

Ministry of Food

Durham Sixth Form Centre

National Curriculum subject content

BTEC First Extended Certificate in Sport: learners have opportunities to develop personal, learning and thinking skills (PLTS); develop functional skills

Project Summary

This project is structured around the criteria of the BTEC First Extended Certificate in Sport. The students all already play or are involved in sport and fitness at a high level and are planning careers in sport and fitness. The aim is to develop their knowledge of nutrition by examining different diets: vegetarian, vegan, paleolithic, Mediterranean and pescatarian. The entry event involved a series of four cookery sessions at the Jamie Oliver Ministry of Food at the Beacon of Light in Sunderland, where they made increasingly more complex recipes and learnt a variety of cooking skills. They demonstrated their cooking skills in the Ministry of Food to invited guests. They then met with five people following the five diets, and after a “client consultation” devised meal plans and recipe cards for them. As a final showcase, the students planned and cooked a meal in the college refectory, and the winners of a public vote had their meal included on the menu in the refectory for a day.

Skill development

- Developing social and cultural capital
- Developing functional and life skills
- Working independently and in a group
- Communicating with external visitors in a client consultation
- Creating project resources (recipe cards and a meal plan) and a final product (a meal to be sold in the college refectory)

Cultural capital

The project launch event involved an initial visit to the Jamie Oliver Ministry of Food at the Beacon of Light in Sunderland. This is run by the Foundation of Light, and students were introduced to a professional style kitchen, and the concept of developing cooking skills that they could take with them into their lives as well as thinking about nutrition and the impact food has on their bodies and their fitness. In the subsequent three sessions, students cooked progressively more complex recipes from different cuisines. They were encouraged to practice the recipes at home for their families and adapt them to fit their lives and tastes.



Gatsby Benchmarks

BM4. Linking curriculum learning to careers
 BM 5: Encounters with employers and employees
 BM 6: Experience of workplaces
 BM7: Encounters with further and higher education



Project activity and timescale

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Students visit Jamie's Ministry of Food at the Beacon of Light to take part in four cooking sessions: soup and bread; pancakes and eggs; sizzling beef stir fry; pizza. They learn about nutrition, hygiene and cookery skills. Winning pair each week are awarded a Jamie Oliver cookery book each.				Students demonstrate their cookery skills making chicken tikka masala to invited investors and guests at the Beacon of Light.	Students hold client consultations with five people following the selected diets.	Students develop meal plans and recipes based on their client consultation.	Showcase: Students cook a recipe in the refectory and guests/other students vote for their favourite.
Supported by Beacon of Light team.				Supported by Beacon of Light team.	Supported by BTEC teacher	Supported by BTEC teacher	

Launch event/ Final product and showcase

The project launched with an initial visit to Jamie's Ministry of Food at the Beacon of Light in Sunderland. The students were introduced to the cookery school and teachers, hygiene rules, and key facts about nutrition and the importance of healthy eating for sport and fitness. After completing five sessions and using their knowledge to develop meal plans and recipes, the showcase involved them cooking their final chosen recipe live in the college refectory. Other students and guests including their "clients" voted on the winning recipe which will then be included on the refectory menu.



Project feedback

"The next step would've been more difficult without the cooking as not everyone has had cooking experience."
 (Student)

"It's skills for the future, fun but educational – I get to cook and eat my own food."
 (Student)

"I've seen an increase in their skills over the weeks and seen them coming out of their shell and coming to ask for help and advice... It's nice to see them enjoy it and go away and give the recipes to their parents."
 (MoF Facilitator)

"It's the experience, coming out here, it's like we've earned it more. It's rewarding to make something you like and get to eat it"
 (Student)

"The students learn how to make [the food] then take it away and inspire other people. Their parents commented on how nice it was to see their enthusiasm for cooking."
 (Teacher)

Learning for next time

The teacher felt that a key aspect of this project was how it linked to real life, both the students' future career paths and their life skills:

I think the project based learning is a way to get it to be a bit more interesting, but also take a bit more responsibility in that learning rather than just being told to them all the time, especially because we've got an exam and a controlled assessment their experience to start with in year 12 is going to be remember these things. The project based learning will be a real contrasting skill development and experience. I think that's what really good about the PBL stuff because it's like more reality of working and university.

As a project launch, the teacher simply took the students to their first cooking lesson, which was not an instant hit with all the students:

I thought the kids aren't going to buy into this after this first week. And I think they just weren't that enthused by it after the first week, it was just OK, and then by the end of it they were like, oh I wish we had another lesson and of course we did get that fifth lesson. And they were loving it, and the girls who missed out on that session because they had an away fixture in the national cup. They were, they were gutted because everyone's talking about what they've made and stuff and they were like aw, so then a couple of them made the stuff at home. It's like clearly making you know making that impact on them.

For the next time, the teacher intends to work more collaboratively in the planning stages with the Ministry of Food. This will be easier as he has established a relationship with the facilitators, and through student feedback and his own reflection he has a greater understanding of how the cooking lessons fit in the overall landscape of the project:

I think I probably now that I've got that relationship with the foundation of light I think I'd be quite comfortable and I think she [the lecturer at the Ministry of Food] would be the same, to say right, each one of these groups is doing a different diet. We're happy to pay a little bit more if it means that this group gets beef and this group gets quorn and this group gets a celeriac. I think she'd be quite open to that and I think probably rather than having solely what they were wanting to teach them, have little elements of what you know, refocus them into the PBL stuff, rather than it being once we got back into the classroom in the afternoon or the next day, now I'll do the PBL stuff. I think I could be better if it was all sort of meshed in together.

One point he will take from this is the importance of "tweaking" and adapting the project as he goes:

And the kids were just really buying into it and once it gets up, I know you can tweak it and change it as it goes and take their advice and I basically said to them in that initial lesson where so I gave them the overview after that launch event, look, this might change. It's a new thing. Like, I've had the training on it. There's only 30 people in the country or so doing it. So I don't know how it's gonna work. You guys can evolve that, I can evolve it and everyone just went yeah, no worries.

Useful links/resources/ideas

Beacon of Light <https://www.foundationoflight.co.uk/beacon-of-light/>

Jamie's Ministry of Food <https://www.jamiesministryoffood.com/>

Durham Sixth Form Centre <http://www.durhamsixthformcentre.org.uk/>

If your school isn't near Sunderland, Jamie's Ministry of Food works with partners across the UK.

Resources relating to this specific project on our website.

General resources on our website: blank planning tools, links to useful websites, more case studies