



## Forest Discovery Day - A Woodland Banquet

Year Group: any

<p><b>Objectives:</b></p>	<ul style="list-style-type: none"> <li>• To learn how to cook safely outside using an open fire and cooking stove.</li> <li>• To familiarise ourselves with a variety of cooking techniques.</li> <li>• To recognise that we can use some plants that we find in the forest to cook.</li> </ul>
<p><b>Links to National Curriculum Programme(s) of Study:</b></p>	<p><u><i>Design Technology KS1:</i></u> *To use the basic principles of a healthy and varied diet to prepare dishes. *To understand where food comes from.</p> <p><u><i>Design Technology KS2:</i></u> *To understand and apply the principles of a healthy and varied diet. *To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. *To understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p><u><i>Design Technology KS3:</i></u> *understand and apply the principles of nutrition and health *cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet *become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] *understand the source, seasonality and characteristics of a broad range of ingredients</p>
<p><b>Key Questions/ points:</b></p>	<ol style="list-style-type: none"> <li>1. To carry out riskier activities in the forest, following the safety procedures talked of (use of fire, knives and saws).</li> <li>2. To prepare food to eat using a variety of cooking techniques: peeling, slicing, dicing, simmering, seasoning, bain-marie.</li> <li>3. To understand the elements that make up a healthy, balanced diet.</li> <li>4. To recognise that some foods in the forest are edible and that we can forage these to eat.</li> <li>5. To understand how food grows and that, if we were to not import food, our choices would be more limited due to seasonality.</li> </ol>

**Programme of Activities:**

**These will be the types of activities on offer. However, they may be subject to change depending on timings and the age/ experience of the children.**

**Healthy Eating**

\*What is the key to a healthy diet? Talk about balance and variety of all the different nutrients that we need.

\*What food groups are there? How do they help us? Talk about protein, dairy, carbohydrates, fat, vitamins and minerals, fruit and vegetables.

\*For older pupils, talk about whole foods rather than processed, as well as discussion around macro and micronutrients and energy requirements.

\*What happens if you have too much or too little of something?

Look at plates to help: [f55307a3c8d0b50a09a4fa96f4426d12.jpg \(650x490\) \(pinimg.com\)](https://www.pinning.com/f55307a3c8d0b50a09a4fa96f4426d12.jpg),  
[EatwellGudie2016jpeg.jpg \(3508x2480\) \(wp.com\)](https://www.wp.com/EatwellGudie2016jpeg.jpg)

**Savoury food preparation**

We are going to cook two savoury items that will cover the main food groups and also the following skills: peeling, dicing, slicing, seasoning, thickening, simmering and how to know when food is ready.

*The number of these skills covered will depend on the child's age. For example, in KS1 vegetables will be pre-prepared, while older pupils will prepare themselves. For KS3, the focus will be on selecting seasoning for taste.*

Vegetable and bean soup: A soup will be prepared with carrot, potato, onion and beans. The children will have a choice of seasoning to add and we will discuss how the gravy will make the soup thicker. They will cook this over a Trangia (camp cooking stove), learning to stir, how to simmer and how to know when it is ready. For older pupils, we will show them how to vary the intensity of the heat and when it is appropriate to use this. We will also talk about how outdoor cooking techniques and timings have to be adapted for the weather.

We will discuss the merits of fresh vegetables and how the beans add protein for growth.

Pizza cone: Using a wrap, the children will create a campfire pizza using sauce, cheese and different toppings (vegetables and protein). They will wrap this in foil and cook over an open fire.



While children are cooking these, staff will have some foraged food ready for them to try: nettle crisps, dandelion cordial and other things that may be seasonal. For example, garlic to smell.

*The children will then split into three groups to carry out the following activities:*

**Whittling some utensils (depending on age and experience it could be a butter knife, spreader or marshmallow roasting stick)**

\*Children will be taught how to whittle safely and the different techniques for using the knife.



### Make a natural table decoration

\*Children will saw a wood cookie that will form the base of their table decoration. They can then sand it smooth to bring out the grain or drill a hole in to create decorative tree.



### Rocky Road!

Children to create rocky road as pudding on the trangias. They will use the bain-marie technique for melting the chocolate and we will discuss why this needs to be done.

This will be left to set for after lunch. Talk about no-bake deserts.

*If the children are waiting for another group to finish, there will be activities to keep them busy:*

**Edible or deadible:** children to sort out the plants into which are poisonous and which can be eaten. They will do this as a group.

**Which part of the plant do we eat?** Can we identify which parts of the plant we eat?

Give the children pictures of different plants that we eat. They need to place them by the right tree: root, stalk or stem, leaf, flower, bud, seed or fruit. Do as group.

**Creating an edible sugared flower:** Using primroses or pansies, the children will create an edible flower decoration.

[Making Sugared Primroses - The Grizzly Forager: The Definitive Guide to Foraging with Kids](#)



**A woodland foraging walk.**



*What we see on this walk will depend upon the time the visit takes place. These are some examples of what we will look for. The person leading the session will have walked the site just before the visit to know what is available to look at.*

Gorse bush:

[Gorse - The Grizzly Forager: The Definitive Guide to Foraging with Kids](#)

Carefully avoiding the prickles, we will pick some gorse and smell the flowers. These flowers are edible and can be used to garnish food or to make a tea. They smell like coconut and are a member of the pea family- point out flower shape.

Plantain: This plant is very prevalent- seed head can produce up to 20,000 seeds! They were used medicinally for healing cuts, grazes and soothing stings and bites. They are anti-inflammatory and anti-bacterial. Squish up the leaves? What do they smell like? Should get a faint odour of mushrooms. Can be used like truffle oil which is very expensive. How do your hands feel after rubbing them? The juice should make them feel nice and soft.

Other things that we may see:

- \*dandelion
- \*garlic mustard, wild garlic
- \*nettles
- \*hawthorn, blackthorn
- \*mallow
- \*blackberries
- \*dog rose
- \*crab apples
- \*hazel, lime, chestnut
- \*elder
- \*mallow

Talk about uses and identifying them.

Point out any poisonous too:

- \*foxglove
- \*dog's mercury
- \*Lords and ladies
- \*hemlock
- \*nightshade
- \*bluebells
- \*bryony

With older pupils, link this to seasonality and foraging rules to benefit both us and nature.

**Plenary and eat pudding!**

- \*Discuss cooking techniques.
- \*Review foraging- edible and deadible