



Conference of Colleges Diversity Fund
Project on special dietary requirements

Worldwide Eating

Trainers Workbook



CONSULTANCY

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Module: Worldwide Eating

Aim

The overall aim of the course is to enable participants to identify the changing eating habits for the people and explore food from across the world.

Objectives

By the end of the course participants will be able to:

- Recognise the importance of diversity when catering for a wide audience
- Consider new recipes, cooking styles and ingredients and how to adapt them for the modern kitchen
- Demonstrate skills that we enable them to plan diverse and diet specific formal menus
- Appreciate the significant benefits of having diverse menus and dishes and staff

Programme

-00:15	Arrivals
00:00	<p>Introductions <i>and ice breaker</i></p> <p>Context setting - Why is it important we consider world food in our menu planning? What is the potential impact on the student when we don't consider globally diverse food? Who is the Oxford Student?</p> <p>Name that food?</p> <p>The eating habits of people in the UK What historical factors have influenced eating habits in the UK? What current factors have influenced eating habits in the UK?</p> <p>Break</p> <p>Food Timeline Menu Adaptations Action Planning Final questions</p>
03:00	End of session

Thinking Space

In pairs or small groups consider the question below

Learning Outcomes

By the end of this section participants will have:

- A better understanding of why the university needs to widen and diversify the food it offers the students, staff and other customers.
- A greater of the possible menus it might offer

What you can expect to hear from participants?

- Participants could be sharing their own experiences of food both on a professional and personal level
- Participants will call out areas of neglect and also areas where they have tried to offer a wider menu choice
- Participants will discuss what influences have impacted their cooking
- Identify the positive aspects of influence

What you can contribute if the group doesn't:

- The financial impact on the university in a global marketplace
- Other issues like the need to be able to eat home cooking whilst at University

Why is it important we consider world food in our menu planning?

What is the potential impact on the student when we don't consider globally divers food?

Name that food

Working in pairs decide what the food is called, what part of the world it comes from and what it's used for

Trainers – use this opportunity to introduce your group to food items you want to see being used in the kitchens and any new ideas you may want to share with your group.

Learning Outcomes

By the end of this exercise participants will:

- have a greater knowledge of the selected food items listed in the segment
- share ideas for what the food item can be used for
- be tested on their knowledge of world food items

What you can expect to hear from participants?

- Questions on each item
- Sharing of dishes, they may have used such foods in
- Surprise to learn what the food item is

What you can contribute if the group doesn't:

Further information about the food items you have on your 'name that food' list.

1	2
	
<p style="text-align: center;">JACKFRUIT</p> <p>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 style="text-align: center;">CASSAVA</p> <p>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>

3	4
	
<p style="text-align: center;">RICE</p> <p>Cultivated Worldwide, but 2/3 of all rice produced is grown in Asia.</p> <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 style="text-align: center;">MILLET</p> <p>Millet is a small-seeded grass.</p> <p>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>

5	6
	
<p style="text-align: center;">Green Plantain</p> <p>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> <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 style="text-align: center;">Pitaya</p> <p>Although in the UK it's known as:</p> <p style="text-align: center;">DRAGONFRUIT</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:</p> <p style="text-align: center;">Dragon's Blood Punch</p>

7	8
	
<p style="text-align: center;">ACKEE</p> <p>Native to Africa and Imported to Jamaica in 1773</p> <p>Now the national fruit of Jamaica with Ackee and Saltfish 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 style="text-align: center;">DURIAN</p> <p>Grows in tropical regions. 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>

9	10
	
<p style="text-align: center;">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</p> <p>Also known as the Cape Gooseberry</p>	<p style="text-align: center;">SAMPHIRE</p> <p>It's 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>

11	12
	
<p style="text-align: center;">TURMERIC</p> <p>This year's superfood!</p> <p>From India and SE Asia</p> <p>A key ingredient in many savoury Asian dishes but:</p> <ul style="list-style-type: none"> • Used in some desserts, and • To flavour warm, sweet milk <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 style="text-align: center;">PALM OIL</p> <p>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</p> <p>It is a naturally occurring saturated fat 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</p>

What is it?



This is a possible exercise. If you have time or need to replace a longer exercise with a shorter one.

Additional slides to highlight any specific utensils for cooking.

Masala Dabba – traditionally used in sub Indian households for the everyday spices used in curries and Indian dishes

Chasen Whisk - (or bamboo matcha whisk) is an integral part of Chanoyu, 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.

Tagine - A **tagine** is a conical earthenware **pot** and the **dish** prepared in the **tagine pot** shares the same name as its 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.

Eating habits of people in the UK



Why am I eating this?

- Call out what you think has influenced British cuisine over the centuries
- What are the current influences?



Why the British eat the food they do?

- Invasions
- Empire
- War
- Immigration
- Holidays
- Chefs



Learning Outcomes

By the end of this section participants will have:

- A better understanding of what foods influenced our eating habits and where they came from
- A great knowledge of food journeys into the UK

What you can expect to hear from participants?

- Participants could be sharing their own experiences of food both on a professional and personal level
- Participants will call out major events or any major factors they feel have impact on eating habits in the UK
- Participants will discuss what influences have impacted their cooking
- Identify the positive aspects of influence.

What you can contribute if the group doesn't:

- The obvious ones listed on the PowerPoint and any other issues like the need to be able to eat home cooking whilst at University

There is also a call-out portion to this section

Learning outcomes:

- A clearer understanding on what factors influence what we eat in the UK
- The origins of some of our foods
- A greater knowledge about who brought certain foods into the UK

What you can expect to hear from participants?

- Guesses at the answers
- Surprise - maybe at the results and their knowledge
- Clarification of details

What you can contribute if the group doesn't:

- Clarification – and extend any points from information on PowerPoint Presentation
- Share any factors that have influenced your food eating habits
- That many different factors influence our food and new foods/dishes are being introduced all the time

Who brought it to Britain?

• Who brought this to the British Isles?

- Romans
- Vikings
- Normans
- Portuguese
- Dutch



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 - **Dutch**



This is a time to allow people to taste some of the food items you have brought with you.
Back in 15 minutes or so!



A WORKING BREAK

Timeline



Timeline Exercise

- Place your food on the timeline at the point you think it was first introduced to the UK
- Check to see where other people have placed their food items
- Move yours and replace it on a different time if you want

Learning outcomes:

- A clearer understanding of the history of a number of common food items and meals eaten in the UK
- The origins of some of our foods
- A greater knowledge about who bought certain foods into the UK

What you can expect to hear from participants?

- Guesses at the answers
- Surprise - maybe at the results and their knowledge
- Clarification of details

What you can contribute if the group doesn't:

- Clarification – and extend any points from information on PowerPoint Presentation
- Share any factors that you are aware of the food items – explain who certain
- That many different factors influence our food and new foods/dishes are being introduced all the time

The Formal Menu Adaptions

Learning Outcomes

- To put into practice learning from all four modules
- Test their knowledge
- Identify ways in which to adapt/swap ingredients to make them suitable

What you can expect to hear from participants:

- Creative ideas on alternative menus
- Clearer understanding of the dietary needs
- The distinction between vegetarians and strict vegans
- Build in consideration of provenance, alternative proteins, carbs etc

What you may need to contribute if the group doesn't:

- What is suitable for vegans is definitely suitable for vegetarians!
- Vegans want more – so how can you make it work?
- Being creative
- Use cooking websites etc

Another year on and all of our students have moved on to pastures new. Academic life carries on at Oxford and we have another mad social whirl of college formal: this time with a twist

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 formals for each of the following scenarios.

Each Formal and menu is to have **three** courses and **drinks** where appropriate

Don't forget to think about what's on offer and make sure everyone has a nutritionally balanced meal.

The menu items below are suggestions to use if people get REALLY stuck!

1: Create an entirely Vegan menu

Vegan wine and a selection of vegan cocktails and soft drinks

Butternut Squash and Ravioli
Tomato bruschetta/Mushroom bruschetta

Red Onion Tart Tatin
Hasselback Potatoes
Parcels of vegetable strips

Chocolate Mousse (made with avocado)
Lemon Posset

2: Create a SE Asian menu for a Muslim audience where at least 6 people have a peanut allergy

Riesling, Soft drinks and water

Vegetable spring rolls
Tom Yum Soup

Chicken Thai Green Curry (Halal)
Vegetable Thai Green Curry
Turmeric Rice

Banana Fritters with Vanilla ice cream
Coconut Panna Cotta

3: Create a menu for a conference of Jains. They have asked for all the menu items to be from the Indian sub-continent

Lassi (made with yoghurt)

Vegetable Samosas
Pea Tikka
Served with a spicy tomato dip

Roasted Cauliflower Curry
Cumin Rice
Raita and Chapatis

Mango Kulfi
Gulab Jaman

4: Create a menu using only food and drink from sub-Saharan Africa

Fresh Limeade

Okra Fries
Barbequed prawns
Served with Pepper and Tomato dip

Goat and Cassava Stew and Jollof Rice

Mandazi (Mini beignets made with flour, grated coconut, cardamom, nutmeg and deep fried) served with vanilla ice cream

5: Now repeat number four, but for Vegans, with Coeliac Disease.

Fresh Limeade

Fried Plantain
Okra Fries
Served with Pepper and Tomato dip

Black bean and Plantain Stew with Rice
Injera (Made from Millet)

Puff Puffs (Made with Coconut flour)
served with Almond cream

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

Protein shakes

Mini Chickpea Sliders
Falafel with Green Salad

Salmon En croute
Crushed New potatoes
Crispy Kale with sesame seeds

Silken Tofu Chocolate Mousse
Bakewell Tart with Cream

7: Create a dim sum selection for people who cannot eat Fish, Molluscs or Crustaceans

Bubble tea

Vegan Sesame tofu Dumplings
Roasted Mushroom Dumplings
Chive and Turnip Dim Sum
Mini Boa buns with Pulled Jackfruit

Mini Mango Puddings
Rice Puddings

8: It is World Religion Week create a meal that everyone from the 8 religions previously discussed can enjoy

Wine, Vegan Wine, Sparkling Elderflower and Water

Cauliflower Pakora
Chilli Peanut Vietnamese Rolls

Split Chick-Pea Dhal
Stuffed Spicy Roasted Courgettes
Pilau Rice

Mango Labneh with roasted pistachio brittle
Basil Crème Brulee with Raspberry Syrup

Action Planning

In pairs or small groups consider what has been discussed in these four modules and discuss what has been learnt and how you can carry this back to your kitchen.

What changes are you going to make as a result of attending this course?

What support will you need in order to do this and from whom?

What will be your first step?

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