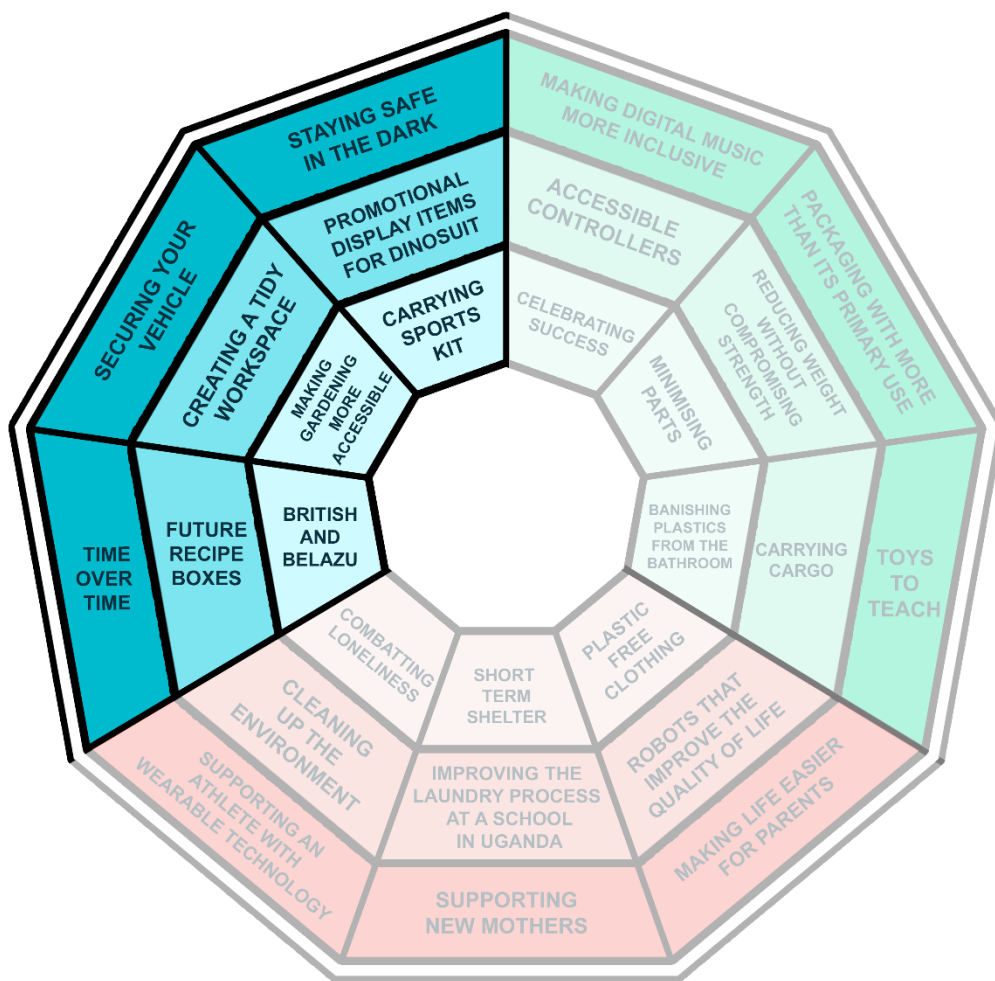


INSPIRED BY INDUSTRY

British and Belazu

#InspiredbyBelazu



BELAZU

Introduction

This context has been put together to provide a range of opportunities for students to explore food cultures and tastes and to experiment. While Belazu is an ingredients company, this context can be addressed in several ways – by creating full dishes or by creating ingredients, such as a sauce for pasta or meat. The inspiration should be around 'British' but also incorporate and champion flavours from the Middle East and/or the Mediterranean, where possible.

Materials / Ingredients

Because of this very open context, there is the scope to use a wide range of ingredients. In some ways, exploring a range of ingredients may be key to meeting the brief. There is an opportunity to conduct small-scale trials by approaching them almost like science experiments, with students taking ownership of their progress and decision-making. Although the need to follow recipes and instructions will still be prevalent, this is an opportunity for students to design with ingredients and processes, testing and refining, rather than producing solitary dishes one lesson after another with limited reflection and refinement. However, to ensure appropriate class management, you may decide to limit options/outcomes rather than offer completely free choice.

There is also an opportunity to focus on ingredients and explore topics such as taste testing, seasonality, growing methods, food miles, packaging, and more.

Potential outcomes

The outcomes may be a full dish, an ingredient, or a series of ingredients.

It is important that students have some freedom in this context to research, design, and experiment with dishes, so outcomes should vary among students/groups. You may limit your class to 2-3 outcomes, as mentioned above.

Examples may include (but are not limited to):

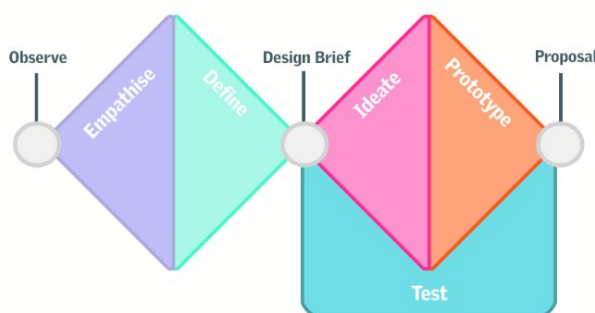
Pasta sauce, vegetable tart, pizza, kebabs, baba ghanoush, Mediterranean salad

Consider purchasing and tasting a range of different foods that may not be familiar to students. Designing a new (or adapted) dish is likely to be very tricky if they have a narrow cultural reference. You may wish to choose three dishes/foods to taste, and the students will then pick one each to develop/improve by mixing the British element as per the Belazu brief. So, for example, a British twist on a labneh, hummus or baba ghanoush. These could then be served to visitors, parents, and staff during a Middle Eastern-themed day at school. There is also an opportunity to link with the geography department if they are studying a region, or can contribute in some way.

Consider sharing work on social media using the hashtag #InspiredbyBelazu

Design cycle

The design cycle shown can be worked through in a range of orders. It's advised that the areas are revisited throughout the process depending on your time. We advise that a graphical representation of thinking convergent and then divergent may be shown to your students.



The following are some tips on the type of activities you could do with your students.

Empathize stage

- Students should be introduced to this term if not already familiar.
- Getting students to know about and taste foods they are unfamiliar with is very important. This could be done via a local Middle Eastern, Mediterranean and/or British restaurant/chef. Ideally, all 3 could present/demonstrate in-school, or you could arrange a visit to their kitchens/restaurants.
- Similarly, as focused tasks, students could produce a number of British, Mediterranean and Middle Eastern dishes to help them understand the ingredients and flavours that are linked with the different regions. How can they summarise each region in a few words/key flavours?
- Consider buying some of the Belazu range from a supermarket. They generally make pastes, pesto, oils, vinegar and other key ingredients. You may wish for your students to make their own paste/sauce, or (possibly easier) open it up to a whole dish.
- At the start of the context, students should be thinking widely with their thoughts, exploring the problem and not deciding too soon what they 'want to make', but exploring what is popular, in-trend, and what possibilities there are.
- Taste-testing as a group can be useful. Consider limiting options early on (to aid class organisation) and doing group tasting and evaluation.
- Depending on the ability and experience of your group, getting students to tweak/adapt a recipe may be suitable, rather than tackling something too adventurous. This brief encourages experimentation and exploration of different cultures and their foods.
- Students should get as much information to help them later in the challenge. They may present this in any way they wish. This could be like a food blog or a food vlog.
- Belazu have a website [here](#) that shows their product range and some recipes.

Define stage

- This is where students try to get the real root of the challenge and decide what they are going to do.
- There is an opportunity to try a number of different methods of evaluating and recording thoughts and data (e.g. when doing a sensory analysis of food). Consider having students use radar charts, lollipop charts, bar graphs, or other methods.
- Create a brief and a specification at this stage. You may wish to use the headings Belazu shared in the video and/or their innovation pillars. If something doesn't quite fit, feel free to leave it out. To help with the understanding and writing of their own, consider using the headings to disassemble an existing dish(es) and list (and explain reasoning) behind the elements listed.
- Balancing being specific, but also allowing for students to be creative and experimental here, is key.
- This page from [FoodDocs](#) explains how specifications are done in the food industry. These are usually a blueprint as to how to recreate the foodstuffs exactly the same, time and time again. For us (at this stage), it is about creating desired outcomes, target markets, and almost ballpark ideas of what we are going to focus our ideas on. Therefore, explaining the differences here is useful.

Ideate stage

- For the ideation stage, you may be drawing on existing ideas (e.g., improving an existing product) rather than starting from scratch.
- When taste-testing as a group – draw on ideas and experiences from individuals and families. Consider something like a salad. What do people have in a salad at home? Do people eat salads? What dressing do they use? If there are teachers/parents from Middle Eastern or Mediterranean backgrounds, invite them in to explain how they traditionally do it. Sharing culture, heritage and tradition can be a great technique to generate ideas.
- You may want to explore the [Flavour Thesaurus](#), which highlights different food pairings that may otherwise not be considered.
- Whilst a ‘food safari’ may require a deal of planning, being able to immerse students in the culture would be a fantastic opportunity. Salsa dancing, food and music in school for a morning may be a great way to kick-start the unit and to inspire students and the wider community, creating a buzz. Alternatively, a visit by, or to a similar restaurant/chef would also be good.
- Consider giving students the initial freedom of what to do. Get them to source recipes to cook in class. They will need to ensure it is suitable within the time constraints.
- There will be a blur of stages of ‘Ideate’ and ‘Prototype’, with most of the ideas being verbalised, and then created/tested. Looking at alternative recipes and making a note of different cooking styles, different ingredients added or removed, with help students to plan their next moves. What will they want to do next lesson? Why? What are they looking to find out? How can they use the time most effectively?
- A range of techniques can also be explored that are less common in English cooking. This may mean grilling outside with charcoal, marinating meats, or using a tagine pot to explore the difference they can make.
- As mentioned above, a disassembly of a product/dish could be useful. M&S have a range called ‘[Only... ingredients](#)’ that may be of interest. Does simple mean healthy?
- Alongside different techniques, alternate ingredients can also be explored here. For example, consider using meat that is popular in the region, such as goat, or vegetables such as aubergine, courgette and okra.

Prototype stage

- Getting students to realise when and why to make a prototype is key. Whilst they will undoubtedly want to make, knowing what and when to make is key, and getting students to take ownership is important. Do they need to make a whole dish every time? Would they benefit from cooking some lamb and trying 3 different sauce variations to see which they prefer? Next lesson may be another variation, or they may explore accompanying salads (for example). A clear plan is important.
- At this stage, recording/evidencing is important – this may likely be through a combination of photographs and written evaluations. Although these elements are categorised in this resource, there will be a natural to-and-fro of ideation, prototyping and testing, and it won’t always be clear which category it is in (which is fine, and expected).
- Ensure students realise the importance of not making a full product each time (saving time, money, resources, and too many variables).

- Consider asking others to give some feedback on the prototypes, as they are being developed and at the testing stage.
- Looking at food production at scale may be of interest. Videos of [Inside the Factory](#) are useful, and if a visit to a food production facility near you can be arranged, or to the onsite school kitchen, students can see the variation in approach.
- As part of prototyping, can students consider how to improve aspects outside of just taste? Elements such as reducing food miles, reducing waste, cost, common allergens and intolerances? This may be useful as a series of prompts if the inevitable “*It can’t be improved*” situation arises!

Test stage

- Although this is the final stage of the design cycle, encourage students to evaluate throughout and act on their feedback (and consider the feedback of others, too). It is not a final thing, but a step to improve further.
- Evaluations can often be tricky if a dish is sampled in isolation. By having students create three (for example) different sauces and taste them simultaneously, they will be able to state their preferences.
- Be sure to record the testing results, either in data form, a written test, or use digital audio and video to record. As mentioned previously, consider embracing the social media swell and get students to create a vlog. Some of the most popular are [here](#) (note: not all content may be suitable for schools).
- Get students to know how to write questions for others to use when sampling. Use a mixture of leading and non-leading questions as a starter activity to see whether they can distinguish between them and how they are written to elicit a desired answer.
- Draw on approaches from science here. It may be worth speaking with a science colleague to replicate how students predict and record experiments. Doing this using similar methods will help to reinforce the learning.

Focused Tasks

‘Perfect pasta’	‘Super salads’	‘Special soup’
How can you cook the perfect pasta? How much water is needed? How do you season it? How long should it be cooked for? How do the different shapes affect the taste and how the sauce is coated? Create a test to show all the variations and how you ended up with the perfect pasta!	Salads don’t need to be dull. Sometimes they can even be the start of the show! Try a range of different salads, changing the ingredients, dressings, garnish and ways to present it.	Soups are enjoyed in many countries and can be extremely varied. Try cooking a range of different types of soup, including a Scottish broth, Mediterranean vegetable soup and Middle Eastern lentil soup.

Investigative and Evaluative Activities

'Presenting data'	'British foods?'	'Food miles'
There are several ways to present data and grades/values. Have a look online and in magazines to see how companies share their values and ratings and different ways. Think about computer games, comparison websites, and shopping sites. Compile as many examples as you can. Are they easy to understand? Quick to compare against alternatives? Which do you like?	What British foods can you think of? How many have you tried? What about: Kippers, black pudding, haggis, pork pie, bubble & squeak, toad in the hole, crumpets, Yorkshire pudding... Research and taste a range of traditionally British food to help give you ideas and inspiration for your own designs.	All food has to travel to reach our plates and the distance it travels is known as food miles. There are positive and negative consequences of sourcing food locally versus importing it. Take a look at a range of foods and consider the impact of both sides of the argument.

