EXCELLENCE GROUP - FOOD AND HEALTH

Introduction

Food and health has been the focus of increasing public and government attention over the last two decades and continues to be recognised as a priority area. Healthy eating is a long-term investment in health, and habits formed in childhood and adolescence are thought to continue into adulthood, positively influencing the risk of major chronic diseases\(^1\). Cross-national comparisons have highlighted the poor diet of Scottish children\(^2\). In particular, young people in Scotland have high levels of consumption of soft drinks, sweets, chips and crisps\(^3\). As children move into adolescence they need to learn to make appropriate food choices\(^4\).

Much has already been achieved to improve children’s experiences of food in school with the implementation of ‘Hungry for Success’ and The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. With the introduction of Curriculum for Excellence and with health and wellbeing in a pivotal position, we have a real opportunity to generate transformational change in the learning and teaching of food and health education. Curriculum for Excellence places significant emphasis on skills development. Helping children and young people develop the skills to make sound decisions in relation to a healthy lifestyle now and into their adult years is vitally important. Health and wellbeing within Curriculum for Excellence can provide a range of opportunities to stimulate interest and commitment to developing lifelong health eating habits.

Practical food activities which are enjoyable can help to build knowledge and skills in preparing healthy and tasty dishes as well as positive attitudes to food choices. Through learning about food and health, children and young people will also develop an understanding of safe and hygienic practices and will consider aspects such as cost, religious beliefs, culture and the influences and impact of advertising and the media.

Food education cannot on its own develop positive attitudes towards food and health and set the precedent for healthy lifestyles. It is therefore essential that schools develop meaningful partnerships to create pathways that link food and health learning with school, familial and community based experiences. The Food and Health Group’s challenge was to demonstrate to leaders and practitioners that transformational change in food and health education can lead to improved learning outcomes across learning and in children and young people’s personal development. If embedded within wider community health developments, it can also have a positive impact on individuals, families and wider society. If this is to be achieved, we need to provide clear, inspired and motivational messages to the whole school.

\(^1\) (MacPherson et al., 1995).
\(^2\) (CAHRU, 2008)
\(^3\) (Alexander et al., 2004; Janssen et al., 2005; Vereecken et al., 2004; Vereecken and Maes, 2000)
\(^4\) (Cooke et al., 2005)
community about the real contribution that food and health can make to the development of young people’s skills for learning, life and work.

The Group has taken account of feedback from its engagement with stakeholders (Annex D) and welcomes a range of recent reports and initiatives which they believe underpin the Group’s ambitions for the development of food and health education. These cover aspects such as the need for active learning; progression across learning; guidance on the principles and practices for Health and Wellbeing; the emphasis on interdisciplinary learning and guidance on food hygiene and safety; the recent review of teacher recruitment, training and CPD.

These developments together with:

- the ethos of health promoting schools;
- Health & Wellbeing as the responsibility of all;
- Health and Wellbeing as a core curriculum area within Curriculum for Excellence;
- the emphasis on interdisciplinary learning;

provide a framework through which learning about food and health has a significance and profile and an opportunity to make a positive and sustained impact on children and young people’s health and wellbeing.

Food Preparation and Cooking Activities

Hands-on work with food is an excellent basis for children and young people developing core skills such as co-ordination and psycho-motor skills, organisation and management skills and interpretative skills relating to literacy and numeracy can be applied across the curriculum. It is therefore essential that these experiences are provided to all our young people and that there is progression in their learning throughout their time in school. This can and does already take a variety of approaches. However, if we are to achieve excellence in the learning of food and health then local authorities, schools, colleges and other learning and teaching establishments need to review the quality, quantity, scope and focus of provision.

It is of considerable concern that obesity and other health/diet related issues are an increasing problem among the younger members of the population persisting into adolescence and adulthood. It is therefore essential that education communities make every effort to achieve a step change in relation to food and health education. Between 2000/2001 and 2004/2005 the largest increase in obesity was among children aged 10-11 years (16.6% to 19.45%). Review and change need not require significant additional investment but the Group believes that schools, colleges and other learning and teaching establishments should undertake an audit.

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6 (WHO, 2003a, and 2003b
7 (Gutin et al., 2005)
8 (Food Standards Agency, 2007)
of food and health and consider opportunities to develop and embed relevant and engaging learning and teaching food and health related contexts across the curriculum. Practitioners may need to be supported by local authorities and partner organisations in securing the change required.

However, there is little point in developing nutritional knowledge on healthy eating if the skills, experiences and taste preferences to implement them are marginalised.\(^9\) Resourcing food and health lessons to encourage healthy eating should be seen as an investment in children’s futures. The Group was concerned that many schools find it difficult to provide sufficient opportunities for such learning within the curriculum. It must be recognised that food preparation and cooking encourages excellence, develops transferable skills and can provide a myriad of opportunities for children and young people to gain a sense of achievement. A personal pride in workmanship and an aesthetic sensibility are further benefits. Traditionally, health promotion has focused on changing knowledge, attitudes and behaviours and the development of cooking skills may be seen as a practical meeting point of all three. The sharing and providing of food “is fundamental to human experience and human culture”.\(^10\)

It is important that all practitioners are teaching the correct dietary guidelines. There are many different sources of information available through a range of channels. Official bodies such as the Food Standards Agency and the British Nutrition Foundation are recognised sources of reliable data which are updated in light of legislative changes and research advances.

**Recommendations**

If we are to achieve excellence in the learning and teaching of food and health there are a number of actions which can help to promote and embed food preparation and cooking activities within the curriculum. These include:

**Leaders within schools, colleges and other learning and teaching establishments:**

- Undertake an audit of food and health provision and ensure that Food & Health as an integral part of Health and Wellbeing within the curriculum, is a core element of children and young people’s broad general education. Consider opportunities to develop and embed relevant and engaging approaches in related contexts in other areas of the curriculum;

- Ensure food and health is recognised in timetabling and give cognisance to the fact that food and health activities do not fit within short, standardised units of learning; this is particularly important in secondary schools;

- Ensure that food and health lessons permeate the school experience from early years to the senior phase, led and where possible co-ordinated, by home economics teachers;

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\(^9\) (Caraher et al, 1999).

\(^10\) (Focus on Food, 2010, page 125)
• Endeavour to break down some of the perceived barriers (such as cost, facilities and time) to including practical food preparation and cooking activities within the curriculum to enable children and young people to experience working with food from an early age, so that they can gain a sound understanding of food, its value and preparation;

• Seek to involve parents and community groups to ensure consistency in delivering clear and coherent approaches and take a proactive stance on encouraging help and contributions from the local community;

• Consider freeing up teaching staff by providing support for preparation and clearance of practical food and health activities. Those providing support (including school technicians and parent helpers) should receive training commensurate with the complexity of the practical activities;

• Encourage joint work between school meals providers and home economics specialists to secure continuity and coherence in planning and delivery;

Teachers:

• Seek opportunities to liaise with associated schools, colleges and other learning and teaching establishments to clarify teaching approaches and ensure consistency and progression;

• Ensure that food preparation and cooking remains a key focus of food and health education, with cognisance given to the interconnectivity of its knowledge, skills and attitudes. The capabilities to understand food and to create good, healthy food are life skills for independent living.

Local authorities:

• Take into account changing needs of schools, colleges and other learning and teaching establishments in relation to foods, food preparation and cooking environments and ensure that procurement arrangements reflect the needs of practitioners as well as educational caterers. This could be achieved by involving practitioners in the preparation and assessment of procurement specifications;

• Review sourcing and procurement arrangements to reflect the needs of those teaching food and health alongside those of educational caterers and that home economics teachers are consulted or directly involved in the renegotiation of whole Scotland contracts;

• Encourage schools to engage with local producers and relax procurement rules to allow local produce to be purchased. This will help underpin and demonstrate the principles of local sourcing, global economics and sustainability.
The national agency for learning and teaching:

- Review the range of advice available to schools on diet and health and safety to secure a Scotland-wide approach;
- Keep under review national dietary advice for schools to ensure clarity and currency and evaluate the impact of The Schools (Health Promotion and Nutrition) (Scotland) Act 2007;
- Support food and health education by assisting in the creation of a national professional association

The Scottish Government can provide support by:

- Promoting the importance of food and health within Curriculum for Excellence;
- Emphasising the value of involving education practitioners in the development of national food and policies which seek to impact on children and young people;
- Continuing the Food and Health Excellence Group in some form and giving it an opportunity to link with the development of wider government policy development and implementation;
- Ensuring a more co-ordinated governmental approach to food and health with recognition that, within education, this forms and essential part of the wider health and wellbeing area of the curriculum. Schools have struggled for years with a range of short term initiatives, they need stability and to deliver with evidenced based programmes.

Progression and Transitions

Securing effective transitions whether from pre-school to primary, primary to secondary or secondary to further education is an integral aspect of Curriculum for Excellence. The Group’s experience was that food skills and knowledge of learners transferring from primary to secondary school could be extremely varied. The experiences and outcomes entitle all children and young people to food activities, including food preparation and cooking skills. This needs to be developed from an early stage in a young person’s education and should be an integral part of every child and young person’s health and wellbeing studies. As identified earlier in the report, early years, primary and secondary practitioners need to liaise and share information about their respective curricula. Fostering these links will ensure coherence and continuity and enable learners to develop greater confidence, competence and consistency of skills and knowledge.

Progression in learning about food and health can be strengthened when practitioners of all stages co-construct the learning. There is an urgent need for pre-
school, primary and secondary teachers to share information about what is taught and to what depth, in order for effective planning and true progression in teaching and learning to develop. This may be facilitated by the sharing of good practice sessions within clusters and authorities.

Recommendations

The Food and Health Excellence Group believes that excellence can be achieved by:

- Developing and utilising opportunities for professional dialogue to achieve more effective coherence, continuity and progression. Courses could be planned and delivered in partnership across early years, primary and secondary schools – this could include resourcing and use of specialist facilities;
- Supporting early years and primary school practitioners and find ways to share specialist knowledge and expertise of secondary school home economics teachers. (see example at Annex A);
- Increasing expectations and challenge in secondary schools to take account of skills and competences S1 learners have already achieved.

The National Agency for Learning and Teaching could effectively support this work by sharing effective practice in partnership approaches.

Interdisciplinary Learning and Teaching

The last 10 years has seen a rapidly evolving interest in food. With school communities becoming increasingly multilingual, multiethnic and international in nature there is a rich cultural basis for learning about food. This, along with health indices in Scotland, provides a basis for a new integrative study of food. Curriculum for Excellence recognises that learning is wider than classroom teaching and in line with a health promoting ethos, all school food and health activities in schools, colleges and other learning and teaching establishments should have consistent messages and approaches.

The potential for interdisciplinary learning about food and health is significant. Many aspects of the curriculum can contribute, for example:

- the politics of food and global food markets;
- farming, the food chain and animal welfare;
- topography, climate, and seasons;
- environmental sustainability and integrity;
- the science of cooking and related technology;
• values - respect for food, tradition, culture, history and social experience.

With increasing recognition of the environmental impact of food, future dietary advice needs to extend beyond the traditional focus on nutrient recommendations for health to include wider issues of sustainability. Food culture provides a lens to focus on history, contemporary social values and social skills, cultural diversity, festivals and religions in order to be aware of food's cultural and social importance. Contributions can also be made to enterprise, to responsible consumer management and global citizenship as well as literacy and numeracy.

Children and young people need to understand the positive contribution food and health education makes to their mental, emotional, social and physical health and wellbeing and the development of skills for learning, life and work.

Core principles include:

• taking cognisance of children and young people’s views to ensure relevance and ownership of learning. Pupils’ respect for food and learning in food and health must be fostered and situated in a socio-cultural context using their everyday lives, food culture and experiences, with opportunity for pupils themselves to influence the context and the process of their learning thereby promoting empowerment;

• emphasising a wide range of subject-based and higher order skills - beyond the ‘how to’ technical practices to include the (why) interpretive and deep learning within such practices;

• providing learning experiences that are inclusive and develop skills which pupils can transfer and employ as family and community members;

• extending children’s horizons by developing knowledge and skills relating to the origins of food, locally sourced foods and local cuisine, food ethics, sensory awareness such as tasting and experience of working with unfamiliar ingredients, including knowledge of nutrition. The recently introduced food education schemes, announced by the Cabinet Secretary for Rural Affairs and the Environment on 15 February 2011 (http://www.scotland.gov.uk/News/Releases/2011/02/15151556), looking at food and farming, farmers markets and food and the environment are examples of good practice;

• developing out of school opportunities to learn about food and cooking which impacts positively on aspects of pupils’ food knowledge. Cooking clubs are popular and could include parents and carers. Time out of school could also be used to visit a range of food and health partners;

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11 World Wildlife Fund, 2011
12 Food Standards Agency, 2007
• acknowledging children’s voices and perspectives, thereby creating conditions for the development of interpersonal, intercultural, social and civic competence, leading to personal empowerment;

• Widening children’s repertoire by exposing them to unfamiliar foods. Repeated taste exposure is known to increase liking for foods and liking is associated with consumption\textsuperscript{13};

• Ensuring that food preparation and cooking activities are contextualised and linked to lifestyle.

Recommendations

Schools

• Consider how they will lead and co-ordinate food and health across the curriculum working in partnership with wider community health and wellbeing groups to raise the profile and understanding of food and health and maximise the contribution of home economics expertise;

• Audit classroom practice and consider the diversity of the food and health curriculum and how aspects identified in this section could strengthen the learner experience;

Teacher Recruitment

There is a critical national shortage of qualified teachers for food and health education in the secondary sector. This has a negative impact on the teaching and learning of the subject in a variety of important ways. Many schools are unable to fill vacancies for home economics teachers, thus reducing availability of course choice. This affects the broad general education phase (S1-3) as well as the senior phase. Such narrowing of the curriculum reduces opportunities for young people to gain qualifications and therefore progression into careers in related professions and occupations. It also reduces significantly the opportunities for the development of food skills, which impacts on young people’s future health and life chances.

Recommendations

The Food and Health Excellence Group was particularly concerned about the shortage of practitioners with a specialist knowledge of food and health and members felt that this could have a detrimental impact on young people’s learning and long term health. They appreciated the challenge of addressing this issue given the economic climate but believe that the following recommendations should be considered.

\textsuperscript{13} Moore et al., 2009
Schools

- Strive to promote the full range of food related career opportunities and support young people's aspirations to work.

Higher Education

- Consider how to expand the number of teachers with specialist knowledge of food and health;
- Consider introducing more flexibility into appropriate undergraduate degree programmes to ensure that course options are available for a wider range of specialisms including home economics;
- Consider increasing more E-learning and distance learning opportunities within undergraduate degree programmes to help address difficulties of geographical location amongst potential student teachers;
- Consider increasing the range of undergraduate courses and modules to increase the number of graduates sufficiently qualified to be home economics teachers;
- Review the teaching of practical food task programmes to ensure that primary and secondary teachers possess the pedagogical and food skills necessary for effective food and health education.

Scottish Government

- Review the demand and supply of qualified teachers in home economics teachers.

Pedagogy and Professional Engagement

Excellence in food and health education requires confident, knowledgeable practitioners who use a range of innovative teaching methods. High quality and appropriate initial teacher education and continuing professional development are essential in ensuring that practitioners possess the range of pedagogical skills necessary to delivery high quality creative and inclusive food and health education. Pedagogy is required which challenges learners, utilises active learning methodologies, embraces ICT and higher order skills effectively to achieve a balance of knowledge acquisition and application, skills based competences, and intellectual development. By using such pedagogy, learners will also come to a deeper understanding of the issues involved in food and health. Practical, experiential learning will promote enthusiasm, enjoyment and heighten motivation in learners. Increased access to and making use of ICT will support learners to develop research skills and influence the context and process of learning. To facilitate this, it is essential that practitioners know where to access advice and opportunities to support their own professional development.
Recommendations

The Group believes that excellence in food and health should be underpinned by:

Local Authorities

• Stimulate CPD opportunities for primary school practitioners to support them in delivering practical food activities in relation to the experiences and outcomes at first and second level;

Teachers

• Reflect on classroom practice to consider how to integrate active learning in food and health;

• Access appropriate continuing professional development opportunities which consider pedagogical as well as subject knowledge and skills

National Agency for Learning and Teaching

• Support teacher CPD locally and nationally to foster self reflection, collegial dialogue and ongoing professional enquiry and critique. For example, local network/cluster groups, communities of practice and digital engagement through GLOW, e-learning seminars and Wiki technology, are able to facilitate collaboration and knowledge sharing;

• Support the planning and co-ordination of the annual home economics conference which provides opportunities to consider contemporary issues at national level;

• Highlight and provide advice on evidence based practices, for example, findings from studies on pedagogy and food and health behaviours to encourage integration into learning and teaching.

• Advise government, schools, colleges and other learning and teaching establishments on the evidence base of new initiatives, professional courses etc. Annex E lists a selection of professional reading on learning and pedagogy;

• Support schools in developing online approaches to learning and teaching food and health, interdisciplinary learning and make more links with outdoor learning and development.
Partnership Working

If we are to secure the change required in the nation’s attitude to food and health, it is essential that schools integrate with wider developments as well as the range of communities with whom they engage. This predicates a need for cohesive partnerships and schools should and do play an important role. This can be challenging given the time required to invest in the process but it is vital to enhancing our children and young people’s lives.

Developing skills for learning, life, and work should involve a wide range of partners. But it is important to recognise that partners need to be involved at an early stage in the planning and development of provision. They also need to have a good understanding of Curriculum for Excellence and the local context. School based health promotion interventions are critical for enhancing the health of our children and young people. To sustain behavioural change in food and health, children and young people need regular opportunities to practice and maintain skills.

Clearly the home school relationship is vital, if we are to achieve excellence in relation to food and health. As discussed earlier, activities involving parents, community learning courses and pupils as peer tutors can enhance school based health programmes14. It is also important for schools to work closely with local health boards, local businesses, experienced sector professionals and others to inspire, stimulate and for positive and health approaches to become an integral aspect of all our young people’s lives.

Linking with food and health sector businesses can do much to enhance the learner experience. Providing young people with opportunities to engage with professionals from the food and health industries, work experience or site visits can stimulate an interest in a future career. Experienced sector professionals can motivate and inspire learners through their success stories and the delivery of workshops.

Recommendations

The Excellence Group believes that active engagement with parents and carers in their children’s learning can be of great benefit to young people and this is especially so in health and wellbeing. Parents and carers need to be afforded opportunities to be actively involved in children and young people’s learning. There are excellent examples of effective parental involvement across all sectors but a common feature of secondary schools is their difficulties in providing the right type of opportunities which keep parents involved after children have made the transition. Schools need to think creatively on how they could improve engagement with parents and close liaison with other sectors has the potential to foster more creative approaches. There are also considerable benefits to involving partners and experienced sector professionals in food and health education. They can and do motivate and inspire children and young people’s learning and skills development.

14 Forneris et al, 2010
Schools

- Partnership working and engagement with sector professionals can develop and inspire young people to extend their learning in food and health (see example at Annex B).

- Active engagement with parents to promote and sustain coordinated family / school community approaches to food and health (see example Annex C).

Home Economics Teachers

- As specialists in the field, and with appropriate partners, lead in the development of and vision for food education.

National Agency for Learning and Teaching

- Facilitate a forum for sharing of ideas and practice at a national level.

- Develop a protocol to support effective partnership working and methods of measuring effectiveness and sustainability. This would help to enhance the profession's capacity to progress pupils' learning in food and health.

Food Hygiene and Safety

Food and health education requires practitioners to embed safe and hygienic working practices in all food based activities and be diligent in their approach to the handling and storage of food to avoid risk to health particularly where cross contamination is likely. Such activities including food preparation and storage areas must be risk assessed using appropriate food safety management procedure and staff involved must be trained in food hygiene to a level commensurate with their work activity. Attendance on such training courses is considered best practice but not a prerequisite (http://www.food.gov.uk/safereating/hyg/schoolfood). Courses are available from the Royal Environmental Health Institute of Scotland. Pupils must be fully aware of the risks associated with food handling: microbiological, physical and chemical.

Where activities take place outwith specialist accommodation areas, adequate facilities must be provided which conform to current food hygiene and safety standards. Advice can be obtained from local Environmental Health departments and the Food Standards Agency.
Recommendations

The Food Standards Agency

- Provide further guidance on the delivery of practical food based activities for early years and special schools in addition to primary and secondary schools, colleges and other learning and teaching settings.

Local Authorities, Schools and Teachers

- Ensure consistency of food hygiene and safety practices in the delivery of practical food activities. This would set out policy and procedures, teaching and support staff training, as well as inspection of learning environments.
FOCUS ON FOOD IN NORTH LANARKSHIRE

The Focus on Food Campaign, run by the Design Dimension Educational Trust, raises the profile and importance of food education to help secure, sustain and strengthen the status of food in primary and secondary schools nationally. The Campaign focuses on the making and cooking of food as the key experience in learning about the social importance and health benefits of food. It teaches cooking to children and delivers teacher training via its flagship mobile teaching kitchen/classrooms, the Cooking Buses www.focusonfood.org

Focus on Food Scotland was developed in 2001 as a pilot and is now a major initiative being run in collaboration with North Lanarkshire Council. It is a continuing professional development scheme aimed at primary and secondary teachers and all those concerned with the health of young people. It aims to take the practical teaching of and enthusiasm for food and cooking into the classroom, upskill teachers and thereby to increase and improve Scottish children’s knowledge, appreciation and consumption of healthy food. The programme is underpinned by relevant educational support materials, and encourages the development of whole school approaches to the teaching and application of nutrition, healthy eating and food safety in primary schools. It highlights the best of Scottish culture and tradition.

Focus on Food Scotland has built working partnerships with the Scottish Government, key departments in the participating authorities, with the teachers and head teachers, health boards and community groups. The pilot programme was based in two education authorities, North Lanarkshire and Clackmannanshire. All cluster groups within North Lanarkshire were involved by October 2008. One hundred and sixty seven schools have joined the Focus on Food Scotland programme. Training is continually being updated and since 2008 has been extended to include North Lanarkshire nurseries. In addition, training for early years staff and primary teachers has included the use of the Hungry for Health resource packs (3-5 years, 5-7 years, and 7-11 years), which play a key role in enhancing the whole-child, whole-school approach to food in schools.

Most recently, training has been updated to include the use of the Hungry for Health packs in the delivery of Curriculum for Excellence for early years and primary children. A refresher course for secondary home economics teachers in June 2010 provided training to support primary cluster groups. The evaluation of this course found:

- Direct links were formed with nurseries, primary and secondary schools, especially Home Economics departments and personnel;
- Clusters provided training and support to train primary teachers in Food Hygiene and practical food activities;
• The project identified the need for good resources leading to the development of Focus on Food resource boxes and Cookit sets;

• Food and Health education began much earlier in children and young people's education;

• Introduced progression for Food & Health education;

• Raised the awareness of Healthy Eating (pre- Hungry for Success);

• Nurseries and primary schools began practical food activities to support various other educational projects, e.g History of Scotland included looking at Scottish foods including dishes to taste;

• In line with multi disciplinary approach encouraged in CfE;

• Many nurseries and primary schools have invested in equipment and found a suitable area in their buildings to carry out practical food activities;

• All primary schools now have practical food activities written into their operational plans for each year group.

The next step is to package the course and roll it out to every Home Economics department in North Lanarkshire.
PROJECT LEADER TRAINING – FIRRHILL HIGH SCHOOL, EDINBURGH

Project leader training was introduced to build leadership capacity within Firrhill High School. The Head teacher advertised the opportunity to lead up a range of projects including Health, Global Citizenship, Enterprise, and ICT across the curriculum. The opportunities were open to all members of staff. Interviews took place to allocate project leader posts.

The training allowed those involved to develop their leadership skills and build capacity to ensure sustainability. The working groups addressed gaps in the provision offered within the school and identified local businesses which could support the school. These companies were invited to a business launch at the school which was led by pupils and then allowed each project leader to speak to ‘their’ companies about the links which could be developed. Companies where then asked if they wanted to engage with the school.

This allowed a database of companies to be created and was made available to all staff. Some very successful links resulted from this event and all project leaders found the experience beneficial.
PARTNERSHIP WORKING WITH PARENTS – FIRHILL HIGH SCHOOL, EDINBURGH

During session 2009/2010, Firrhill High School Parent Council in partnership with the school’s senior management team established a Partnership Working with Parents project. This involved the creation of several working groups, chaired by parents with school staff amongst the membership.

The groups meet 3 times a year and feed back to the Parent Council. The groups address issues such as eco-schools, health, communication, enterprise, sport and extra curricular activities, learning and teaching. The results take various forms including supporting events such as the ‘Go for it’ Lifestyle Fair; a cluster health and wellbeing event promoting healthy eating and activities in the local community; parent forum evenings addressing a range of issues such as How to cope with the teenage years; and co-operative learning/supporting your child’s learning which was offered to Firrhill parents and cluster primary parents. There is also a regular newsletter and parents involved in these groups take an active role in the school community.
STAKEHOLDER ENGAGEMENT

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<th>Teachers – all sectors</th>
<th>Barriers to achieving this</th>
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<td><strong>Enhance effective learning &amp; teaching in food &amp; health</strong></td>
<td><strong>Accommodation issues e.g. rooms with no sinks.</strong></td>
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<td>A supportive school environment e.g. healthy tuck shop/healthy snacks</td>
<td><strong>CPD (for primary specialists)</strong></td>
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<td>Active learning strategies</td>
<td><strong>Economic climate</strong></td>
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<td>CPD opportunities</td>
<td><strong>ICT use &amp; access</strong></td>
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<td>Making balanced meals</td>
<td><strong>Sourcing of food</strong></td>
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<td>More use of outdoor activity centre e.g. local parks/ Eco garden</td>
<td><strong>Financing practical food prep and cooking lessons, though enterprise</strong></td>
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<td>Parental/Community involvement e.g. open days</td>
<td><strong>activities can be self funding and are sometimes profitable</strong></td>
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<td>Primary/Secondary collaboration</td>
<td><strong>Staff confidence (primary/nursery specialists)</strong></td>
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<td>Provide more opportunity for children to work with food and learn about food/health (primary specialists)/ children help to prepare/ select own snack items</td>
<td><strong>Staffing difficulties- teacher shortage</strong></td>
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<td>Regular raising awareness events</td>
<td><strong>Lack of technical support</strong></td>
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<td>Reinforce hand washing/hygiene routines/hand washing box - gel glows when dirty</td>
<td><strong>Timetabling &amp; restricted time issues that don’t allow flexibility and time</strong></td>
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<td>Resources e.g. Cooking Bus/songs/rhymes/ cookery programmes/using Wii active</td>
<td><strong>to carry through practical food lessons</strong></td>
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<td><strong>Poor perceptions of home economics</strong></td>
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<td>• Structured play</td>
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<td>• Tooth brushing programme</td>
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<td>• Topical issues e.g. where food comes from/ diversity of foods/cultural impact</td>
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<td>• Visiting specialists/experts e.g. farmers</td>
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<td>• Whole school initiatives e.g. health week</td>
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<td>• More opportunities to work with a wide range of foods</td>
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<td>• Opportunities to encourage parental involvement e.g. parent/pupil cooking classes</td>
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<td>• Lots of enterprising events involving foods</td>
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<td>• Increased opportunities to use ICT to stimulate and motivate learners</td>
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<td>• Opportunities to taste and compare food products</td>
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### Pupils

*What helps you learn best?*

- Environment
- External speakers
- Having fun/enjoying lessons
- Interactive and varied lessons e.g. games/group activities/sharing partners
- Practice
- Range of resources
- Rewards/incentives/encouragement
- Teachers accommodating different learning styles
- Using your imagination
- Practical food preparation and cooking lessons S1/S2 liked eating the food made
- S3/S4 liked to do enterprise activities with food and some felt their lessons made them better organised
- S5/S6- about 50% in one school were motivated by the career opportunities available
- Lessons are relaxing, creative and a pleasant change from other classes.

### Parents

*What would you like your child to learn about food and health?*

- To be able to cook and look after themselves
- To eat healthy foods
- Change children’s consumption of take-away food and fizzy drinks
LEARNING AND PEDAGOGY


Active Learning and Teaching Methods for Key Stage 3

A guide to... Productive Pedagogies. Classroom reflection manual

Learning: a sense maker’s guide

Learning, Performance and Improvement
http://www.ioe.ac.uk/about/documents/Watkins_10_Lng_Perf_Imp_ev.pdf

Collaborative learning
http://www.ioe.ac.uk/about/documents/Watkins_09_collaborative.pdf

Learner-driven learning
http://www.ioe.ac.uk/about/documents/Watkins_09_lnr-driven.pdf

Learning about learning
http://www.ioe.ac.uk/about/documents/Watkins_09_Lng_about_lng.pdf

Active learning
http://www.ioe.ac.uk/about/documents/Watkins_08_active.pdf

Classrooms as Learning Communities
http://www.ioe.ac.uk/about/documents/Watkins_04_Croom_Lng_Cty.pdf

Learning and Leading
http://www.ioe.ac.uk/about/documents/Watkins_04_Leading_and_Lng.pdf

Effective Learning
http://www.ioe.ac.uk/about/documents/Watkins_02_Effective_Lng(1).pdf

REMIT AND MEMBERSHIP OF THE FOOD AND HEALTH EXCELLENCE GROUP

Remit

The Food and Health Excellence Group was asked to:

Advise on what transformational change in the learning and teaching of food and health should look like, identify the key components and offer advice on how they can be incorporated into practice;

Consider how effective partnership working can promote, develop and enhance skills for learning life and work;

Consider the key messages to drive innovation, ambition and excellence within this strand of the curriculum that needs to be conveyed to teachers and other practitioners.

Membership

Mrs Karen Coull, Home Economics, Craigmount High School, Edinburgh

Mrs Yvonne Dewhurst, Aberdeen University (Chair)

Ms Amanda Hamilton, TV presenter, Health and Nutrition

Mrs Jeannie Hunter, Policy Officer, Learning Directorate, Scottish Government

Mrs Sandra MacKenzie, Headteacher, Kirktonholme Primary School, East Kilbride

Mrs Tara McGibbon, Home Economics, Beeslack Community High School, Penicuik

Ms Marie Morrison, Scottish Qualifications Authority

Mrs Pat Morrison, Team Leader, Learning Directorate, Scottish Government

Mrs Elizabeth Nicol, Development Officer, Learning Teaching Scotland

Prof. Hugh Pennington, Professor of Bacteriology (retired), Aberdeen University

Ros Ranger, Home Economics, Firrhill High School, Edinburgh

Mrs Lorna Sullivan, Health and Wellbeing, Home Economics, St Ambrose High School, Coatbridge

Mrs Laura Wilson, Her Majesty’s Inspectorate Education
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