the Sainsbury's site (www.sainsbury.co.uk), just enter in a key word and a selection of tempting recipes will be displayed.

Traditional Research

In general the internet is wonderful in supplying text and illustrative information for project work. Many of these sites have been listed before, but it is worth noting that pupils may well find them useful for:

- Using up-to-date statistical data for coursework, eg www.defra.gov.uk
- Gaining ideas for new product development, eg www.benjerry.com
- Researching different types of packaging design, eg www.jakeh.demon.co.uk
- Examining current and unbiased nutrition information, eg www.nutrition.org.uk

Two fun sites to try are www.icecreamusa.com and www.tonys.com. Both of these sites allow the user to interact and 'make' either ice cream or pizza product. Although this does not beat the real thing, it does offer the chance to try out ideas, be creative and pose the important question: what if?

Once a product has been designed, it is of interest to see how it is made. Again the internet has a number of sites that allow the user to follow the manufacturing process of a product from the start. All vary in their complexity, but clearly show the main manufacturing principles involved at each stage. Usually simple photographs show the sequence of events (see www.hersheys.com/totally/tour, www.jellybelly.com, www.bakersfederation.org.uk, www.milk.co.uk, www.bubblegum.com/ganda/howmade and www.taffytown.com), however, some sites also provide animated sequences (see www.kettlefoods.com/tour, www.fritolay.com/chips/potato1 and www.m-ms.com).

www.infr.co.uk/ifa

www.campden.co.uk

www.foodsci.uoguelph.ca/dairy/lea/home

www.shiner.com/tr15

www.gmbrands.com/irradiation

www.wiredforhealth.gov.uk is the National Healthy School Standard Website
Association of Science www.ase.org.uk

Ben and Jerry's www.benjerry.com
Bird's Eye www.birdseye.com
Biscuit, Cake, Chocolate & Confectionery Alliance www.bccca.org.uk
Boots www.boots.co.uk
British Diabetic Association www.diabetic.org.uk
British Dietetic Association www.bda.uk.com
British Nutrition Foundation www.nutrition.org.uk
British Sugar www.britishsugar.co.uk

Cadbury www.cadbury.co.uk
Coca Cola www.coke.com
Co-Op www.co-op.co.uk
Cybernet www.cybernet.com/

Dalgety www.dalgety.co.uk
Department for Education and Skills www.dfes.gov.uk
Department for Environment Food and Rural Affairs www.defra.gov.uk
Department of Health www.doh.gov.uk/
Design Council www.design-council.org.uk
Design and Technology Association www.data.org.uk

Federation of Bakers www.bakersfederation.org.uk
Ferrero www.ferrero.co.uk
Fresh Fruit and Vegetable Information Bureau www.ffvib.co.uk
Flour Advisory Bureau www.fabflour.co.uk (Includes Student Fact Sheets)
Food Allergy Network www.foodallergy.org
Food and Drink Federation
Food Directory www.fooddirectory.co.uk a resource for anyone who wants
information on foods or has a query.
Food Standards Agency www.food.gov.uk has a range of information on food safety etc.

International Food Information Council www.ificinfo.health.org

Kelloggs www.kelloggs.co.uk

McDonalds www.mcdonalds.com
Marks & Spencers www.marks-and-spencer.co.uk
Meat and Livestock Commission www.britishmeat.org.uk

National Dairy Council www.milk.co.uk or www.ndc.co.uk (Visit 'Education ' for
information on visits to dairies plus milk educational resources which includes
packaging)
National Grid for Learning <http://ngfl.org.uk>
Nestle UK Ltd www.nestle.com
Nutricia www.nutricia.com
Nutrasweet www.nutrasweet.com

Pastry Wiz Food Resource Centre www.pastrywiz.com (good for novelty cake information)

Pete and Johnney's Smoothies www.p-j.co.uk

Phileus Fogg Snacks www.phileusfogg.com

Roche www.vita-web.com

Safeway www.safeway.co.uk

Sainsburys www.sainsburys.co.uk (visit the 'virtual museum' for the history of food shopping)

Sea Fish Authority www.seafish.co.uk

St. Ivel www.st-ivel.co.uk

Sugar Bureau Scientific Information Service www.sugar-bureau.sis.co.uk

Teacher Training Agency www.teach.org.uk

Tesco www.tesco.co.uk

The Coronary Prevention Group www.healthnet.org.uk

The Nutrition Society www.nutsoc.org.uk

The Story of Chocolate www.candyusa.org (Fun and excellent for nutrition and healthy eating)

Times Educational Supplement www.tes.co.uk

United Biscuits www.unitedbiscuits.co.uk

Van den Bergh Foods www.vdbfoods.co.uk

Vegetarian Society www.veg.org.uk

Waitrose www.waitrose.co.uk

Journals

Blackwell Science Journals www.blacksci.co.uk/products/journals/jnltitle.htm

British Food Journal www.mcb.co.uk/cgi-bin/journal1/bfj

Virtual Library – Food Science www.ul.ie/~patricia/internet/food.html

Government bodies

Department of Education and Employment www.dfes.gov.uk

Department for the Environment Food and Rural Affairs DEFRA www.defra.gov.uk

Department of Health www.doh.gov.uk

Food Business Information <http://business.dis.strath.ac.uk/industries/food.html>

Food Standards Agency www.food.gov.uk

Health Promotion England www.hpe.org.uk

Health Information Library www.grilib.demon.co.uk/address.htm

Office of National Statistics www.ons.gov.uk

Scottish Enterprise www.scotnet.co.uk

Scottish Enterprise Food Industry www.scottishfoodanddrink.com

Scottish Health Education Board www.hebs.scot.nhs.uk

The Scottish Office www.scotland.gov.uk

The Scottish Office Food Standards Agency www.scotland.gov.uk/food/default.htm

Others

Council for Responsible Nutrition www.crnusa.org

Food Today European Food Information Council Newsletter www.eufic.org/foodtoday

Informing consumers about Biotechnology www.foodfuture.org.uk

Institute of Food Research www.ifrn.bbsrc.ac.uk

Institute of Food Science and Technology www.easynet.co.uk/ifst

Search Engine for food and food service products www.foodbot.com

Up to the minute internet news on the industry
www.efoodnews.com

Useful addresses and details

Advertising Association
Abford House
15 Wilton Road
London SW1V 1NJ

Tel No: 020 7828 2771

Alliance for Beverage Cartons & the
Environment (ABCE)
St Marys Centre
Oystershell Lane
Newcastle Upon Tyne
NE4 5QS

Tel No: 0191 232 0225

Aluminium Can Recycling Association
(ACRA)
5 Gatsby Court
176 Holliday Street
Birmingham
B1 1TJ

Tel No: 0121 633 4656

British Glass(Manufacturers
Confederation)
Northumberland Road
Sheffield
S10 2UA

Tel No: 01742 686201

British Plastics Federation (BPF)
6 Bath Place
Rivington Street
London
EC2A 3JE

Tel No: 020 7457 5046

British Retail Consortium (BRC)
5 Graffon Street
London W1X 3LB

Tel No: 020 7647 1500

Consumer Affairs Unit
Department of Trade & Industry (DTI)
1 Victoria Street
London
SW1H 0ET

Tel No: 020 7215 5000

Department for the Environment, Food
and Rural Affairs
Nobel House
17 Smith Square
London
SW1P 3JR

Helpline 08459 335577

Department of Health
Richmond House
79 Whitehall
London
SW1A 2NS

Tel No: 020 7210 4850

Department of the Transport Local
Government and the Regions
London

Tel No: 020 7944 3000

(Enquiry Service)

Useful addresses continued

<p>Federation of Wholesale Distributors (FWD) 1st Floor, Berkley House 26 Gilredge Road Eastbourne East Sussex BN21 4SA</p> <p>Tel No: 01323 724952</p>	<p>Food and Drink Federation (FDF) 6 Catherine Street London WC2B 5JJ</p> <p>Tel No: 020 7836 2460</p>
<p>Food Additive & Ingredients Association (FAIA) Kings Buildings Smith Square London SW1P 3JJ</p> <p>Tel No: 020 7834 3399</p>	<p>Institute of Grocery Distribution (IGD) Letchmore Heath Watford Hertfordshire WD2 8DQ</p> <p>Tel No: 01932 857 141</p>
<p>Industry Council for Packaging and the Environment (INCPEN) 3 Tenterden House Tenterden Street London W1R 9AH</p> <p>Tel No: 020 7409 0949</p>	<p>Local Authorities Co-Ordinating Body on Food and Trading Standards (LACOTS) P O Box 6 1a Robert Street Croydon CR9 1LG</p> <p>Tel No: 020 8688 1996</p>
<p>Recycling of Used Plastic Containers (RECOUP) 9 Metro Centre Welbeck Shrewsbury Avenue Woodston Peterborough PE2 7WNH</p> <p>Tel No: 01733 390021</p>	<p>Steel Can Recycling Information Bureau (SCRIB) 69 Monmouth Street London WC2 9DG</p> <p>Tel No: 020 7379 1306</p>
<p>The Institute of Packaging</p> <p>Tel No: 01664 500055</p>	<p>The Packaging Research Association</p> <p>Tel No: 01372 37616</p>
<p>Water UK 1 Queen Anne's Gate London SW1H 9BT</p> <p>Tel No: 020 7344 1844</p>	<p>St Ivel Ltd Interface Business Park Wootton Bassett Swindon SN4 8QE</p> <p>Tel No: 01793 848444 Fax No: 01793 843454 Website www.st-ivel.co.uk</p>

Useful addresses continued

All will provide valuable leaflets and booklets:-

Subject:- Nutrition and Healthy Eating

British Diabetic Association
10 Queen Anne Street
London
W1M 0BD

Tel No: 020 7323 1531

British Dietetic Association (BDA)
7th Floor
Elizabeth House
22 Suffolk Street
Queensway
Birmingham
B1 1LS

Tel No: 0121 631 4543

British Heart Foundation
14 Fitzharding Street
London
W1H 4DH

Tel No: 0990 200656

British Hypertension Society
Hampton Medical Conferences Ltd
127 High Street
Teddington
Middlesex
TW11 8HH

Tel No: 020 8977 0011

British Nutrition Foundation (BNF)
High Holborn House
53-54 High Holborn
London
WC1V 6RQ

Tel No: 020 7404 6504

Eating Disorders Association
1st Floor
Wensum House
103 Prince of Wales Road
Norwich
Norfolk
NR1 1DW

Helpline 01603 621414

Department for the Environment, Food
and Rural Affairs
DEFRA Helpline
3-8 Whitehall Place
London
SW1A 2HH
helpline@defra.gsi.gov.uk

Tel No: 08459 33 55 77

Website www.defra.gov.uk

National Dairy Council
5-7 John Princes Street
London
W1M 0AP

Tel No: 020 7499 7822
Website www.milk.co.uk

Carry out school trips under Education
ed.visits

National Farmers Union
164 Shaftesbury Avenue
London
WC2H 8HL

Website www.nfu.org.uk

Vegan Society
Donald Watson House
7 Battle Road
St Leonards on Sea
East Sussex
TN37 7AA

Tel No: 01424 427 393

Website www.vegansociety.com/

Useful addresses continued

<p>Vegetarian Society Parkdale Dunham Road Altrincham Cheshire</p> <p>Tel No: 0161 928 0793 Website www.vegsoc.org</p>	<p>World Cancer Research Fund 105 Park Street London W1Y 3FB</p> <p>Tel No: 020 7343 4200</p>
<p>The Flour Advisory Bureau Helpline for Bread and Flour</p> <p>Tel No: 020 7493 6786</p>	<p>Flora Brook House Manor Royal Crawley West Sussex RH10 2PQ</p> <p>Flora Careline 0800 446464</p>
<p>British Meat Education Service P O Box 44 Winterhill Drive Snowdon Drive</p> <p>Tel No: 01908 844188 Fax No: 01908 671722</p>	<p>British Soft Drinks Association 20-22 Stukeley Street London WC2B 5LR</p> <p>Tel No: 020 7430 0356 Fax No: 020 7831 6014</p>

Food safety and biotechnology

<p>Food and Drink Federation 6 Catherine Street London WC2B 5JJ</p>	<p>Tel No: 020 7836 1460 Fax No: 020 7379 5335</p>
Food Fitness	Website www.foodfitness.org.uk
Food Hygiene	Website www.foodlink.org.uk
Novel Foods	Website www.foodfuture.org.uk

Careers in the industry

<p>Food & Drink NTO (National Training Organisation) 6 Catherine Street London WC2B 5JJ</p>	<p>Website www.foodanddrinknto.org.uk Tel No: 020 7420 7165 Fax No: 020 7420 7177</p>
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School Audit Tool

Question	Observations	Area for development?	Targets
Has the school identified a PSHE or Healthy Schools Co-ordinator?			
How does the school support the co-ordinator to work with colleagues?			
What access does the co-ordinator have to decision-making processes eg installation of vending machines			
Has the school signed up to be part of Healthy Norfolk Schools or taken part in any training?			

Question	Observations	Area for development?	Targets
<p>What training needs has the school identified? Eg Teaching staff, non-teaching staff, volunteers, catering staff.</p>			
<p>How has the school consulted with pupils on food issues?</p>			
<p>How has the school consulted with the catering service on food issues?</p>			
<p>How has the school consulted with staff and governors on food issues?</p>			

Question	Observations	Area for development?	Targets
Does the school promote drinking water during the day?			
In what ways does the school promote healthy eating (links to physical activity, body image, cultural issues, emotional health and wellbeing? Are pupils encouraged to drink water?			
How are links made between the curriculum and events outside the classroom? Eg. school meals, tuck shop, special events			
Is the school dining area a pleasant and inviting place to eat?			

Question	Observations	Area for development?	Targets
What competition is there to the school canteen? Eg packed lunches, shops, food vans			
Are healthy food choices marketed and presented in an attractive way? Do healthier choices eg fruit run out early in the lunch break?			
Do staff who eat in the canteen set an example by choosing healthier choices?			
Is there a tuck shop? Who runs it and why? Are healthier choices available?			

Question	Observations	Area for development?	Targets
How does the school provide for the safe storage of packed lunches?			
Has the school offered guidance to parents and pupils on healthier packed lunches, snacks and safe storage of food?			
Are there vending machines? Are healthy choices available?			
Does the school offer healthy choices during social events?			

	Before school	During the morning	At school in the middle of the day	During the afternoon	On the way home	After getting home and during the evening
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						