

## TRAINING DAY: Bronze DofE Lesson plan: Food and cooking

**Learning outcomes:**

By the end of the session all participants should be able to:

- Identify how much/what food they need to take on their expedition
- Understand how to pack their food
- Use a stove safely to cook a substantial meal

**Equipment needed:** Gas stoves, lighter, examples of substantial food that could be taken.

|         | <u>Objective</u>   | <u>Teaching and key questions</u>   | <u>Timings</u> |
|---------|--|---|----------------|
| Food    | What food to take  | Discuss with the participants what type of food they should take. How are they going to share this out between them? Talk to the participants about substantial meals, snacks and water. Discuss the weight of the meals and how to plan out every meal so they are not carrying too much food with them.   | 5-10           |
|         | How to pack meals  | Discuss how food should be packed, what containers are best and how to minimise space. Explain what bottles they will need for their water and how much they will need per day (2x 1l bottles, 3x 1l bottles in hot temperatures).  | 5              |
|         | Cooking substantial meals under camp conditions.   | Participants should consider how long their chosen food will take to cook. Stress the importance of warm food first thing in the morning and when they arrive at camp. What to do if it is raining while they want to cook their food.  | 5              |
| Cooking | Safety procedures and precautions which must be observed when using stoves and handling fuels. | Model how to pack/unpack the stoves and how they should be stored in participants bags. Explore the key safety procedures needed when preparing the stoves. Explain what fuel the stoves use and how this must be carried (participants will be using gas stoves).  | 10             |
|         | Follow the stove safety instructions.  | Model lighting the stove and how this needs to be done- where to place the stove in relation to the tents. Participants to practise under careful supervision. Once lit model how to place a pan on the stove. Stress the importance of never leaving it unattended. Ensure that participants understand where they should all be when stoves are in use (not sitting directly around a lit stove). | 10             |
|         | Cooking and the use of stoves.   | Discuss how and when to place the pot on the stove. Model heating water to a boiling temperature. Recap the key safety points when using a stove- question participants to ensure their understanding.  | 25             |