



# Food Preparation

## Sourcing & Provenance

### About this activity

This Challenge helps students explore how food quality and welfare assurance schemes, combined with informed sourcing policies, can deliver consistently good food product quality for a business whilst supporting welfare standards and sustainability.

Students will act as owners of a fledgling small food business. They will research some key provenance and sourcing issues and schemes, and then choose which schemes might be most important for their business, thinking of their customers and the schemes they would like to support.

Students will develop their ideas by generating a key 'ingredients list' for the business, and the customer education messages they will use in their menu and store. They will present their ideas and justify their decisions, thinking about their customers and how their choices can contribute to a successful business.

Students can optionally develop and test one or more menu item recipes which use welfare or quality assured ingredients, which highlight a locally-sourced key ingredient, or which take into account packaging or food waste issues.

### Time required

A double lesson (90 minutes minimum), excluding any optional practical cookery.

### Curriculum links

#### **GCSE Food preparation and nutrition topics:**

- Food sources: where food is grown, reared or caught
- Food and the environment: sustainability, packaging and food waste
- Sustainability: sustainability of food sources, food waste
- Factors affecting food choice: factors related to ethical and moral beliefs
- Food labelling and packaging: information available to the consumer, including provenance

#### **National 4/5 Health and Food Technology topics:**

- Contemporary food issues



## Resources needed

### From McDonald's website

From the Sourcing & Provenance

Challenge resources:

- Intro video
- Case study video
- Student activity pack (includes **Activity Sheets 1–2** and McDonald's case studies)
- Vox pops videos

### From your school

You may also want to provide:

- internet access to find out more about the food labelling schemes listed
- examples of local food producers or retailers / restaurants that emphasise sourcing and provenance in their customer information and marketing materials
- examples of where a shop or business donates unwanted food to a food bank or shelter, to help vulnerable people.

## Preparation

- Review the videos, case studies and student activity sheets.
- If you would like students to plan and test a menu item through a practical cookery task, plan time and resources for this.

We suggest you allow two double lessons if you would like to explore all of the activities in full with your students. However, if you wish to deliver the challenge in a single double lesson, select which activities you will include and adapt your delivery to suit your students and your time. You don't need to complete each activity in detail in order to progress to the next – each can be adapted to stand alone. You can also deliver this challenge as a mini-project.

## Key words

- Sourcing
- Provenance
- Welfare
- Assurance
- Packaging
- Labelling
- Quality
- Food waste
- Organic
- Free range
- Ingredients
- Sustainability



## Starter

### Consider where our food comes from

(Specification link: Food sources: where food is grown, reared or caught)

- Ask students to suggest where the food they consume comes from, at home or when out and about. Ask students to suggest a list of common foods or ingredients, for example those they often eat at home or when out and about.
- Do they know where these ingredients were grown or reared, and what food is produced:
  - locally?
  - in the UK?
  - mainly abroad?
- Optionally, students could annotate a local, UK or world map to gather their ideas.
- Ask students to discuss in groups some issues that can affect food production. You may wish to provide headings for students to consider, for example welfare, sustainability and safety. Share ideas.
- Ask how consumers can be assured of where their food has come from. How can we know with confidence? Gather ideas.

## Main activities

### Explore assurance and labelling schemes

(Specification link: Food labelling and packaging: information available to the consumer, including provenance)

- Introduce the concept of food sourcing and provenance and clarify what these two terms mean (see the opening paragraph on **Student Activity Sheet 1: Sourcing & Provenance**).
- Ask students to name any food labelling schemes they know and list these on the board. Invite students to explain what each scheme seeks to assure.
- Use **Student Activity Sheet 1: Sourcing & Provenance** to explore some issues and the schemes that help to address them.

### Watch the intro and vox pops videos to explore McDonald's examples

(Specification link: Food sources: where food is grown, reared or caught; Sustainability: sustainability of food sources, food waste; Factors affecting food choice: factors related to ethical and moral beliefs; Food labelling and packaging: information available to the consumer, including provenance)



- Watch the **intro video**, which introduces the topic and the challenge for students.
- Briefly review the Challenge again using **Student Activity Sheet 3**.
- Discuss the benefits that supporting farmers and using assurance schemes might bring to McDonald's as a company, UK farmers, the environment and McDonald's customers who may feel strongly about some of these issues. Students could split into groups to discuss one aspect and report back to the class.
- Introduce the idea of 'quality' in food. Ask students to discuss in pairs what 'quality' might mean in a food context, and share ideas.
  - How would students distinguish a 'quality' food from one of low quality?
  - Where does 'quality' come from in a manufactured or prepared food?
  - What different factors combine to create quality?
- Review **case studies 1 and 2**. Invite students to share the food-related issues that matter to them.
  - Do students care about the quality of their food, or can they think of people who do? Why does quality matter?
  - Do they know how they can make more informed choices and support the issues they feel are important?
  - Who in the class already does this, or knows someone who does?
- Now watch the **vox pops video**, which shares how food provenance matters to customers.

## Identify priorities for a small food business

(Specification link: Factors affecting food choice: factors related to ethical and moral beliefs  
Food labelling and packaging: information available to the consumer, including provenance)

- Explain that students are going to take on the role of owners of small food businesses. These might be restaurants, cafés, takeaways or small food manufacturers. Students can work individually, in pairs or threes. Ask students to form groups and decide on the type of business they wish to manage.
- Watch the **case study video**, which explores how McDonald's builds issues of welfare and quality assurance into its sourcing decisions.
  - Why is 'quality' important to McDonald's?
  - What does 'quality' mean in a McDonald's menu item or ingredient?
  - Where does quality begin in the McDonald's supply chain from farm to restaurant?
  - How does McDonald's ensure quality at every stage of a menu item's journey from farm to customer?



- Ask groups to identify which sourcing or provenance schemes they would want to support through their small food business, to promote quality (students can choose as many as they wish, or you could set a limit, for example three schemes). Students should first discuss the kind of customer they would want to attract to their business and link their choices to what they believe these customers might feel is important, as well as to their own personal preferences.
  - What might 'quality' mean for one of their customers?
  - How can they use assurance schemes as one way to ensure quality?
  - Where might they want to improve on existing schemes?
  - Which choices can be communicated easily to build customer trust?
- Groups should now list some key ingredients their business might purchase, which would be assured by their chosen schemes. Students should link these ingredients to some sample menu items, dishes or products they would want their business to serve or produce.
  - What signature dishes or products would they want to be known for, and which would appeal to their customers?
  - What will 'quality' mean for these ingredients? How might students specify what a quality ingredient will look, smell, feel and taste like?

## Create your messages

(Specification link: Factors affecting food choice: factors related to ethical and moral beliefs  
Food labelling and packaging: information available to the consumer, including provenance)

- Help students identify that McDonald's uses a variety of strategies for communicating with customers about the welfare and assurance schemes it supports. Ask students why McDonald's might feel it's important to make customers aware of its actions.
- Invite groups to list the ways in which McDonald's might do this (for example advertising campaigns, tray papers, in-store leaflets and information displays, website). What methods might be appropriate and effective for reaching their own small business's customers?
- Review **Student Activity Sheet 2: Menus & Messages**, which provides outline suggestions for students to develop in more detail.
- Ask groups to develop some messaging for their own business.
  - As time permits, ask groups to select from the ideas on **Sheet 2**.
  - Groups should draft their messages in a style that's appropriate for the medium (e.g. in-store information vs staff training notes) and for the kind of customer they



want their business to attract and serve (will it be value-orientated or more upmarket, for example?)

- Give groups time to draft their messages.
- Groups can complete this as an independent learning task if you are splitting this lesson between two discrete sessions.

## Share ideas and justify choices

(Specification link: Factors affecting food choice: factors related to ethical and moral beliefs  
Food labelling and packaging: information available to the consumer, including provenance)

- Give groups time to prepare to present their ideas. Groups should include:
  - a very brief description of their small food business, what it might serve and the kind of customers they wish to attract and serve
  - the assurance and labelling schemes they have chosen to support, and why, linking their ideas to their customers as well as their own preferences
  - a justification of how using these schemes might attract customers and improve their business
  - examples of the messages they have created – groups should explain why they chose the type of message (e.g. in-store signs) as well as what they wrote.
- Invite selected groups to share and justify their ideas.



## Plenary

### Consider food waste

(Specification link: Food and the environment: sustainability, transport, packaging and food waste; Sustainability: sustainability of food sources, food waste; Factors affecting food choice: factors related to ethical and moral beliefs)

- Explain that no matter how a person or business chooses to support suppliers who sign up to assurance schemes, a sustainability issue that affects businesses and families alike is the issue of food waste.
- Ask students to outline an ingredient's journey from farm to when it's eaten (or not). At what stage in the food journey can food waste happen?
- Ask students to discuss in their groups how their business might take steps to minimise the food it wastes when:
  - purchasing
  - storing and using
  - prepping for forecasted sales – link to discussion about business planning, and the factors that can impact sales (e.g. weather, road closure, school holidays) and how that can impact on food prep and waste
  - faced with unused food that's not needed for the business, but which may still be eaten.
- Share ideas. Help students identify how important sales forecasting is and how this relates to customer service as well as minimising waste: there needs to be enough food prepared and ready to cook or serve, but if something happens that reduces sales, what might happen to the leftovers?
- Link students' suggestions to any local schemes of which you are aware, for example where local shops or restaurants donate unwanted food to food banks or shelters, where it can be used to help vulnerable people in your community.
- Link students' ideas to the concept that we can all play a role in making food more sustainable, with higher welfare and less waste.
- End by asking students to suggest what actions they can take to support food issues they care about, and to minimise food waste.



## Extension/Homework

### Research food labelling schemes online

Students can research food labelling schemes in more detail using the internet to help them. Students could present their ideas to the group.

### Develop and test a recipe using assured or local ingredients

Students can identify a suitable recipe for a signature dish or product for their small food business, thinking about what would appeal to their customers. They can source ingredients with the assurance labels they have chosen to support and/or from local producers if possible. Students should specify how they will ensure good quality, through their sourcing, preparation and holding in a warming area before tasting, then prepare and share their product in a class taste test. Other students could rate the quality of the sample using these ideas

- do the products live up to their expectations?

### Research local producers

Students can research and list local producers to create a directory or map for their families to use.

### Research food labelling on packaging

Students can check the labels on food packaging at home and bring in clean examples to share (for reasons of hygiene and safety it's best to bring in photos of meat or fish packaging).

- Which assurance schemes are most common?
- Which are less common?
- What other labelling information explains sourcing and provenance?
- Which labels do students find most effective, and why?
- What other information would students like to see on food packaging, to help them make more informed choices about the provenance and source of the foods they eat?

### Minimising food waste

Students can find out more about what large companies are doing to reduce the food waste in their supply chain, including supermarkets and restaurants. They can find out how food waste is collected from homes and businesses in your community and how it is processed, and research independent schemes that offer solutions to the challenge of food waste, including how unwanted food may be provided for those in need. Students can also generate ideas for creatively using leftover food that was prepared but not sold and is still within its use by date. What 'special' menu items might they make using leftover ingredients?

### Messaging

Groups can develop their messaging ideas in more detail and create finished mock-ups of their chosen messaging types.





## Deliver as a mini-project

- If you have more time available, why not deliver this challenge as an extended mini-project over a series of lessons?
- The guide below provides suggestions on how to timetable the activities over five lessons, but you can tailor the project to suit your needs.
- Use the lesson plan on **pages 1-8** to help you deliver each activity and link each one to your specification.

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| <b>Session 1</b> | <ul style="list-style-type: none"><li>• <b>Consider where our food comes from</b></li><li>• <b>Explore assurance and labelling schemes</b></li><li>• <b>(Optional home research on assurance schemes and issues)</b></li></ul>  |
| <b>Session 2</b> | <ul style="list-style-type: none"><li>• <b>Watch the intro and vox pops videos to explore McDonald's examples</b></li><li>• <b>Identify priorities for a small food business</b></li><li>• <b>(Optional home activity to develop the business identity)</b></li></ul> |
| <b>Session 3</b> | <ul style="list-style-type: none"><li>• <b>Create your messages</b></li></ul>   |
| <b>Session 4</b> | <ul style="list-style-type: none"><li>• <b>Optional practical food activity to prepare a sample dish or product</b></li></ul>   |
| <b>Session 5</b> | <ul style="list-style-type: none"><li>• <b>Share ideas and justify choices</b></li><li>• <b>Consider food waste</b></li></ul>   |

