



SOURCE ETHICAL INGREDIENTS AND COMMUNICATE TO CUSTOMERS

TEACHER NOTES

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, highlight a locally-sourced key ingredient, or take into account packaging or food waste issues.

TIME REQUIRED

A double lesson (90 minutes minimum), or longer if you choose to deliver as a mini-project over several lessons. The timings do not include any optional practical cookery.

LEARNING OUTCOMES

- ✓ To understand what food provenance means
- ✓ To identify food sourcing and provenance schemes
- ✓ Understand how food provenance helps to maintain customer trust and loyalty
- ✓ To understand what 'quality' means for a business and its customers

THE GATSBY BENCHMARKS GOOD CAREER GUIDANCE

By delivering this lesson with your students you will be addressing the Gatsby Benchmarks through career and labour market information (benchmark 2) and linking curriculum learning to careers (benchmark 4).



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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

PREPARATION

- ✓ Review the videos, case studies and student activity sheets

We recommend allowing two double lessons to explore all of the activities in full. Each activity can be adapted to stand alone if you wish to deliver the challenge in a single double lesson to suit your students' needs and time available. You can also deliver this challenge as a mini-project.

Additional time could be planned to test students' menu items through a practical cookery task.

RESOURCES NEEDED

From McDonald's website

From the Sourcing & Provenance Challenge resources:

- ✓ Intro video
- ✓ Case study video
- ✓ Student activity pack (includes sheets 1–3 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

KEY WORDS

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



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STARTER

🕒 20 MINUTES

CONSIDER WHERE OUR FOOD COMES FROM

- 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 with the class after the discussion
- Ask how consumers can be assured of where their food has come from. How can we know with confidence? Gather ideas

EXPLORE ASSURANCE AND LABELLING SCHEMES

- Introduce the concept of food sourcing and provenance and clarify what these two terms mean (see the opening paragraph on **Student Activity Sheet 1**)
- 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** to explore some issues and the schemes that help to address them





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▶ WATCH THE INTRO AND VOX POPS VIDEOS TO EXPLORE MCDONALD'S EXAMPLES

- 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 customers who may feel strongly about some of these issues. In groups, students 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 the **Case studies**. Invite students to share the food-related issues that matter to them, asking:
 - Do you care about the quality of your food, or can you think of people who do? Why does quality matter?
 - Do you know how you can make more informed choices and support the issues you feel are important?
- Now watch the **Vox Pops video**, which shares how food provenance matters to customers





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MAIN ACTIVITIES

🕒 50 MINUTES

🔍 IDENTIFY PRIORITIES FOR A SMALL FOOD BUSINESS

- Explain to students that they 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. Ask students:
 - 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 want to attract to their business and link their choices to what these customers might feel is important, as well as to their own personal preferences:
 - What might 'quality' mean for one of your customers?
 - How can you use assurance schemes as one way to ensure quality?
 - Where might you 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 you want to be known for, and which would appeal to your customers?
 - What will 'quality' mean for these ingredients?
 - How might you specify what a quality ingredient will look, smell, feel and taste like?



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CREATE YOUR MESSAGES

- 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 paper liners, in-store leaflets and information displays, website etc.). What methods might be appropriate and effective for reaching their own customers?
- Review **Student Activity Sheet 2**, which provides outline suggestions for students to develop in more detail
- Explain that groups will now develop some messaging for their own business. As time permits, ask groups to select from the ideas on **Student Activity 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?)
- Groups can complete this as an independent learning task if you are splitting this lesson between two discrete sessions

SHARE IDEAS AND JUSTIFY CHOICES

- 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, explaining why they chose the type of message (e.g. in-store signs)
- Invite selected groups to share and justify their ideas



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PLENARY

🕒 20 MINUTES

🔍 CONSIDER FOOD WASTE

- 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
 - 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, e.g. where local shops or restaurants donate unwanted food to food banks or shelters, 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



TRACK YOUR DEVELOPMENT

To help your students reflect on the skills they have used and developed in this challenge, encourage them to fill out the **Reflection Task** and **Skills Worksheet**.





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EXTENSION/HOMEWORK IDEAS

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





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MINIMISING FOOD WASTE

- Students can research:
 - What large companies are doing to reduce the food waste in their supply chain, including supermarkets and restaurants
 - How food waste is collected from homes and businesses in their community and how it is processed
 - 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





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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, using pages 3-9 to help you deliver each activity?

The guide below outlines how to timetable the activities over five lessons, but you can tailor the project to suit your needs.

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

NEXT STEPS

We hope your students enjoyed the challenge!

Head to our [website](#) to get your students started on our next challenge to **design a new hot breakfast product** and explore our full programme of free resources. If you want to explore apprenticeship opportunities available for your students at McDonald's, you can find out more [here](#).

