

# RASPBERRY JAM FOR BREAKFAST

SCUOLA CARDUCCI, REGGIO EMILIA - IT



## What? Specific theme-oriented activities



### Goal of the activity

Learn about growing raspberries and make it into jam. Engage children to taste raspberries and handmade raspberry jam, and think about their nutrition habits, especially about the importance of having breakfast.



### Description of the type of activity

Farmer will explain how he grows raspberries on his farm, how they're collected, preserved and used; children will collect raspberries (if possible) and make them into raspberry jam.



### The teacher's role

- Mediator between farmer and children;
- Provider of technology and supplies needed;
- Motivator, encouraging positive attitudes and holistic approach to knowledge



### The children's role

- Observe and understand the process of growing raspberries
- Collect fruits (if conditions will allow it)
- Cooperation in making jam out of raspberries



### Farmer/grower/producer's role

- Provide all the necessary information about raspberry growth and raspberry jam
- Host children in small groups to enable them to see the plantation and collect raspberries (if it is possible)



### Documentation or output to be produced by teachers and children before, during or at the end of the practice.

- Scheme explaining how to grow raspberries
- List of questions for the farmer
- Raspberry jam recipe



### Process (step-by-step activities to implement the practice), tools (microscope, ipad, worksheets etc.) and didactic approach (discussion, experiments, problem based questions, brainstorming, role playing etc.).

APRIL:

-Presentation about the farm, the planting process, general information about growing raspberries (farmer visit, virtual through video)

-Group discussion and collection of questions

-The Flowering: farm visit (virtual or real, depending on restrictions)

MAY/JUNE:

-The Harvest: farm visit (virtual or real, depending on restrictions)

JUNE:

- Make Raspberry jam and taste it.





## Difficulties (possible weak points, obstacles)

- May not be permitted children to visit the farm.
- Some children may refuse to collect raspberries or to work in small groups.



## Potential and Possibilities (follow-up activities)

- Interesting topics that can provide useful context for discussion (veganism; organic v intensive; climate change)
- Science, technology and maths involved in farming can provide a real-world context for classroom activities
- There are opportunities to trace the journey made by food from field to fork, and think about the food we eat and where it comes from. This can relate to food miles, climate and seasonality to topics such as maths, science and geography

## How? Description of the practice's context



### Why is this a good practice?

- Real-world learning experiences such as cooking provide inspiring educational experiences for children
- It may help encourage children to be more adventurous in their food choices
- The activity will be remembered by children for a long time after the event, thus enabling further post-visit learning
- The children can take the recipe and complete it at home



### Where

Fattoria didattica La Meridiana; Scuola Carducci.



### When (in which period of the school year)

APRIL:

- Presentation of the farm, the field, general information about growing raspberries (farmer visit, virtual through video)
- Group discussion and collection of questions
- The Flowering: farm visit (virtual or real, depending on restrictions)

MAY/JUNE:

- The Harvest: farm visit (virtual or real, depending on restrictions)

JUNE:

- Make Raspberry jam and taste it.



### People involved

- Farmer
- Teachers
- Children
- Parents



### Timeframe (how many activities/lessons and duration)

Beginning: APRIL End: June

- About 15 hours of classroom work (video viewing, discussion, production)
- Two Farm visits
- Making Raspberry jam (one full morning activity)





## Learning objectives linked with the national curriculum

- Use the five senses to know the world
- Observe meaningful events concerning the life of animals and plants
- Observe and understand the natural environmental modifications
- Identify in other living organisms basic needs, similar to those of the human beings
- Know numbers and quantities and use them for concrete purposes
- Describe simple events of the daily life about food, heat, motion, forces
- Recognize sequences in real life experiences
- Tell phases of a real life experience
- Understand and write texts containing instructions for practical purposes



## Group and classroom

3°A - 3°B

# Why did you choose this School–external actors collaboration?



## Why have you chosen that farm?

- Proximity
- The farmer is expert in hosting children and these kind of activities
- The place is suitable for our classes (number of kids, safety, sort of activities)



## How did you establish contact with the farmer/grower/producer?

We worked with the same farmer two years ago.



## How did you co-design the activities with the farmer/grower/producer (planning visit, evaluation meeting, etc.)

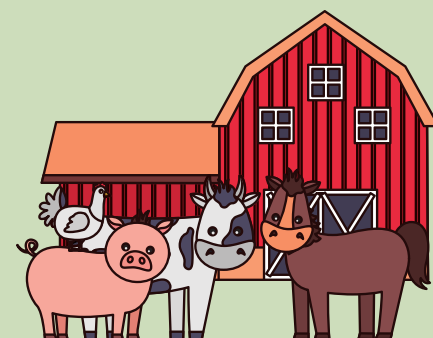
We met with the farmer on the site, view the fields and discussed activities together.



## ANIMAL FARM

### PRESCHOOL CUCCIOLO - IT

#### What? Specific theme-oriented activities



#### Goal of the activity

Knowing the animals and the environments where they live.



#### Description of the type of activity

- Visit to the stables: watching and feeding the animals, e.g. cows etc.;
- Observation of farm's spaces
- Workshops with herbs: rosemary and salt.



#### The teacher's role

Accompanying, control and stimulus of observation



#### The children's role

Observing, feeding the animals, playing with the items found in the farm, eg. grains



#### Farmer/grower/producer's role

The farmers led the group both in the workshops and in the approach with the animals.



#### Documentation or output to be produced by teachers and children before, during or at the end of the practice.

- Before: reading stories about the farm topic;
- During: workshops and observation at the farm;
- End: bringing home the jar made in the laboratory with salt and rosemary.
- Photo billboard to document the parents' experience on the bulletin board at the entrance of the school.



#### Process (step-by-step activities to implement the practice), tools (microscope, ipad, worksheets etc.) and didactic approach (discussion, experiments, problem based questions, brainstorming, role playing games etc.).

During the meeting, discussions with the group



#### Difficulties (possible weaknesses, obstacles)

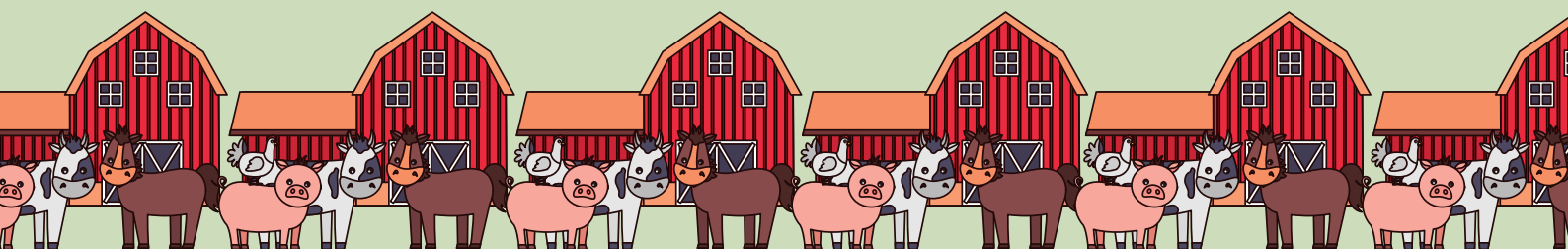
Financial issues: the bus and the entrance ticket to the farm have a cost ... therefore, it is possible to go there just once a year



#### Potential and Possibilities (follow-up activities)

At the "Bertozzi" farm there are many animals you can do different activities with: riding horses, taking care of and petting animals, helping in the cultivation of the field.

A real environment that children should experience more often. From once a year time to several times during the year, to see the changes.



## How? Description of the practice's context



### Why is this a good practice?

Because children are unfamiliar with livestock.



### Where

At "Bertozzi" farm.



### When (in which period of the school year)?

Autumn and spring.



### People involved?

Teachers, farmers, parents, cooks



### Timeframe (how many activities/lessons and duration)

A morning or afternoon activity.



### Group and classroom

Maximum 28 children per section.

## Why did you choose this School–external actors collaboration?



### Why have you chosen this farm?

- To understand the real context where the animals live.
- Because it is a big farm with a variety of animals.



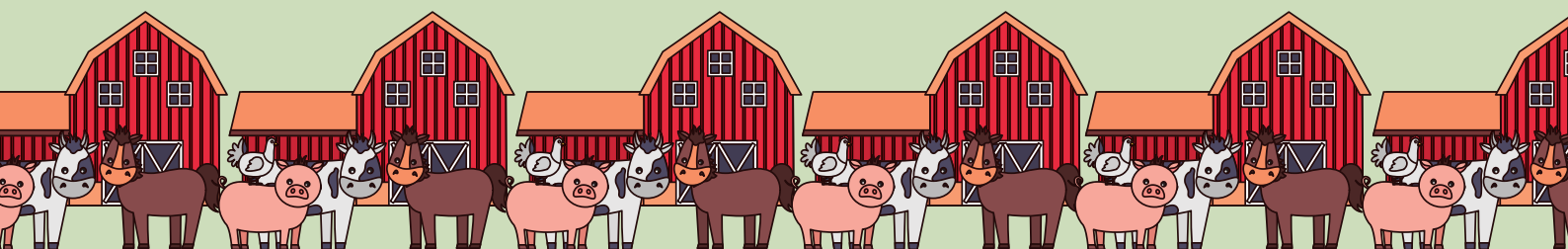
### How did you established contact with the farmer/grower/producer/?

By phone and visited in person the farm.



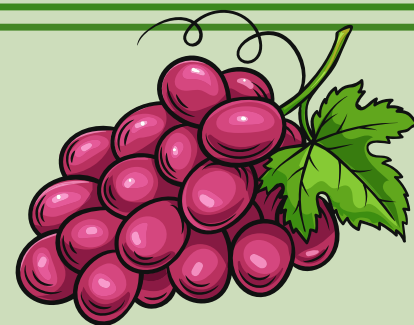
### How did you co-design activities with the farmer/grower/producer (planning visit, evaluation meeting, etc.?)

- Making agreements and defining timetables and what to propose to children.
- Evaluation in the teaching team and then returned to the farmer



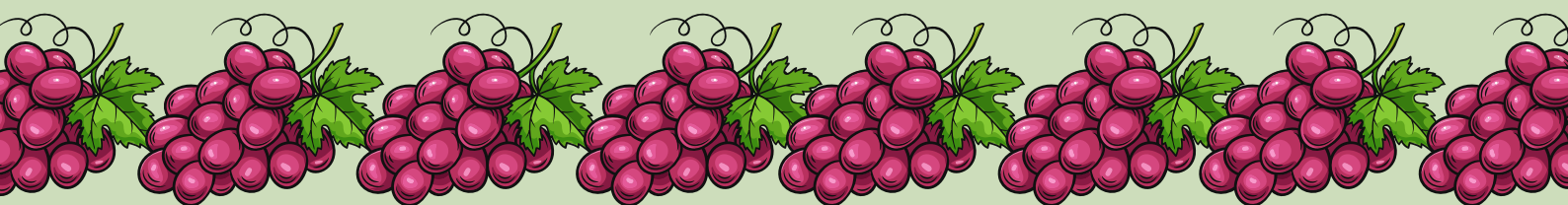
## ANIMAL FARM

### PRESCHOOL "NADIANI PARITARIA"- IT



## What? Specific theme-oriented activities

- 
**Goal of the activity**
  - Coming familiar with the animals and the real environments where they live
  - Developing a sense of respect for time: care, patience, linked to the activity of the factor.
- 
**Description of the type of activity**
  - Grape harvest with scissors and buckets;
  - Crushing;
  - Filtering and bottling the juice
- 
**The teacher's role**  
 Accompanying, controlling, stimulating observation
- 
**The children's role**  
 Grape harvesters for one day.
- 
**Farmer/grower/producer's roles**  
 The farmer who has led the group the entire day in every single step, both with words and actions.
- 
**Documentation or output to be produced by teachers and children before, during or at the end of the practice.**
  - Before: the project starts with the visit;
  - During: workshops and observations in the farm;
  - Fine: taking home the grape juice bottle.
  - Drawing and verbalisation in class.
- 
**Process (step-by-step activities to implement the practice), tools (microscope, ipad, worksheets etc.) and didactic approach (discussion, experiments, problem based questions, brainstorming, role playing etc.).**  
 Discussion within the group: metacognition.
- 
**Difficulties (possible weak points, obstacles)**
  - Going once: all the day .
  - Financial issues: the bus and the entrance into the farm have a cost. Therefore, it is possible to go there just once a year.
- 
**Potential and Possibilities (follow-up activities)**  
 It is possible to do several activities at "Fantini" farm : riding a horse, taking care and petting animals, helping to cultivate the fields.  
 A real environment that children should experience more often. Once or more in a year to see the changes.





## How? Description of the practice's context



### Why is this a good practice?

Because children see the process in areal life context and have a way of seeing how grapes are grown and the entire production process.



### Where

At the farm



### When (in which period of the school year)?

October to follow the product seasonality



### People involved?

Teachers, farmers, parents, cooks



### Timeframe (how many activities/lessons and duration)

One whole day



### Group and classroom.

Maximum 28 children

## Why did you choose this School–external actors collaboration?



### Why have you chosen that farm?

- To respond children's need to experience the farm and where the animals live.
- I personally know the farm and that the farmer is available.



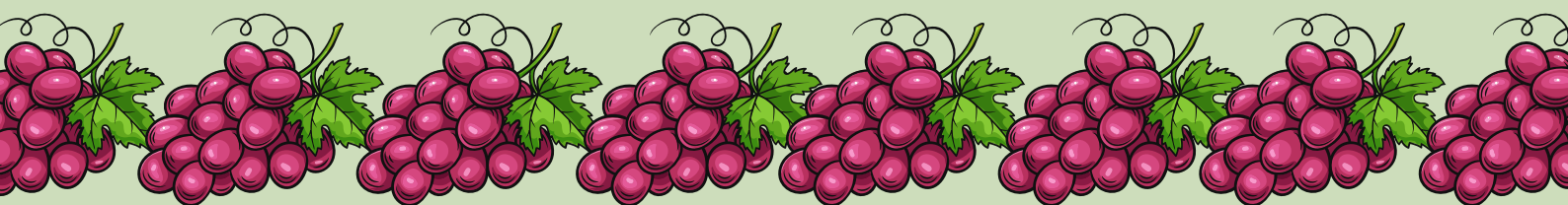
### How did you established contact with the farmer/grower/producer/?

By phone. The farm is inside the Municipality of Bertinoro



### How did you co-design activities with the farmer/grower/producer (planning visit, evaluation meeting, etc.)

I personally went to plan in detail the times of the day and the workshops.  
Verbal return of positive and negative aspects.



# TASTED

WASHINGBOROUGH ACADEMY - UK



## What? Specific theme-oriented activities



### Goal of the activity

- To extend children's palates and confidence in trying fruit and vegetables.
- Linking up schools with the fresh produce from Farms.



### Description of the type of activity

TastEd is a way to teach children about new foods (especially fruits and vegetables) and their own senses and it is also a way to raise attainment in literacy. It is relatively new to the UK (having been piloted at Washingborough Academy in Lincolnshire as well as St Matthews in Cambridge since 2017). It has, however, been tried and tested in Scandinavian countries such as Sweden and Finland (where it is called Sapere) for several decades.

The idea of TastEd is to prevent and alleviate childhood obesity in the U.K. by equipping children with the opportunity to develop a taste for a wide variety of vegetables and fruits. These are lessons in eating, not lessons in cooking. Children learn about new foods and healthy eating in a very fun, non-judgmental environment. Rather than lecturing children about food, as some healthy eating schemes have done in the past, TastEd is founded on the idea that children learn best through actually experiencing the joys of fresh food.

The early signs are that TastEd is a very effective intervention for changing children's tastes. In a recent lesson in Cambridge, 7 children out of a class of 30 tried raw tomato for the first time in their lives – and most of them liked it and said they would try it again. At Washingborough in Lincolnshire, teachers have observed that children who once said they didn't like eating fresh fruits and vegetables are now much more willing to choose vegetables and salad in the canteen.

Studies from Finland suggest that this method is highly effective at increasing a child's liking of fresh fruit and vegetables, particularly for children whose parents have low educational background. It is thus a tool for reducing social inequality around food.

A secondary benefit is that TastEd is a highly effective way to get children to engage with the primary Literacy curriculum. We have found it is especially powerful for teaching speaking and communication during Reception year as when children are engaged by food, it tends to inspire them to speak. Food places everyone in the class on the same page and engages even those who feel under-confident in literacy'.

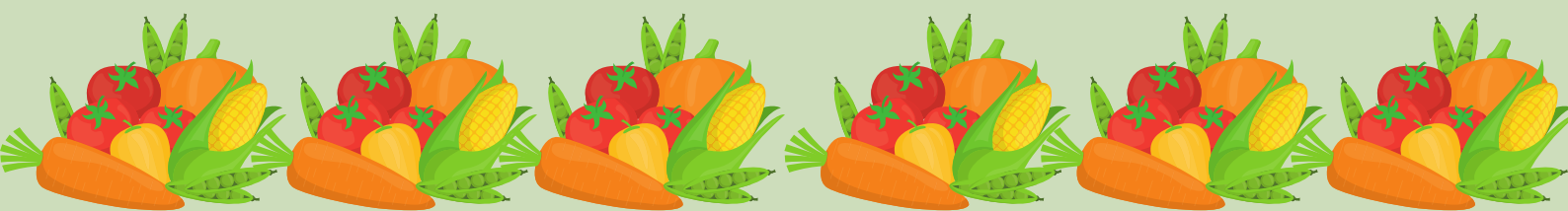
In a recent lesson on different coloured tomatoes with a Reception class, children made comments such as 'the little orange tomato looks like an ant's egg' or 'the yellow one looks like a lantern' or 'the big red one is like a football'. They also used adjectives such as 'bumpy', 'stripy', 'shiny' smooth'.



### The teacher's role

The teacher is responsible for:

- Delivering the lessons that have been pre-produced
- Engaging the children in using their senses to explore the food
- Ensuring that children are aware that they 'Do not have to like or do not have to taste'
- Along with the 'TastEd Toolbox' ensuring there is good quality fruit and vegetables (not many, only examples) to deliver the lessons







## The children's role

The children will take part in the session to:

- Using their senses to become more familiar with fresh fruit and vegetables
- Taking part in discussions about how their senses work in relation to food
- Documenting their thoughts and experiences
- Being open to exploring new foods



## Farmer/grower/producer's role

- Supplying high quality produce
- Supplying information/provenance of the produce
- Further background information and interesting facts about the produce



## Documentation or output to be produced by teachers and children before, during or at the end of the practice.

- Writing about the experiences that they have had
- Using similes and metaphors to describe how their senses have been engaged
- Poetry around the fruit and vegetables from their observations
- How many children experienced a food stuff for the first time



## Process (step-by-step activities to implement the practice), tools (microscope, ipad, worksheets etc.) and didactic approach (discussion, experiments, problem based questions, brainstorming, role playing etc.).

- Whole class and small group activities
- Discussion work
- Creation of word banks
- General interesting facts/information about the produce to elicit interest
- Questioning/vocabulary gathering



## Difficulties (possible weak points, obstacles)

- Access to fruit and vegetables
- Teachers' knowledge
- Neophobia
- Parents perceptions of what their children dislike



## Potential and Possibilities (follow-up activities)

- Tiered lesson throughout primary school
- Themed lessons on history topics
- Children cooking with the ingredients
- Making a 'feast' for their peers and parents

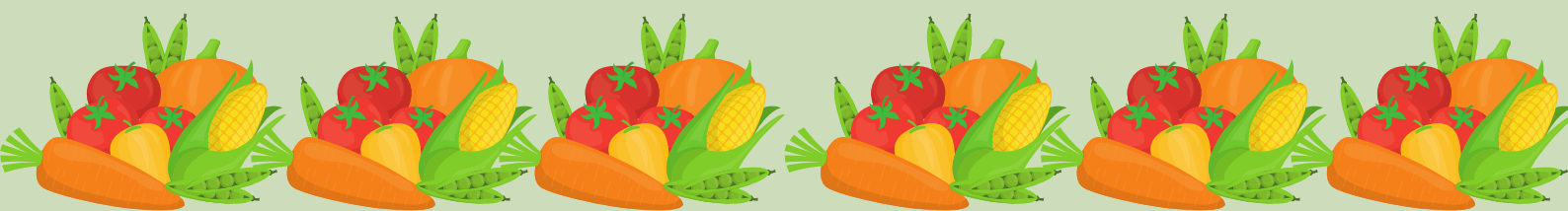
## How? Description of the practice's context



### Why is this a good practice?

TastEd lessons encourage children to talk about their likes and dislikes adding explanations of why they do or don't like a certain food. The lessons help them to fulfil the Communication and Language requirement to answer 'how' and 'why' questions.

The aim of the project is to support schools with developing children's vocabulary through a multi-sensory approach to tasting and interacting with food stuffs – fruit and vegetables. Children's well-being would also be developed, understanding where their food comes from and understanding that to keep our bodies healthy we need to eat a wide range of foods.



The long term aim is to help children develop a taste for a range of fruits and vegetables as well as building up their vocabulary and self-expression around food.

TastEd equips children with new sensory tools for trying foods that they do not like. Children who are reluctant to try new foods are told that they can smell or lick them instead.

A further aim is that TastEd supports the national curriculum in PSHE/PSED as children are encouraged to understand that not everyone likes the same foods, but we can all respect each other's different tastes



## Where

In the school's classroom



## When (in which period of the school year)

All year round



## People involved

- Children
- Teachers
- Learning Support Assistants
- Parents
- Farmers
- School cooks



## Timeframe (how many activities/lessons and duration)

- 12 week programme.
- Can be extended for one session every week of the academic year



## Learning objectives linked with the national curriculum

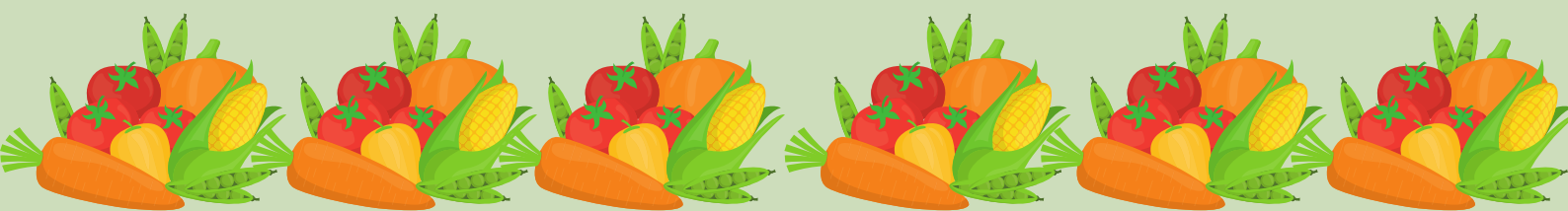
Links to a variety of Language and Literacy objectives as well as PSHE and Early Learning Goals:

30-50 months:

- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Shows care and concern for living things and the environment.
- Engages in imaginative role-play based on own first-hand experiences.
- Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.
- Uses available resources to create props to support roleplay

40-60 months:

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words
- Links statements and sticks to a main theme or intention.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Confident to speak to others about own needs, wants, interests and opinions.
- Explains own knowledge and understanding, and asks appropriate questions of others.
- Begins to read words and simple sentences
- Attempts to write short sentences in meaningful contexts.
- Looks closely at similarities, differences, patterns and change.





## Group and classroom

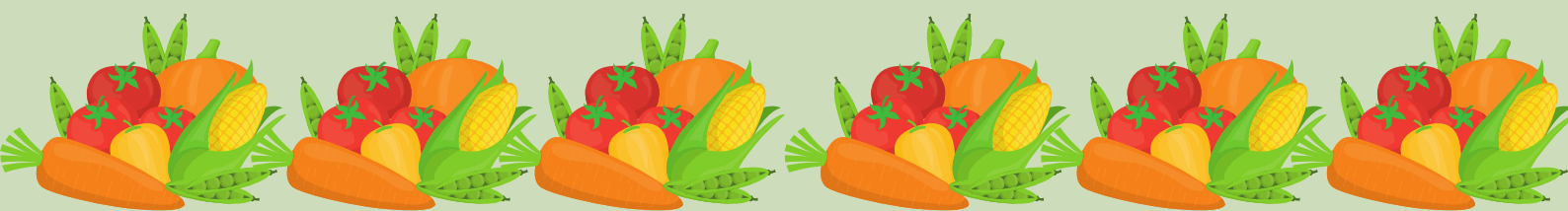
Whole class activities as well as small group

## Why did you choose this School–external actors collaboration?



### Why have you chosen that farm?

- Needs to be carried out with either a fruit farm or vegetable producer.
- Not as effective with cereal/livestock farm





## SCHOOL VISIT TO A FARM

### SOIL ASSOCIATION - UK

## What? Specific theme-oriented activities



#### Goal of the activity

To understand more about how food is produced through a visit to a working farm



#### Description of the type of activity

The activity will involve a group of school children visiting a farm and finding out more about how they produce the food we eat. The visit will be led by the farmer or a member of farm staff who can interpret the farming activities for the pupils to understand. The day is likely to include a walk or trailer ride to see different elements of the farming system, including crops, livestock, machinery, buildings and wildlife (dependant on the type of farm visited). This will provide the basis for questions and discussion. Ideally some pre-visit and post visit activities in the classroom will help prepare for the visit, and extend the learning afterwards.



#### The teacher's role

The teacher is responsible for:

- Ensuring that the children are briefed and prepared for their visit. This may include thinking about what their preconceptions are about farming; what they may expect to see on the farm; where they think food comes from; how to stay safe on the visit.
- Ensuring that the day is planned with the farmer and that he/she is aware of the sort of topics the children should learn about. A pre-visit meeting or phone call can help plan this
- Ensuring that parents know what the visit entails with respect to clothing, footwear and visit times.
- Ensuring that the children are safe and well behaved on the visit. The farmer may not be experienced in controlling a large group of children
- Helping interpret what the farmer is saying to ensure that children understand, and prompting questions and discussion as required
- Thinking about what activities undertaken on the farm can provide the basis for future project work and discussion in the classroom, meeting curriculum needs



#### The children's role

The children will take part in the session to:

- Learn more about how farmers produce the food we eat, and gain more understanding about seasonality, the journey food takes from field to fork, and the environment
- Take part in discussion and ask questions to deepen their understanding
- Where possible, take part in a practical activity to enable them to embed the learning and perhaps give them new skills and experiences
- Use the opportunity to develop interpersonal skills, teamwork, confidence, communication and health benefits through exercise and access to green spaces
- Collect knowledge and information that can be reflected on at a future date in the classroom
- Follow instruction and stay safe on the visit, but also have a great time on the farm!





## Farmer/grower/producer's role

The farmer will:

- Liaise with the teacher to plan the session and ensure that he/she is aware of what to cover on the visit
- Ensure that the farm is a safe environment to visit, with appropriate facilities, handwashing and risk assessment in place
- Introduce the farm and what is produced, and describe the farming activities in a way that is clear to understand for the age group
- Take the children on a tour to see perhaps four or five key points of interest/discussion
- Provide opportunities for handwashing, toilet visits and refreshment breaks



## Documentation or output to be produced by teachers and children before, during or at the end of the practice.

Before the visit:

- Teacher: Pre-visit and any booking forms completed with the farmer
- Teacher: Risk assessment completed for the school
- Children: Discussion or written/artwork on what to expect on the farm visit

During the visit:

- Teacher: Collect/note topics and activities that could be followed up in the classroom
- Teacher: Help interpret any difficult topic for pupils, and ensure a balanced viewpoint is being portrayed on sensitive or contentious subjects
- Children: Have the opportunity to experience the farm without too much data collection/note taking to distract them.

After the visit:

- Teacher: Plan a range of opportunities to follow up the visit in appropriate lessons to build on the learning
- Teacher: ensure that pupils have a balanced view of different types of farming if the visit raises issues to be discussed
- Teacher: Explore practical growing and other food projects that can be conducted in the school grounds
- Children: Reflect on the farm visit experience and what they have learnt and how they view the farm compared with the pre-visit discussion.



## Process (step-by-step activities to implement the practice), tools (microscope, ipad, worksheets etc.) and didactic approach (discussion, experiments, problem based questions, brainstorming, role playing etc.).

1. Search for a suitable farm and make a booking
2. Communicate with the farmer to plan what will be covered
3. Complete necessary paperwork (booking and risk assessments etc), book transport and obtain parental consents
4. Prepare children for the visit with discussion and questions
5. Ensure children and parents are given guidance on clothing and footwear and health and safety procedures
6. Arrange the day to include a number of stops for discussion and encourage questioning, discussion and brainstorming
7. Include some practical activities where possible to engage the children and avoid too much talking/listening



8. Emphasise topics or themes that will be built on back in the classroom
9. Develop a plan for post-visits development (eg written work, artwork, maths, role-play activities and discussion)
10. Integrate farm visit related topics into the lesson plans over the following weeks and months



## Difficulties (possible weak points, obstacles)

- Finding a suitable farm within easy reach can be difficult
- Funding the cost of the transport and any fees to visit the farm
- Justifying the visit in terms of curriculum and time
- Having time to create the links with the curriculum and future learning opportunities
- Bad weather can have an impact of the enjoyment and success of the day, it is worth considering a wet weather plan
- It is difficult to gain a wide perspective of different types of farming from the visit, so incorporate this in pre and post-visit activities to give children a balanced view



## Potential and Possibilities (follow-up activities)

- The farm visit will provide a 'Wow day' experience that can provide a reference and springboard for future learning. Food and farming topics are relevant to everyone and can cover almost all areas of the curriculum
- There are many interesting and sometimes contentious topics that can provide useful context for discussion (meat eating v vegetarianism; organic v intensive; climate change; environmental issues)
- The science, technology and maths involved in farming can provide a real-world context for classroom activity
- There are opportunities to trace the journeys made by food from field to fork, and think about the food we eat and where it comes from. This can relate to food miles, climate and seasonality to topics such as maths, science and geography
- Creative writing and artwork can be produced from the farm experience

## How? Description of the practice's context



### Why is this a good practice?

- Real-world learning experiences such as a farm visit provide inspiring educational experiences for children
- The visit will be remembered by children for a long time after the event, thus enabling further post-visit learning
- There are further wellbeing and health benefits to being outside and engaging young people with the environment



### Where

- On a working farm that is experienced in hosting school visits (play-farms or theme park farms should be avoided)
- Usually with 45 mins/1hour from the school to ensure that the children have enough time on the farm







## When (in which period of the school year)

- Most farm visits will happen during the spring, summer and autumn when the weather is better for being outside
- The temptation to organise the visit as a summer trip should be avoided if the class is to get the most out of follow up learning activities



## People involved

- Teacher
- Farmer
- Parents/helpers to provide enough adults to support the day and break the class into smaller groups where required



## Timeframe (how many activities/lessons and duration)

- Generally arrive at the farm around 10am and leave around 2pm to fit in with the school day
- Split the day into 4 or 5 sessions to look at different topics or locations of the farm
- Allow plenty of time for lunch and handwashing (which can take a lot of time with a big group)



## Learning objectives linked with the national curriculum

Almost all areas of the national curriculum can be covered if the teacher and farmer are creative in their plans for the day. The key is to discuss and plan the objectives beforehand and work this into the pre and post-visit activities.



## Group and classroom

- The outdoor classroom provides the location for the activity, and where possible children should experience this and the weather.
- Facilities on each farm will vary, but most will have an indoor space to have lunch or work in bad weather
- Class sizes vary, but it is worth splitting a big group to enable learning and discussion. This can be done with parent/teacher helpers, with 6-10 children forming a good sized group to enable input and concentration.



## SOFT CHEESE MADE SIMPLE

### SOIL ASSOCIATION - UK



## What? Specific theme-oriented activities



### Goal of the activity

To understand more about the journey food makes from farm to fork



### Description of the type of activity

The activity will best involve a group of school children visiting a dairy farm and then following it up with a cheese making activity, either at the farm or back in the classroom



### The teacher's role

The teacher is responsible for:

- Ensuring that the children are briefed and prepared for their activity. This may include thinking about what is made from milk (butter, cream cheese, different types of milk, packaging); what the cows eat to make the milk; how the milk travels to the shops etc.
- Preparing the ingredients for the activity, together with the basic equipment required
- Thinking about what other activities can provide the basis for future project work and discussion in the classroom to meet curriculum needs.



### The children's role

The children will take part in the session to:

- Learn more about how farmers produce the food we eat, and gain more understanding about seasonality, the journey food takes from field to fork, and the environment
- Take part in discussion and ask questions to deepen their understanding
- Take part in a practical activity to enable them to embed the learning and perhaps give them new skills and experiences
- Use the opportunity to develop interpersonal skills, teamwork, confidence, and communication



### Farmer/grower/producer's role

The farmer will:

- Liaise with the teacher to plan the session and ensure that he/she is aware of what to cover on the visit
- Ensure that the farm is a safe environment to visit, with appropriate facilities, handwashing and risk assessment in place



### Documentation or output to be produced by teachers and children before, during or at the end of the practice

Before the activity:

- Teacher: Risk assessment completed for the school and check on any lactose allergies
- Split the children into small groups (4 pupils?) so that they all get the opportunity to play a role
- Children: Discussion on milk production and milk products


During the activity:

- Teacher: Help develop teamwork, following instruction and discuss the cheesemaking process
- Children: Have the opportunity to undertake a practical activity and taste the results



After the visit:

- Teacher: Plan a range of opportunities to follow up the activity in appropriate lessons to build on the learning
- Children: Reflect on the experience and what they have learnt and how they view the food they eat.

 **Process (step-by-step activities to implement the practice), tools (microscope, ipad, worksheets etc.) and didactic approach (discussion, experiments, problem based questions, brainstorming, role playing etc.).**

1. Collect a range of milk product packaging to discuss with the children. Think about what additives they have, and how the milk has been treated (homogenised, UHT, pasteurised etc)
2. Collect equipment: electric/gas hob, large saucepan, stirring spoon, teaspoon, sharp knife, lemon squeezer, thermometer, sieve, muslin cloth.
3. Collect the ingredients: 4 litres of milk, a handful of lemons, salt, fresh or dried herbs
4. Heat the milk slowly in the pan until the temperature reaches around 75 degrees. Stir to prevent it burning at the base
5. Juice the lemon and add to the milk in small quantities to enable the proteins to separate
6. Keep the milk warm and stir to help separate the curds from the whey. Add salt to taste
7. Strain the whey through a muslin cloth and sieve
8. Cut fresh herbs or add dried herbs to the cheese
9. Press into shape and decorate
10. Taste the cheese (and also taste the whey if you like!)



## Difficulties (possible weak points, obstacles)

- Having the suitable equipment to hand for the small groups
- It can take a while for the cheese to separate so be patient, keep it warm and stirred and add more lemon juice
- Keep a few discussion point going through the activity so children don't get bored or distracted. Let them experiment and taste as they go.



## Potential and Possibilities (follow-up activities)

- There are many interesting and sometimes contentious topics that can provide useful context for discussion (veganism; organic v intensive; climate change and methane; environmental issues)
- The science, technology and maths involved in farming can provide a real-world context for classroom activity
- There are opportunities to trace the journeys made by food from field to fork, and think about the food we eat and where it comes from. This can relate to food miles, climate and seasonality to topics such as maths, science and geography

## How? Description of the practice's context



### Why is this a good practice?

- Real-world learning experiences such as cooking provide inspiring educational experiences for children
- It may help encourage children to be more adventurous in their food choices
- The activity will be remembered by children for a long time after the event, thus enabling further post-visit learning
- The children can take the recipe and complete it at home





## Where

- On a working farm that has the appropriate classroom space for running the activity
- In the classroom as a follow-up activity to seeing the milking cows



## When (in which period of the school year)

Any time of the year



## People involved

- Teacher
- Farmer (if there is a visit involved)
- Parents/helpers to provide enough adults to support the day and break the class into smaller groups where required



## Timeframe (how many activities/lessons and duration)

It will take up to an hour to run the activity, depending on discussion



## Learning objectives linked with the national curriculum

Almost all areas of the national curriculum can be covered if the teacher and farmer are creative in their plans for the day. The key is to discuss and plan the objectives beforehand and work this into the pre and post-visit activities.



## Group and classroom

- The farm classroom provides the best location for the activity if the resources and materials are suitable. However, it is easier to do this back in school (especially if you have a good cooking facility)
- Class sizes vary, but it is worth splitting a big group to enable learning and discussion. This can be done with parent/teacher helpers, with 4-6 children forming a good sized group to enable input and concentration.

