

Food Education in the 21st Century

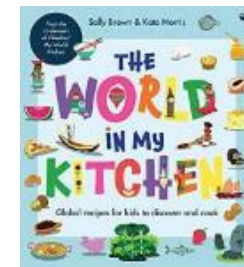
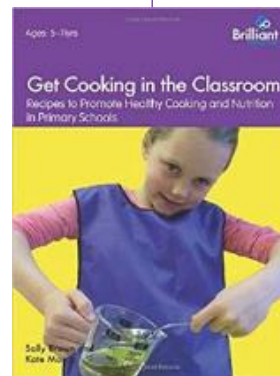
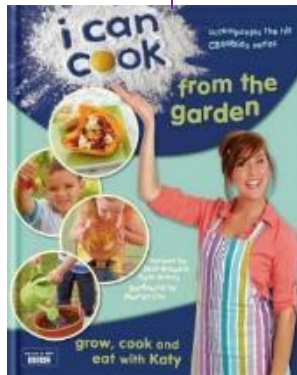
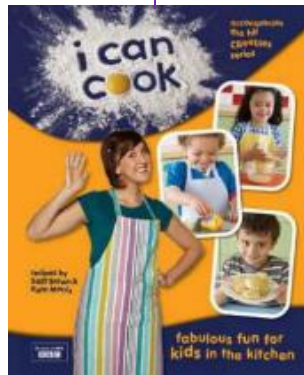
Diversity and Experiences
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The Purple Kitchen
Real Food Education



My World Kitchen – a transferable ethos

- Every child lives a different life even though their front door may look the same
- Every child has a different food repertoire learned at home
- Every child has a different language about food
- Sharing food experiences is positive
- Different and diverse food experiences and traditions are valued

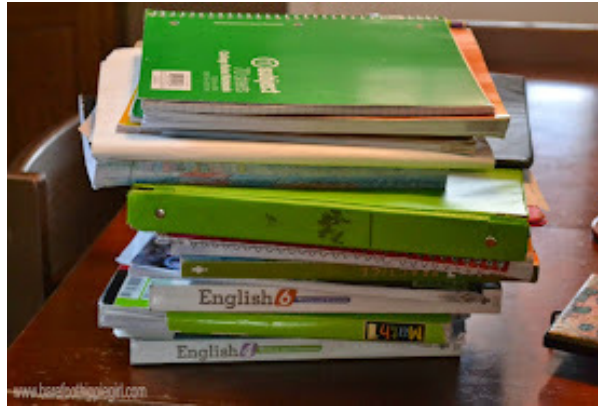




Food Education does not happen in a vacuum, messages about food are all around children day in and day out.

At school there are opportunities for positive messaging, and as food teachers we have the expertise to influence by the experiences we offer and the language we use.

Overview of the food experiences and language used around the whole school curriculum in all subject areas



Overview of food education experiences in lower schools



Food experiences and knowledge from home – GBBO Nadiya Hussain was introduced to oven cooking at school – her mum stored crockery in theirs at home

Where should we focus our energy?

‘Diet is the leading cause of avoidable harm to our health’ (The National Food Strategy Evidence document p 74)

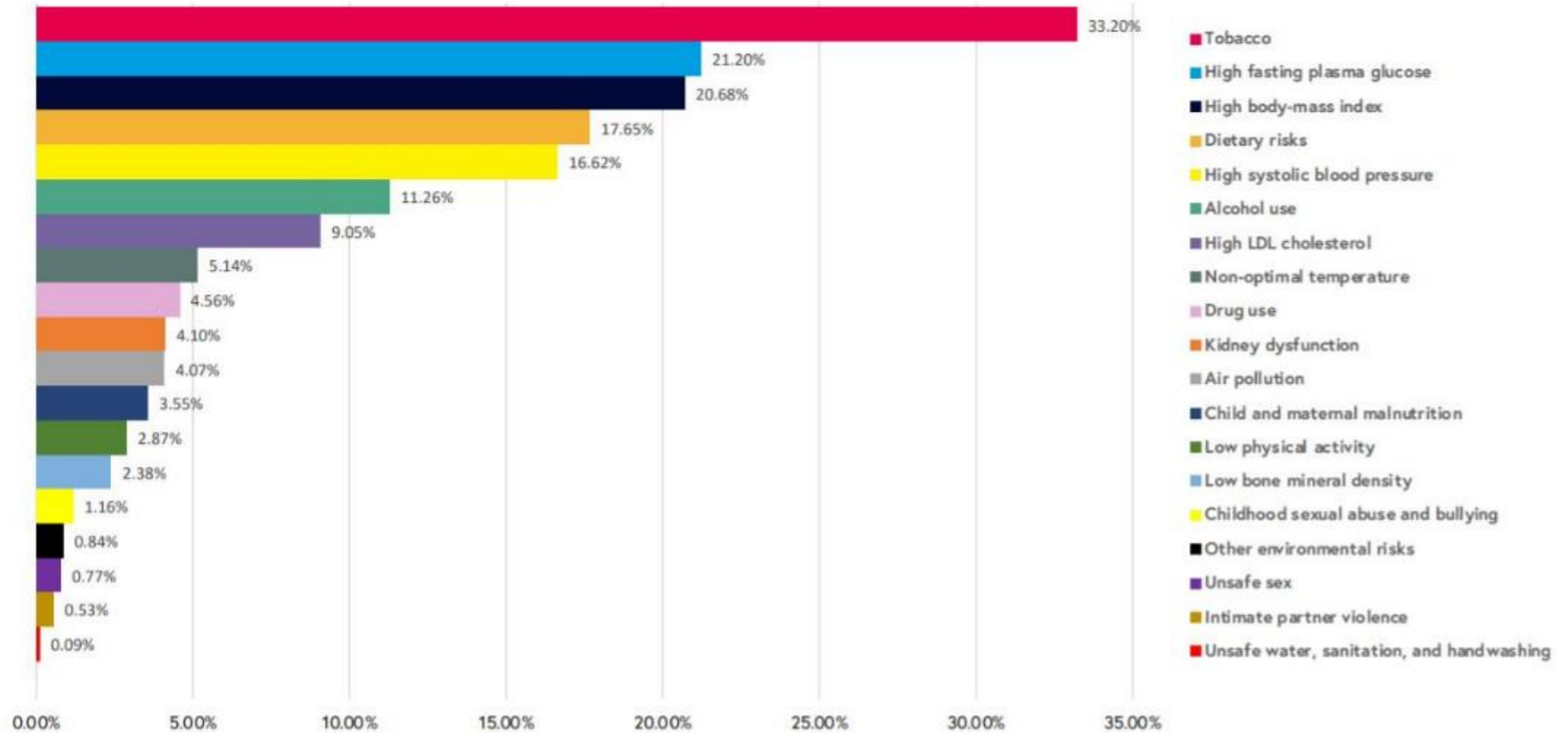
Evidence presented to the National Food Strategy showed that four of the top five risk factors for all-cause DALYs are related to diet. DALYs (Disability Adjusted Life Years) measure the total years lost to early death, ill-health and disability. The top five dietary risk factors for all-cause DALYs are a diet:

- * low whole grains;
- * high in processed meat;
- * high in red meat;
- * low in fruit;
- * low in legumes.

Can food work in schools respond to this challenge so children learn about, handle and taste whole grains and vegetables as a priority?

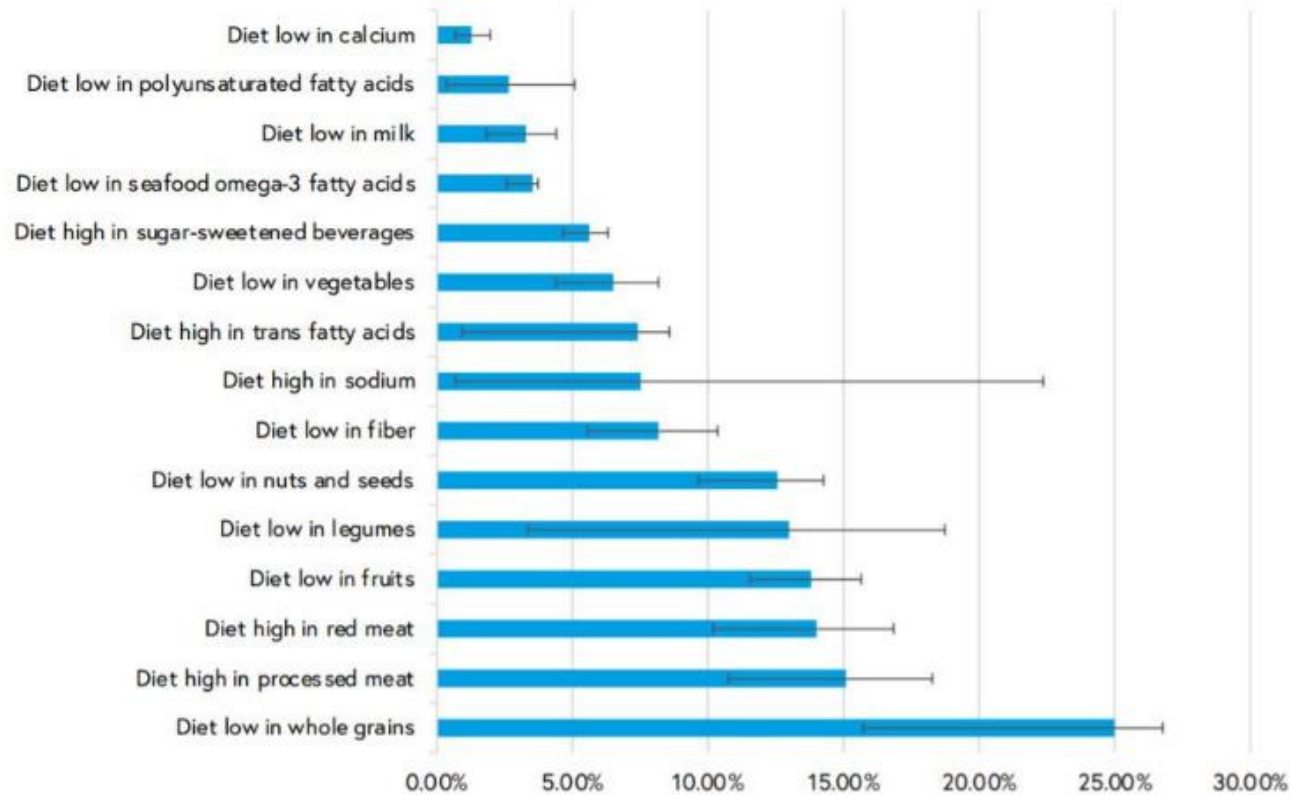


ALL-CAUSE DALYs IN ENGLAND BY RISK FACTOR



SOURCE: Global Burden of disease, 2019 data. Accessed March 2021. [GBD Results Tool | GHDx \(healthdata.org\)](https://ghdx.healthdata.org/gbd-results-tool)

PERCENTAGE DIETARY DALYs (ALL CAUSES)



SOURCE: Global Burden of disease, 2019 data. Accessed March 2021. [GBD Results Tool](#) | [GHDx \(healthdata.org\)](#)

The National Food Strategy 2021 was delivered by Henry Dimbleby after an extensive consultation and literature review –read the strategy and the accompanying evidence at <https://www.nationalfoodstrategy.org/>

Food Experiences

You don't need a practical food room to offer learning about food;

Seasonality and food miles— you don't even need fresh food —photos of foods

Taste – we are all different is a valuable strand of learning – increase the breadth and range of experiences



Skills and Knowledge post 2020

Just as the BNF, many others are recognising that post 2020 we have an opportunity, and need, to re-assess and possibly re-orientate our approach to food education.



Audit your ingredient/recipe balance for health and diversity, use of plant based proteins, seasonality, versatility/adaptability etc.



Can you teach a skill and knowledge with a different recipe?



What language is used in school around food and health?

What's the take away when your children leave?

Are all food cultures and traditions valued – are they visible?

Is the health balance of your teaching in step with research about diet?

Is the ingredient balance in step with sustainability and carbon reduction?

Are your pupils prepared for making healthy independent food choices?

Do they have a solid foundation of skills and knowledge so some can move on to more advanced learning in food eg hospitality, nutrition, processing etc

