



**Conference of Colleges Diversity Fund Project
on special dietary requirements**

**Feeding the World in the UK
Lesson Plan**



Times	Activity	Methods	Handouts / Resources	Slides
9.15	<p>Arrivals</p> <p>Have the opening slide – Conference of Colleges – display as participants arrive.</p>		Signing in sheet	1
9.30	<p>Introduction</p> <p>Trainer(s) introduce themselves including a bit of background on experience.</p> <p>Housekeeping and ground rules.</p> <p>At the start of the session explain a little about the Conference of Colleges. A forum for the Colleges of the University of Oxford to deal with matter of shared interest and common purpose, and a voice for college interests with the University community. This training comes under the auspices of the Domestic Bursars' Committee. They handle, amongst other things, the management of the Conference and the shared initiatives for the procurement of domestic goods and services. One of their concerns has been how the catering at colleges can be as all-encompassing and inclusive as possible.</p> <p>As the University employs more than 13,900 people and has a student body of around 24,000 from all over the world the Conference is concerned that the services offered by catering departments of the colleges are able to respond to what will be very high expectations. This training is provided by funding from the Conference's Diversity Fund</p>	Trainer lead to the whole group		2-6

Times	Activity	Methods	Handouts / Resources	Slides
9:35	<p>Project on special dietary requirements. As you know training is essential for everyone in every field of work.</p> <p>This module is four of four. Inform participants of the aims and objectives of the session. This course is a Train the Trainer course, where we give you information with the hope that you will be able to train others. There is never enough time. We have designed the Workbook, the Lesson Plan and the Overview and the PowerPoint presentation so that you can practice and work your way through each segment of each module.</p> <p>Reading the training material and being able to practice is essential. Once you know the material you will feel more confident, when you feel confident the training will become easier and you will actually enjoy it.</p> <p>Introductions: Delegate introduce themselves, with trainer giving prompts / encouragement for more information from participants if necessary.</p> <p>Ask delegates – to think of an ingredient for each letter of the alphabet. Go around the room from a to Z and ask each participant to give you an ingredient for their corresponding letter. Should be quick and fast. Participants will generally help each other along. (make sure you have a few up your sleeve for the trickier letters)</p>	Distribute Handbook	Ensure you have a back up of ingredients/foods for each letter so the ice breaker can keep its momentum	7

Times	Activity	Methods	Handouts / Resources	Slides
9.40	<p>Worldwide Eating and setting the Context</p> <p>The trainer explains to people how this session will run. This session follows a different format to the previous 3 sessions. The session draws directly on the experience of delegates both as catering staff and as representatives of their colleges as it explores what is meant by the duty of care it has for the students and staff.</p> <p>The session also looks at the history of common food products. When they were first introduced and how and why they became eaten regularly by the mass of people. It's worth looking at the other socio-economic effects that allowed people to eat and enjoy and the effects their introduction had on society at the time.</p>	Trainer lead to the whole group		9-16

	<p>Thinking Space</p> <p>Trainer explains the purpose of the 'Thinking Space'. That it offers participants the opportunity to consider the question posed and discuss any relevant issues for the module and for their role in the college.</p> <p>“Why is it important we consider world food in our menu planning?”</p> <p>We want people to consider these questions in two parts. Get participants to discuss this for 5 minutes. Then ask them to feedback one point each. If it's a small group, then two main points. Followed by the whole group discussing a point.</p> <p>We are looking for:</p> <ul style="list-style-type: none"> • An insight into the demography of the college and its customer make up • A greater level of reflection about the need to diversify menus • Discussions to enhance understanding about the holistic effect of providing a wide range of food options • Gained more empathy in considering the needs of their customers <p>Keep the discussion tight, if you feel a discussion is becoming circular, or is running out of steam – either contribute a point that hasn't been raised or move on.</p>	<p>Trainer led discussion</p> <p>In pairs or small groups consider this question</p> <p>Feedback in pairs then a whole group discussion</p>	<p>Workbook page 4</p>	<p>8-10</p>
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Times	Activity	Methods	Handouts / Resources	Slides
	<p>“What is the potential impact on the student when we don’t consider globally diverse food?”</p> <p>The second part of this think piece is to ask participants to consider the business side of attracting Customers/Students as well as the Duty of Care the College and by extension the University has and what role food plays in this.</p> <p>This should generate a discussion about:</p> <ul style="list-style-type: none"> • People seeking value for money • NOT just their formal education • Parents and Guardian wanting to know their children are being well looked after <p>Discussion around the duty of care:</p> <ul style="list-style-type: none"> • Physical Health • Mental Health • Diet and the ability to learn <p>Keep the discussion tight, if you feel a discussion is becoming circular, or is running out of steam – either contribute a point that hasn’t been raised or move on.</p>	<p>In pairs or small groups consider this question</p> <p>Feedback in pairs then a whole group discussion</p>		

	<p>Discuss the following points:</p> <ul style="list-style-type: none"> • Where do our students come from? • Do you think the menus should reflect the diversity the University has? • What do the students bring to the University? <p>We have found that this has generated much discussion about:</p> <ul style="list-style-type: none"> • The distance people have travelled to study at Oxford • How isolated that might make them feel • The role food plays in easing those who are home sick <p>You may find that:</p> <ul style="list-style-type: none"> • Participants show empathy towards the students especially those who solely represented one country. • Participants talk about the value of embracing different foods and cultures • How this can be used by colleges and the University to promote tolerance, acceptance and greater resilience to discrimination and prejudice <p>Discussion point – how food often brings people together – This session being a clear example of how different representatives from different colleges are training and potentially working in partnership at future events - all through the discussion of food!</p>			
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<p>10.15</p>	<p>Name That Food</p> <p>The aim of the activity is to highlight different foods from around the world. Some of which are surprisingly common and used in our food products. Others are up-and-coming and likely to be seen, in some form, in the products we buy, and others are curiosities, the “super food” of the moment i.e. this year’s Goji Berry!</p> <p>Remember:</p> <ul style="list-style-type: none"> • These slides can be changed to highlight specific areas or communities if needed • Bring up each slide in turn and ask participants if they know what the food is? • Also check if anyone knows how the food can be used or served? • If possible, consider having examples of these foods people can look at or taste <p>Discussion point:</p> <p>How easy is it to get hold of these items and what would/could they be used for?</p> <p>This should be a fun and interactive section of the module – participants often know some of the foods but not all and may not know how and what to use certain items in.</p>	<p>Trainer led exercise with participants calling out name of each food</p>	<p>Page 4-7 of the Workbook</p>	<p>16-41</p>
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	<p>1. JACKFRUIT It originated in India, South East Asia and islands of the Malay peninsula.</p> <p>It likes tropical lowlands and is now cultivated in Brazil, parts of Africa and Australia.</p> <p>It has been used in the cuisine of India and other countries in South East Asia.</p> <p>Now used as a meat substitute having the consistency of Pulled Pork. It can be found in Vegan Burgers and as part of Taco fillings.</p> <p>2. CASSAVA Grown in tropical and sub-tropical areas worldwide.</p> <p>A major staple in West Africa where it is plentiful and inexpensive.</p> <p>It has many culinary uses and can be ground down into a gluten free flour.</p> <p>The flour is better known to the British "of a certain age" as the dread school dinner pudding Tapioca</p> <p>3. RICE Cultivated Worldwide, but 2/3 of all rice produced is grown in Asia.</p>			
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	<p>It's a staple food of over half the world's population and provides 20% of the world's calorific intake.</p> <p>It is used in many savoury and sweet dishes in cuisines around the world.</p> <p>Rice Pudding and a blob of jam was another school dinner staple, back in the day!</p> <p>4. MILLET Millet is a small-seeded grass. While it's cultivated around the world it's an important crop in semi-arid areas of Asia and Africa.</p> <p>97% of Millet production is in developing countries.</p> <p>It's used as breakfast porridge and replaces rice in the cuisine where it's cultivated. Also used in soups and casseroles.</p> <p>In the developed world often used for animal fodder.</p> <p>In Britain we give it to our Budgerigars.</p> <p>5. GREEN PLANTAIN Grown in India, Africa and tropical parts of Americas.</p> <p>Mainly eaten in West and Central Africa, the Caribbean islands, Central America, and the Northern coastal parts of South America.</p>			
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	<p>They are treated similarly to potatoes in as much as they can be fried, boiled or made into soup.</p> <p>Green plantains are firm and starchy. They resemble potatoes in flavour.</p> <p>6. PITAYA Although in the UK it's known as: Dragon fruit</p> <p>Cultivated mainly in South East Asia and the Caribbean, but can be found throughout tropical regions of the world</p> <p>Mainly eaten as a fruit and used to make juice.</p> <p>Also, an alcoholic drink called: Dragon's Blood Punch</p> <p>7. ACKEE Native to Africa and Imported to Jamaica in 1773</p> <p>Now the national fruit of Jamaica with Ackee and Safffish being its national dish.</p> <p>In West Africa Ackee is eaten raw, fried in oil, or mixed in soups</p> <p>It related to lychee fruit and has a delicate, slightly nutty flavour</p>			<p>43</p>
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	<p>8. DURIAN</p> <p>Grows in tropical regions.</p> <p>Popular in Southeast Asia</p> <p>It is high in nutrients but has a reputation because of its disgusting smell, which has been compared to sewage, rotting flesh or at best ripe cheese.</p> <p>It has a texture like custard.</p> <p>It's used in sweet and savoury dishes. It has been described as tasting like cheese, almonds and caramel all at once.</p> <p>9. PHYSALIS</p> <p>Grown in warm temperate and subtropical areas</p> <p>Has a small shiny yellow fruit with a strong citrus flavour</p> <p>Can be eaten raw or poached</p> <p>Used as a decoration on deserts especially with its papery casing.</p> <p>Also known as the Cape Gooseberry</p>			
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	<p>10. SAMPHIRE</p> <p>A homegrown oddity. A succulent that grows in rocky and marshy areas near to saltwater</p> <p>It is often used as an accompaniment to fish</p> <p>Traditional Turkish cooks steam it with olive oil and garlic</p> <p>In Norfolk, it's traditionally served with vinegar and black pepper</p> <p>11. TURMERIC</p> <p>This year's superfood!</p> <p>From India and SE Asia - it's A key ingredient in many savoury Asian dishes. It can be used in some desserts, and to flavour warm, sweet milk</p> <p>It gives off a mustard-like, earthy aroma</p> <p>Used to treat Arthritis in Chinese and Indian traditional systems of medicine</p> <p>Turmeric is used as a dye, so when preparing it use gloves, or be prepared to have yellowy orange fingers for a few days</p> <p>https://www.turmericforhealth.com/general-info/14-ways-to-take-care-of-turmeric-stains</p>			
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	<p>12. PALM OIL For every Super food there's a Super villain!</p> <p>It's native to Africa, but now grown in tropical areas of the world.</p> <p>It has a very bad environmental reputation as Palm Oil Plantations replacing Rain Forests and making Orang-Utans homeless.</p> <p>It is a naturally occurring saturated fat that is solid at room temperature.</p> <p>Globally we are each eating about 7.7kg (17lbs) a year. This because it is a cheap substitute for solid fats, when making baked goods. It is also increasingly used in the production of chocolates and sweets.</p> <p>Palm oil is also used in cosmetics, shampoos, detergents, soap and biodiesel.</p>			
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<p>?</p>	<p>An “If you Have Time” Exercise</p> <p>If you have time to spare you can use the following slides for a quick round of “What Is It?”, where participants can guess what unusual kitchen tools are used for.</p> <p>You can add to this section if you have an unusual, or comparatively new utensil you want to demonstrate. Most kitchens will have a weird tools drawer. Utensils that have a specialised use or may have been briefly popular but have gone out of fashion. Time to drag out the sandwich toaster!</p> <p>What is it used for? Bring up the slides with the kitchen gadgets on it and ask participants if they know what they are, where they come from and what they are used for? You can use different utensils from your own kitchens that staff may not have seen before.</p> <p>Additional slide to highlight any specific utensils for cooking in specific cuisines.</p> <p>Chasen Whisk - (or bamboo matcha whisk) is an integral part of the Japanese tea ceremony. It is used to make the powdered green tea called Matcha in a bowl. These days, many types of Chasen can be found in various colours and thickness. The whisk can be used as any whisk but great for frothing up milk!</p>	<p>A call out session</p>		<p>Slides 42-45</p>
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<p>Tagine - A tagine is a conical earthenware pot and the dish prepared in the tagine pot shares the same name as it's cooking vessel. So, tagine is a dish and also a cooking pot. Historically, the nomads in North Africa used the tagine pot as a "portable oven", allowing them to prepare food at any time while moving around. The food is served in the dish and traditionally everyone eats from the tagine at the same time. It's a very sociable and for some intimate way of eating.</p> <p>Masala Dabba – traditionally used in sub Indian households for the everyday spices used in curries and Indian dishes. Every Sub Indian will have one and will contain the main base spices for a curry like turmeric, chilli powder, cumin/coriander powder, salt, cumin seeds, mustard seeds and garam masala.</p> <p>Use other examples of utensils maybe if you are introducing a new piece of equipment into the kitchens or have a specific group of people to cook for and require different pots etc.</p> <p>For example, most participants might be aware of a tagine, but not certain how it's used or had the opportunity to used one.</p>			
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	<p>Invasions</p> <p>Invaders from foreign lands made a significant impact on British eating habits. With new conquerors came new cooking techniques, traditions and ingredients. Some of these traditions can still be seen today in modern day British cuisine.</p> <ul style="list-style-type: none"> • Until 1066 Britain was invaded regularly <ul style="list-style-type: none"> ○ Romans ○ Saxons ○ Vikings • After that time, we were invaded by fashions at court: <ul style="list-style-type: none"> ○ Forks ○ Gin <p>The Romans introduced rabbits, along with many other things, for food.</p> <p>Although distilling had been known from the 13th century for medicinal purposes – Gin only really started to be drunk in large quantities when William III, introduced Dutch distilling techniques into the country toward the end of the 17th Century.</p> <p>The fork only started to be used in northern Europe in the early part of 17th Century – before this it was seen as unmanly and an affectation. It would almost certainly have been known at court and may have been introduced into this country first by Katherine of Aragon (Henry VIII – first wife) and then more successfully by Henrietta-Marie the wife of Charles I.</p>	<p>Ask participants to call out their answers or thoughts</p>		<p>49-59</p>
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	<p>Empire and Colonialism</p> <p>The British Empire began to take shape during the early 17th century, and by 1922 the British Empire held sway over about 458 million people, one-quarter of the world's population at the time, and covered more than 33,700,000 km², almost a quarter of the Earth's total land area.</p> <ul style="list-style-type: none"> • The British Empire started as a trading Empire <ul style="list-style-type: none"> ○ Spices ○ Tea ○ Sugar • British living in the countries they governed often wanted to remain separate – maintaining an “Us and Them” relationship with the people they ruled over. • They would have food shipped from home <ul style="list-style-type: none"> ○ Marmalade ○ Dundee Cake • It took some time for foreign food to become acceptable <p>Initially the food that was imported were dry goods that could be stored and prepared (ground) in the UK. Because of distance they were very expensive.</p> <p>Although the British had an empire, food either didn't travel because there was no way to preserve it. Or there was no one to cook foreign food to an acceptable standard in the UK. Often foreign food items would be difficult to obtain and too expensive for ordinary people to afford and use regularly.</p>			60-61
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	<p>To preserve a distance between themselves and the people they ruled over the British wishing to remain aloof, would import food items from home. The Keiller's (see the photo of a Keiller's tin) produced marmalade and jams in stoneware jars that could travel over long distances – they would later go on to produce tinned Dundee Cakes, which would be shipped throughout the empire.</p>			
	<p>War</p> <p>The impact of two world wars on the UK's diet, war effort used up all available goods and services, leaving little for private consumption.</p> <p>World War 1</p> <p>Getting food to the front lines – bully beef and carrots – corned beef became an English staple.</p> <p>Post war there were fewer servants, many women would not go into or return to domestic service. Many wealthier women had to learn to boil their own eggs!</p> <p>World War 2</p> <p>The horrors of Rationing right up until 4th July 1954. Balanced diets and calories introduced to the British Although the Black Market in illicit items flourished whatever little taste and creativity had been present in English cooking was sacrificed.</p> <p>The British got a reputation for poor food and another one for queuing.</p>			

	<p>Immigration</p> <p>This has had an undeniably significant impact on the evolution of British food culture.</p> <p>Migrants from Italy, China, the Caribbean and the Indian subcontinents have contributed to the British dining experience. This coupled with a taste for dining out in a resurgent post-war Britain with a population with disposable income has developed and, in some cases refined the British pallet.</p> <p>Immigrants built on the British culinary tradition of fusing foreign flavours to spice up the often what is seen by many people used to a wider variety of flavours as dull and unvaried, traditional cuisine.</p> <p>Immigrants setting up restaurants brought with them new ways of dining. As the food was often cheaper than the standard restaurant at the time and their ability to stay open later catering to a post-pub appetite, helped to both democratize and popularize different cuisines.</p> <p>What classic British dishes have been created or inspired by immigrants?</p> <p>Participants may say:</p> <ul style="list-style-type: none"> • Chicken Tikka Masala (originally Butter Chicken in India) • Chow Mein • Pizza 	<p>Ask participants to call out their answers or thoughts</p>		<p>Slides 64 - 65</p>
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	<ul style="list-style-type: none"> • Fish and Chips (The first Chip Shop opened by Jewish Immigrants in 1863) • Kebabs and Chili sauce <p>Not all migration has provided food – no Irish restaurants</p>			
	<p>Holidays</p> <p>In the sixties and seventies with the advent of cheaper travel and a boom in wages people were able to take more overseas holidays.</p> <p>While a certain type of British holiday maker is never going to be able to cope with cheese and a cold collation of meat for breakfast, others have enjoyed the novelty of trying local food and drink.</p> <p>Once enjoyed people want to be able to experience similar foods at home. This has meant the growth of delicatessens, the import of a wider range of wines for all tastes and wallets.</p> <p>As travel got even cheaper people travelled even further outside of Europe to Africa, India and Thailand. This has meant that immigrants from some of these countries have found a ready market in the UK.</p> <p>Rather than waiting for food experiences to come to us the British have gone exploring and found even more tastes to enjoy</p>			<p>Slides 66-67</p>

	<p>TV Chefs and Restaurant Critics –</p> <p>Before you get into this section properly ask people to call out:</p> <ul style="list-style-type: none"> • Names of celebrity chefs they can remember? • Ask how many have ever recreated a recipe from TV? <p>Celebrity TV chefs have had a significant impact on the Nation's tastes for over 60 years. From recipes and utensils, to government policy and legislation, these chefs have made their mark.</p> <p>Delia Smith's popularity (She is so popular she is known by her first name alone) translated commercially. Delia has only to mention something on her show for it to fly off the shelves – examples in the past have included:</p> <ul style="list-style-type: none"> • Maldon Sea Salt • Fresh Cranberries • Omelette pans <p>Delia taught people to cook – literally how to boil water. She is so very different from the mildly terrifying Fanny Craddock_a food snob par excellence who turned her nose up at anything that wasn't rooted in French Cuisine.</p> <p>Delia was no food snob. Her debut bestseller <i>How to Cheat at Cooking</i> (1971 and revised and republished in 2008) featured time-saving recipes and quick cookery tips – a forward-thinking idea for our own fast-paced times.</p>	<p>Ask participants to call out their answers or thoughts</p>		<p>Slides 68 - 69</p>
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	<p>“Doing a Delia” became short hand for doing a meal from one her many cookbooks. Not flashy, but safe and reliable.</p> <p>There have been many TV chefs from the foul mouthed ex-footballer Gordon Ramsay, the shockingly sophisticated and effortless sexy Nigella Lawson at one end of the cookery school to Jamie Oliver and Hugh Fearnley-Whittingstall at the campaigning end of the playground trying to get people to think about how we produce food and what food we put into our children.</p> <p>There have of course been newer entrants into this ever crowded area of telly – one of the more recent arrivals has been Nadiya Hussain, building on her Great British Bake-Off win with a number of TV cookery programmes combining the food she was brought up on, with food that suits the British palette</p> <p>Discussion about celebrity chefs led to likes and dislikes about personalities, aesthetics and cooking styles – all of which influenced people own food and cooking skills.</p> <p>This could be a thief of time so don't let it go on too long.</p> <p>What does this changing culinary landscape mean for your food?</p> <p>Ask participants to call out answers – ask others what they think – try and get all participants to be involved.</p>			
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<p>11.00</p>	<p>Break – Tasting food</p> <p>11:00 is a suggested time it can be earlier, but not much later and should be no more than 15 minutes.</p> <p>Prepare the exercise that comes next during the break. Start on time.</p> <p>In this break is a planned a food tasting session – just before the break show the participants your food tasting items and ask them if they:</p> <ul style="list-style-type: none"> • Know what the items are called • Where the food originates from • Are there any dishes they can share with the group where they have used these items? <p>Great section with participants talking amongst themselves about what they like and don't like, where our food tastes come from and at what age we were introduced to certain foods.</p> <p>For example: a colleague of mine shared she had not eaten oysters until as her late twenties whereas her daughter had been eating them since she was five!</p> <p>To recreate this exercise for yourself think about:</p> <ul style="list-style-type: none"> • What food is in season that people might not be aware of or have never tried. • Is there an up-market/high-end food place near you where you might find items you won't try elsewhere. 	<p>Trainer to bring in a selection of foods for participants to try. Prepare foods beforehand.</p>	<p>Page 8 in the workbook</p>	<p>70</p>
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	<ul style="list-style-type: none"> • Are there any shops catering to the needs of particular ethnic groups – this might be the time to visit them yourself • Do you know how to forage, if so, what food items might you be able to bring into the session 			
<p>11.15</p>	<p>Timeline Exercise This exercise is to see how aware people are of the food and drink they consume regularly. When was it introduced to this country, and when did it become popular?</p> <p>Lay the ribbon, if available, across the room and evenly space the century markers along the line.</p> <p>Ensure every participant has a piece of paper with a food name on it.</p> <p>The aim of the exercise is to get the participants to consider when the food item was first introduced to the UK. Participants should lay down their food along the timeline where they think it first came to the UK. Ask participants to stand back and look at each other's placements – offer people the chance to change or move things about if they need to.</p> <p>After all food items have been placed - inform the group of when the food entered the country and by whom.</p> <p>Food Timeline</p> <p>1400 – Pasta Pasta has existed in British cookery since the Middle Ages; specific dishes we would recognise as lasagne and</p>	<p>Trainer to call out instructions to the group</p> <p>Trainer to generate enthusiasm and discussion amongst the group as to where certain foods should be placed</p>	<p>Ribbon or some other linear item. Pre-prepared century markers Food names on handouts for participants to lay along the timeline</p> <p>Page 12 in workbook</p>	<p>Slides 71 - 96</p>

	<p>macaroni and cheese, dating from about 1400. These dishes were mainly served in more affluent households because they took so long to prepare. It wasn't until the 1970's did pasta get more mainstream and accessible for the average family.</p> <p>1493 – Pineapples Pineapples were first brought to Europe from Guadeloupe in the Caribbean by Christopher Columbus in 1493. The word comes from the fruit's resemblance to a pine cone and is first recorded in English in the 1660s, but the first to be grown in this country was in 1723</p> <p>1580 – Coffee First arrivals of coffee are in the mid-late 16th century. Coffee has a very interesting history in the introduction of it to Europe. Some historian state it was introduced into Malta first via Turkish Muslim slaves. Oxford has a great history of coffee drinking. In 1637 a Turk <i>introduced</i> the drink to Oxford. It quickly became popular among students and teachers who established the "Oxford Coffee Club". The <i>first</i> coffeehouse in Oxford opened in 1650 and was called the "Angel" and Oxford's <u>Queen's Lane Coffee House</u>, established in 1654, is still in existence today.</p> <p>Traditionally, they were places usually men met to have deeply religious, or political discussions and debates whilst drinking the beverage.</p> <p>1633 – Bananas</p>			
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	<p>Bananas were first introduced to Europe by the Portuguese in the 16th century. The first sale of bananas is recorded as 1633.</p> <p>The shipping company Fyffe who still ship banana's here today record bringing their first shipment in 1888.</p> <p>It was again an expensive fruit, only enjoyed by the elite.</p> <p>Today over 5 million bananas are eaten in the UK annually.</p> <p>1699 – Broccoli The Romans brought broccoli to Britain, it was a popular vegetable for them as it is easy and fast growing.</p> <p>When first re-introduced in England in the mid-18th century, broccoli was referred to as "Italian asparagus." It was available in supermarkets from the 1970's and was only available in season.</p> <p>1747 – Curry The introduction of curry came via the East India Company and interestingly it was first served in coffee houses.</p> <p>The British invented the term 'curry' to represent the diversity of dishes coming from the vast and varying communities in India</p> <p>The first Indian Restaurant was opened in 1809 in London and Queen Victoria, a voracious eater in her later years, was very fond of them.</p>			
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	<p>However, curry houses did not become popular until the 1940's during the war but didn't achieve a lasting place in the British hearts until in the 1970s.</p> <p>1840 – Afternoon Tea Tea was fashionable by the mid-17th century in England where, because it's great expense, became a much sought after delicacy in the more aristocratic homes.</p> <p>The concept of 'afternoon tea' came much later. The Duchess of Bedford first stated having what is now known as afternoon tea in 1840, initially this would be a solitary affair but as time moved on, she started invited people to join her and the food available grew as the sociability of the event grew.</p> <p>Tea has traditionally been seen as the preserve of women and afternoon tea doubly so.</p> <p>1850 – Bagels Bagels arrived in England, in London's east end with Jewish immigrants from Poland.</p> <p>The first bagel shop was established in Spitafields in 1855.</p> <p>The word bagel comes from the Yiddish word <i>beygal</i> from the German dialect word <i>beugel</i>, meaning "ring" or "bracelet".</p> <p>Brick Lane infamously still has two Bagel bakeries original owned by the same family.</p>			
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<p>1863 – Fish and Chips It is commonly credited that potatoes were introduced to England by Sir Walter Raleigh in the late 16th century.</p> <p>Although often thought of by many people as traditionally a 'British' vegetable – it is not. They have their origins in the Andes in South America.</p> <p>The first fish and chip shop in the North of England is thought to have opened in Mossley, near Oldham, Lancashire, around 1863 by a Mr Lees.</p> <p>However, in London a Mr Joseph Malin sold chips and fish fried in the "Jewish Fashion" from 1860 and was mentioned by Charles Dickens mentioned fried fish in Oliver Twist.</p> <p>Henry Mayhew in his survey of the "<i>London Labour and the London Poor</i>" in 1865 mentions as many as 300 fried fish sellers operating from carts or tiny shops.</p> <p>So why not earlier? The railways allowed white fish to be trawled landed and gotten to the big cities. It hadn't been possible to do this earlier.</p> <p>1900 – Chillies Although Christopher Columbus discovered chillies in the 15th century during his voyages to the New World they only became popular in the UK with the popularity of curry.</p> <p>Nowadays there is a vast range of chillies available on the market and many are specially grown on UK soil in controlled conditions.</p>			
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	<p>The rise of the chilli revolution continues with chilli festivals, competitions and of course the usage in our foods.</p> <p>1938 – Chow Mein The first known accounts of Chinese food appear around the docks in London and Liverpool where Chinese sailors would gather to eat food that had the tastes of home.</p> <p>The first formal Chinese restaurant was opened in 1908 in London – simply named The Chinese Restaurant.</p> <p>In 1938, chop suey, chow mein and fried rice were popular among students at a restaurant in Cambridge because they were cheap and so its marketability grew.</p> <p>1954 – burgers Wimpy opened its first branch selling burgers in 1954 on London's Coventry Street. It was cool, it was different, it was hip!</p> <p>People in the UK only started eating burgers at home with the rise convenience foods and the accessibility to freezers, before that it was considered a treat to go to the Wimpy!</p>			
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<p>11.45</p>	<p>Menu Adaptations</p> <p>Taken what you have learnt so far and with a hard-headed money is no object approach we would like you to create menus and formal for each of the following scenarios.</p> <p>Each Formal and menu is to have three courses and drinks where appropriate</p> <p>Don't forget to think about what's on offer and make sure everyone has a nutritionally balanced meal.</p> <p>One: Create an entirely Vegan menu</p> <p>Two: Create a SE Asian menu for a Muslim audience where at least 6 people have a peanut allergy</p> <p>Three: Create a menu for a conference of Jains. They have asked for all the menu items to be from the Indian sub-continent</p> <p>Four: Create a menu using only food and drink from sub-Saharan Africa</p> <p>Five: Now repeat number four, but for Vegans, with Coeliac Disease.</p> <p>Six: Create a diet for the Oxford Rowing Team that does not involve meat, but is protein rich and has approximately 4000 calories a day</p>	<p>Trainer – read out instructions and ensure all participants understand the task.</p> <p>Acknowledge it is a more difficult task then before but encourage participants to give it a go without the help of Google!</p> <p>You may bend this rule for certain menu options e.g. Option 4</p>	<p>Pages 10-13 handbook</p>	<p>Slides 97 - 98</p>
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	<p>Seven: Create a dim sum selection for people who cannot eat Fish, Molluscs or Crustaceans</p> <p>Eight: It is World Religion Week create a meal that everyone from the 8 religions previously discussed can enjoy</p> <p>With possible answers:</p> <p>1) Create an entirely Vegan menu</p> <p>Vegan wine and a selection of vegan cocktails and soft drinks</p> <p>Butternut Squash and Ravioli Tomato bruschetta/Mushroom bruschetta</p> <p>Red Onion Tart Tatin Hasselback Potatoes Parcels of vegetable strips</p> <p>Chocolate Mousse (made with avocado) Lemon Posset</p> <p>2) Create a SE Asian menu for a Muslim audience where at least 6 people have a peanut allergy</p> <p>Riesling, Soft drinks and water</p> <p>Vegetable spring rolls Tom Yum Soup</p>			
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	<p>Chicken Thai Green Curry (Halal) Vegetable Thai Green Curry Turmeric Rice</p> <p>Banana Fritters with Vanilla ice cream Coconut Panna Cotta</p> <p>3) Create a menu for a conference of Jains. They have asked for all the menu items to be from the Indian sub-continent</p> <p>Lassi (made with yoghurt)</p> <p>Vegetable Samosas Pea Tikka Served with a spicy tomato dip</p> <p>Roasted Cauliflower Curry Cumin Rice Raita and Chapatis</p> <p>Mango Kulfi Gulab Jaman</p> <p>4) Create a menu using only food and drink from sub-Saharan Africa</p> <p>Fresh Limeade</p> <p>Okra Fries Barbequed prawns Served with Pepper and Tomato dip</p>			
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	<p>Goat and Cassava Stew and Jollof Rice</p> <p>Mandazi (Mini beignets made with flour, grated coconut, cardamom, nutmeg and deep fried) served with vanilla ice cream</p> <p>5) Now repeat number four, but for Vegans, with Coeliac Disease.</p> <p>Fresh Limeade</p> <p>Fried Plantain Okra Fries Served with Pepper and Tomato dip</p> <p>Black bean and Plantain Stew with Rice Injera (Made from Millet)</p> <p>Puff Puffs (Made with Coconut flour) served with Almond cream</p> <p>6) Create a diet for the Oxford Rowing Team that does not involve meat, but is protein rich and has approximately 4000 calories a day</p> <p>Protein shakes</p> <p>Mini Chickpea Sliders Falafel with Green Salad</p>			
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	<p>Salmon En croute Crushed New potatoes Crispy Kale with sesame seeds</p> <p>Silken Tofu Chocolate Mousse Bakewell Tart with Cream</p> <p>7) Create a dim sum selection for people who cannot eat Fish, Molluscs or Crustaceans</p> <p>Bubble tea</p> <p>Vegan Sesame tofu Dumplings Roasted Mushroom Dumplings Chive and Turnip Dim Sum Mini Boa buns with Pulled Jackfruit</p> <p>Mini Mango Puddings Rice Puddings</p> <p>8) It is World Religion Week create a meal that everyone from the 8 religions previously discussed can enjoy</p> <p>Wine, Vegan Wine, Sparkling Elderflower and Water</p> <p>Cauliflower Pakora Chilli Peanut Vietnamese Rolls</p> <p>Split Chick-Pea Dhal Stuffed Spicy Roasted Courgettes Pilau Rice</p>			
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	Mango Labneh with roasted pistachio brittle Basil Crème Brulee with Raspberry Syrup			
12.15	Feedback Ask each group to feedback on one of the case studies – ensure every group has the opportunity to give feedback. Ask others if they have suggestions if people are struggling but also check if anyone had something different, they would like to share.	Ask each pair in turn bit also check with the wider group for any alternative suggestions		
12.30	Action Planning and Close Refer participants to the back of their handbook and ask them to fill in the action planning section – this should only take a couple of minutes. If you have time, ask participants to share one of their plans with the rest of the group. Thank everyone for coming – acknowledge their contribution and level of learning undertaken. Before you finish please ask participants to fill in an evaluation form. End	Remind participants that the work needs to continue and grow. Encourage participants to work together to deliver the training	Workbook Page 14 and Evaluation Forms	99-100 101-102

**This information is available in a variety of formats.
Please contact the Challenge office on 020 7272 3400
or training@challcon.com
if you would like this information supplied in a different format**