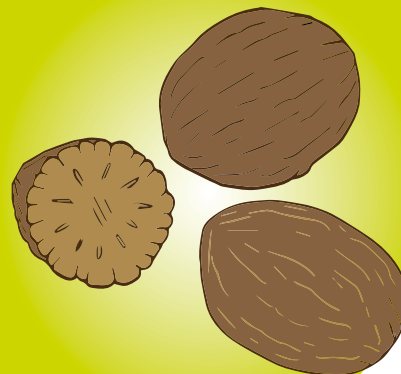
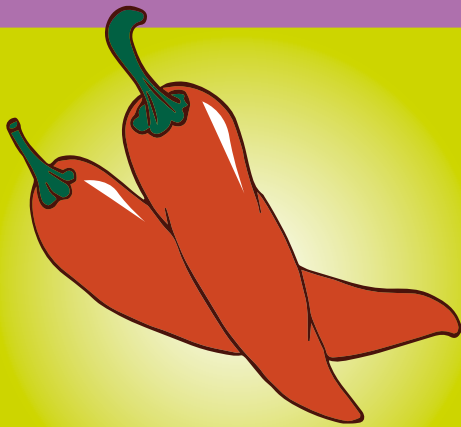


Spices!

The Spice Trail of Stratford Road

myroute Resource Pack



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Welcome to the *My Route* learning resource pack

Introduction to *My Route*

My Route was an 18 month Heritage Lottery Funded project delivered by Sampad South Asian arts from February 2014 until August 2015.

My Route explored how the first three miles of Stratford Road in South Birmingham changed physically and culturally over the last 70 years, working with residents to examine six different themes; trade, demographics, faith, language, architecture and cuisine.

The project focussed on the wards of Sparkbrook, Springfield and Hall Green.

About Sampad

Established in 1990, Sampad is a dynamic development agency for South Asian arts based in Birmingham, in the UK.

It plays a significant role regionally, nationally and beyond, in promoting the appreciation and practice of the diverse artforms originating from India, Pakistan, Bangladesh and Sri Lanka.

Through its work Sampad serves, supports and initiates South Asian arts in all its forms working with youth, community, education and professional artists.

How to use this resource

This resource is an educational resource that has been developed as part of a legacy to the *My Route* Spice Activity, which was delivered in collaboration with three primary schools (St John's CE Primary School, Ladypool Primary School and St Ambrose Catholic Primary School) in November 2014. The activity explored how spices have been introduced to Stratford Road, looking at the communities who use them, how they use them, and where they could be bought.

This resource is intended to provide teachers with the information and resources necessary to carry out the suggested activities within their own classroom, using materials readily found in schools and being flexible enough for teachers to adapt.

Different activities have been suggested for the different Key Stages, and have been designed to develop skills across the curriculum, particularly language and communication in English. However, the resource particularly aids the Design & Technology, Art and Design..

For more information about the project, or to see other learning resources please visit the *My Route* website on www.myroute.org.uk

Learning Outcomes for EYFS

- Understanding the World
- Communication and Language
- Expressive Arts and Design

National Curriculum Outcomes

KS1 Design & Technology

Use the basic principles of a healthy and varied diet to prepare dishes, understand where food comes from.

KS1 Art & Design

To use a range of materials creatively to design and make products, to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

KS2 Design & Technology

Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

KS1 Art & Design

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example: pencil, charcoal, paint and clay.

Cuisine around Stratford Road

The culinary landscape on and around Stratford Road has changed significantly since WW2, when rationing heavily influenced the availability of goods and ingredients.

In the 1940's most of the shops sold food and ingredients which could be grown within the country, as rationing had reduced the amount of produce that could be exported into the country. Fried fish bars, butchers and green grocers were common shops found in the area, with very few eateries except for the odd café or fish and chip takeaway.

In the 1950's the mass migration of Irish residents into the area saw many eateries like the Shamrock Café open, allowing Irish cuisine and drinking culture to be continued by those who came looking for work. As the population increased throughout the next two decades, more specialist Irish shops opened, most noticeably Bourke's, which sold many of the home comforts that were difficult to obtain elsewhere.

When people from the West Indies also started arriving from the 1950's onwards, they found it very difficult to buy the spices and foods used in their traditional dishes. Fish had to be purchased in the town markets, and cooking was limited to what was available in the local grocers. Overtime,

however, access to the more exotic spices and ingredients became easier, and there are now several cafes catering for Caribbean cuisines.

In the 1960's and 1970's many Indian, Kashmiri and Mirpuri migrants settled in and around Stratford Road. Like the other communities previously, they at first struggled to find many of the ingredients which they used in traditional cooking. However, the emergence of general stores and corner shops owned by members of these new communities saw more of these ingredients being sold, with eventually many of the staple ingredients being found in large supermarkets like Waitrose.

From the 1990's more Middle Eastern communities and African communities migrated into the community, such as the Kurdish, as many were fleeing prosecution and civil war back home. Like the communities before them, they have slowly introduced their local cuisine into the area, with Kurdish bakeries, Lebanese restaurants and more recently, Somali cafes, becoming a frequent occurrence.

Interestingly, many of these cuisines have adapted and fused with English food, with the famous Balti originating from the area in the 70's out of a desire to serve foods similar to places like Kashmir, but which cooked quickly and catered to English taste buds.

Spices from around the World

Spices and herbs are some of the key ingredients for preparing and cooking food from different countries, as it is their flavour which gives it the 'authentic taste' of the dish. Below is a description for some of the most commonly used herbs and spices, as well as their health benefits.



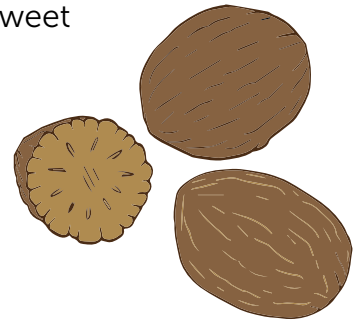
Thamizhparithi Maari

Fenugreek

Fenugreek is a strong, bitter tasting spice used in curries and its seeds can be sprouted and used in salads. It is produced in many countries, such as; Afghanistan, Pakistan, India, Iran, Nepal, Bangladesh, Argentina, Egypt, France, Spain, Turkey and Morocco. The largest producer is India.

Nutmeg

Nutmeg is the seed of the nutmeg tree and is enclosed in a hard shell. Its flower is the spice Mace. It has a sweet spicy aroma and is best bought whole and grated for use as and when needed. Nutmeg is native to South East Asia and the West Indies. Nutmeg is used to enhance seasonings and flavour sweets and desserts. It is a very potent spice and should be used sparingly.



Ground Ginger

Ginger produces a hot, fragrant flavour. Young ginger bulbs are juicy and fleshy with a very mild taste and are often pickled in vinegar or sherry as a snack or cooked as an ingredient in many dishes. Mature ginger are fibrous and nearly dry. The juice from ginger roots is often used as a spice in Indian recipes and is a common ingredient of Chinese, Korean, Japanese, Vietnamese, and many South Asian cuisines for flavouring dishes such as seafood, meat, and vegetarian dishes. Powdered dry ginger root is typically used for recipes such as gingerbread, cookies, crackers and cakes, ginger ale, and ginger beer. Ginger was traditionally grown in Jamaica, though India now produces the most ginger globally.

Green Cardamom Pods

The third most expensive spice in the world, this spice has a strong and aromatic taste. It can be used in savoury or sweet dishes, and takes the place of vanilla for flavouring in many eastern dishes. The largest producers are Guatemala and India. It has been used to help treat gum infections, digestive disorders and respiratory illnesses or congestion.



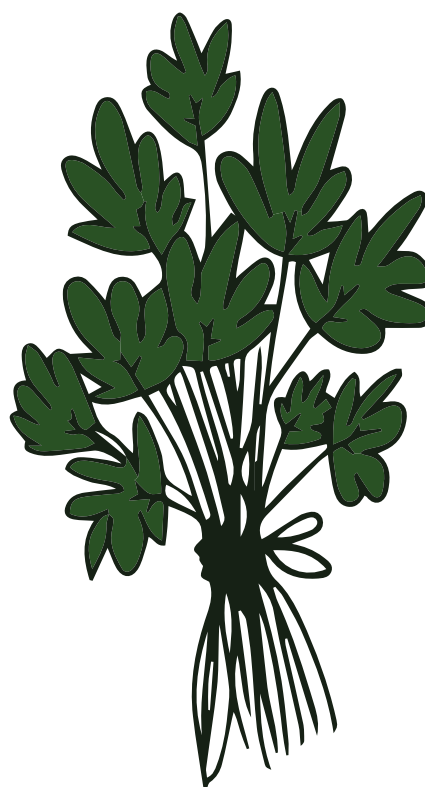
Turmeric

Turmeric's root is dried and used in a powdered form as a spice. It imparts a unique flavour and colour to the dish, and when fresh, can be sliced and added to salads. Turmeric grows wild in the forests of South and Southeast Asia. It is one of the key ingredients in many Asian dishes. Its use as a colouring agent is not of primary value in South Asian cuisine, but has often been used in medicines, particularly those involving skin conditions.



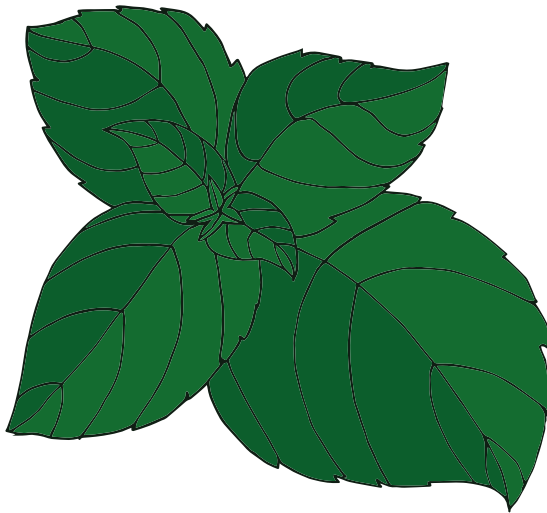
Coriander

Coriander is a versatile spice/herb since all parts of the plant are used in cooking and all parts of the plant are edible. The fresh leaves and the dried seeds are the parts most traditionally used in cooking. Coriander is common in South Asian, Southeast Asian, Indian, Middle Eastern, Caucasian, Central Asian, Mediterranean, Tex-Mex, Latin American, Portuguese, Chinese, African, and Scandinavian cuisine.



Oregano

Oregano is an important culinary herb, used for the flavour of its leaves, which can be more flavourful when dried than fresh. It has an aromatic, warm and slightly bitter taste, which can vary in intensity. It is commonly used in Italian and American cooking and became popular after WW2 when soldiers returned from the war with samples of the 'pizza herb'.



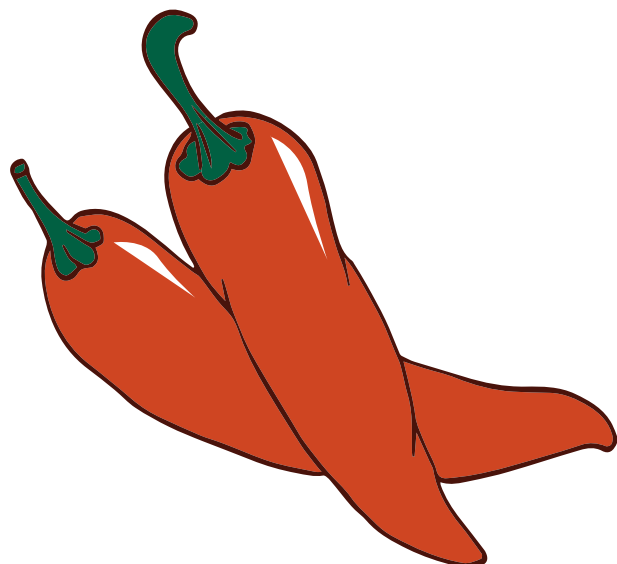
Basil

Basil is most commonly used fresh in cooked recipes. In general, it is added at the last moment, as cooking quickly destroys the flavour. The dried herb also loses most of its flavour, and what little remains tastes very different, with a weak flavour, like hay. It is commonly used in Mediterranean cooking, and is a key ingredient in pesto.

Mint

The leaf, fresh or dried, is the culinary source of mint. Fresh mint is usually preferred over dried mint when storage of the mint is not a problem. The leaves have a warm, fresh, aromatic, sweet flavour with a cool aftertaste, and are used in teas, beverages, jellies, syrups, candies, and ice creams. In Middle Eastern cuisine, mint is used on lamb dishes, while in British cuisine and American cuisine, mint sauce and mint jelly are used. Menthol extract from mint is often used to help with colds.





Chili Peppers

Chili pepper pods, which are berries, are used fresh or dried. Chilies are dried to preserve them for long periods of time, which may also be done by pickling. They have an intense and spicy flavour, giving them a characteristic 'hot' taste. Chili peppers originated in the Americas and were brought to Asia by Portuguese navigators during the 16th century. India is now the world's largest producer, consumer and exporter of chili peppers.

Saffron

Saffron's aroma is often described as a metallic honey with grassy or hay-like notes, while its taste has also been noted as hay-like and sweet. Saffron adds a luminous yellow-orange colouring to foods, and is widely used in Persian, Indian, European, Arab, and Turkish cuisines.



Activities: Spices Identification

Suggested timeframe: 15 minutes

Resources Required: A selection of spices/herbs from the following; mint, ground ginger, basil, oregano, chilli pepper, coriander and turmeric

- Develop observational skills
- Understand where food comes from
- Develop sensory and descriptive adjective

EYFS

1. Ask the children to look at the different herbs and spices. Let them taste/smell each one
2. Ask the children to say which is their favourite and why, encouraging the use of descriptive words like sweet or warm
3. Help the children to pronounce each herb, letting them memorise the name of each herb and spice

KS1

1. Put the children into pairs and let them smell/taste the herbs and spices. Ask them to describe each one to each other, using words such as sweet, bitter, hot and other sensory adjectives.
2. Ask the children to guess what types of food each herb/spice might go into. For example, would some flavours taste better in sweet or savoury meals. Would any go into dishes like curries, or roasts?

KS2

1. Photocopy the descriptions of the herbs and spices from the teachers' guide. Ask the children to get into groups of four or five and try to identify which of the herbs and spices they are tasting/smelling based on the information provided.

Activities: Art Collage

Suggested timeframe: 45 minutes

Resources Required: A selection of spices/herbs, paints, PVC glue, piece of card, world map, scissors

- Develop artistic skills
- Understand where food comes from
- Use different 2D & 3D materials to create an artistic piece of work
- Collaboration & teamwork

EYFS (supervision required)

1. Put the children into groups of four or five, giving each group an A3 piece of card, some paints and a selection of herbs.
2. Ask them to paint the cardboard together, choosing colours which are similar to the herbs (ask them to say the colours of each herb & spice out loud to each other)
3. Let the paint dry, then ask them to match the herbs to the different colours they painted, using PVC glue to stick it onto the same colour as the spice.

KS1

1. Get the children to look at a world map and show them some of the countries the different spices come from (Italy, India, Jamaica etc)
2. Ask the children to each choose a country they would like to work with, and get them to draw and paint the flag of the country they have selected onto a piece of A4 paper
3. Once the paint has dried, get each student to cut their flag out and then choose whether they want to glue any herbs or spices that their country use or produce onto their flag, draw them or write the names of the spices
4. When all the students have completed their flags, find a display board or wall you can stick them onto, creating a collage of the different flags

KS2

1. Get the children to look at a world map and read the spices information provided in the teachers' guide of this pack.
2. Ask each child to select a country they would like to work with, and ask them to make a 3D person by drawing and gluing the different herbs and spices onto their drawing as accessories (e.g. clothes, hair, face). Make sure they use only the spices and herbs that are used or produced from the country they selected.
3. Once the person has been created, ask them to partner up and try and guess which country their character is from based on the spices used. Get them to locate the country on a world map.

Photographs of students making collages and looking at the maps



Photo: Anna Young



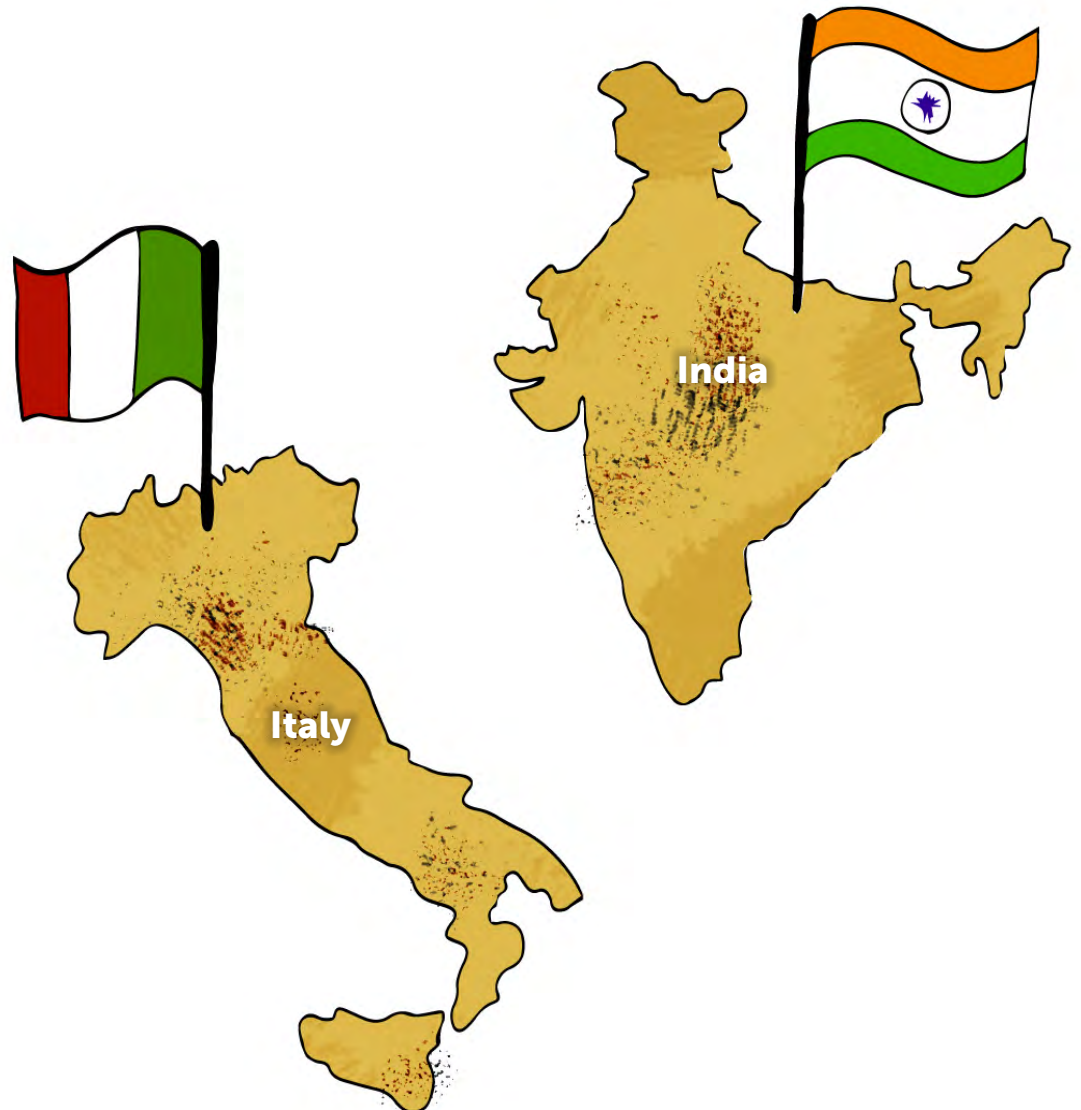
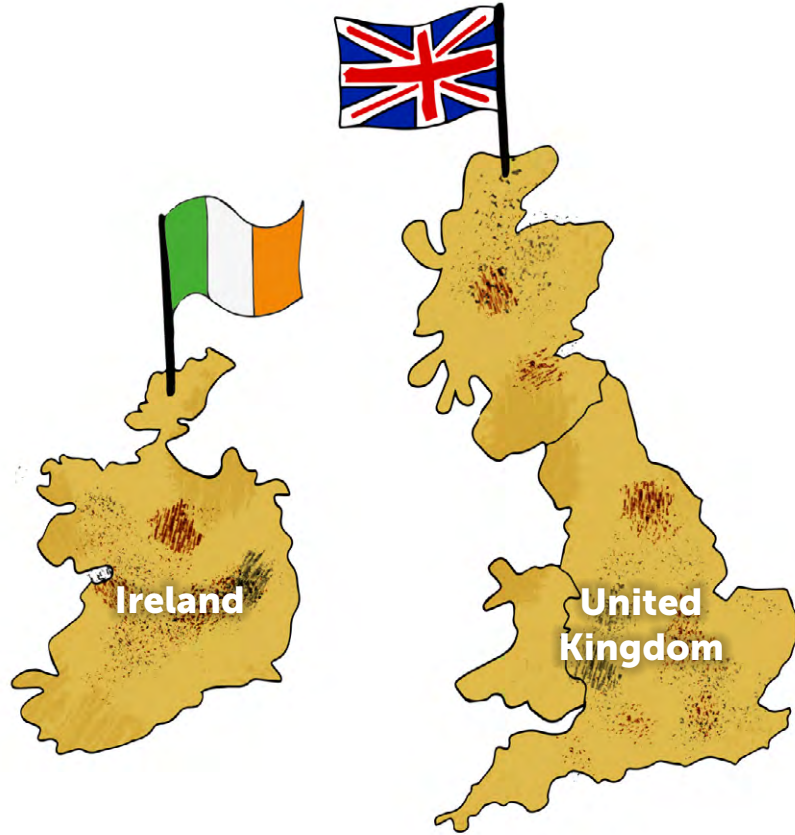
Photo: Anna Young



Photo: Anna Young



Photo: Anna Young





Pakistan



Somalia



Jamaica

Activities: Recipes

Suggested timeframe: 15 mins (EYFS), 45 minutes (KS1, KS2)

Resources Required: Recipe books or access to the internet, stationery, craft materials (tissue paper, glue, coloured paper etc) stationery

- Develop awareness of different healthy foods
- Understand where food comes from
- Understand basic formats of cooking instructions
- Develop research skills



EYFS

1. Read a recipe for making a pizza to the children, teaching them how to pronounce the basic ingredients required (cheese, tomato, oregano, flour salt, yeast).
2. Ask the children to get into partners and role play buying each of the ingredients, getting them to say them out loud to each other.

KS1

1. Ask the students to bring in a recipe that a member of their family uses to cook a meal they eat
2. Put the children into groups and ask them to talk about what the meal looks like and how it tastes, using as many descriptive words as possible
3. Ask the children to identify any ingredients they think gives it flavour such as spices or herbs
4. Get the children to either draw the meal they bought the recipe in for, or try and make a 3D model of it, using the different craft materials

KS2

1. Get the students to research different recipes from the countries highlighted in this pack (either via the library, a computer or by bringing in different recipes)
2. Ask them to identify the different ingredients – in particular flavourings and spices – and discuss why they think they have been added to the recipe
3. Get each student to choose a starter, main and dessert, trying to make it a balanced and healthy meal. Each child should then design and decorate a menu for the meals they have selected.
4. Ask the children to write a shopping list for what they will need to create the menu they selected, and write a list of shops they will need to visit to buy the different ingredients from.



Examples of 3D food made by students



Activities: Growing Activity

**Suggested timeframe: 20 mins
(plus 5 minutes of a lesson twice a week for several weeks)**

Resources Required: Yoghurt pots, soil, water, mint or basil or oregano seeds and stationery.

- Develop observational skills
- Understand where food comes from
- Understand how plants grow
- Develop recording skills

EYFS

1. Choose a herb to plant, and get the children to plant the seeds in yoghurt pots with water and soil. Show them what the herb will look like when it has finished growing, and explain that people can grow their own food

KS1 & KS2

1. Choose a herb to plant and get the children to plant the seeds in a yoghurt pot with soil.
2. Ask each child to draw what they did and write the date on a piece of paper
3. Over the next few weeks, let the children water their plants and discuss any changes that have happened to them. Ask them to draw any changes on a piece of paper
4. When the herb is ready, allow the children to try some of the herb and describe it to one another

Acknowledgements

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Sampad South Asian Arts supported by



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Illustrations by Leo Thexplorer