



Food Hygiene Debate Kit Evaluation Report

January 2022

Distributed from June 2020

Evaluated December 2021 – January 2022

- *We estimate that at least 308 Debate Kits have been used with students.*
- *57% of teachers who told us they haven't yet used the Kit report that they intend to use it in the future.*
- *Feedback from teachers who have used the Kit is consistently positive. Teachers value the ability of the Kit to encourage critical thinking and appreciation of others' opinions.*
- *94% of teachers responding to the feedback survey, reported that they intend to use the Debate Kit again.*

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Background

The Food Hygiene Debate Kit was funded by e-Bug and Safe Consume.

SAFE CONSUME

The Kit asks the question: *Is it safer to eat at home or out at a restaurant?*

This question sets the ground for discussion of the issues surrounding food hygiene. The kit provides teachers with a resource to get their students discussing the associated personal, social, and economic issues and to help them appreciate the power and limitations of science. The structure shows students how to build a discussion and back up their opinions with facts.



The facts in the Kit were researched and teachers were provided with a list of references and additional resources relating to the Kit: foodhygiene.imascientist.org.uk

Teacher feedback data in this report looks at survey responses collected between December 2021 and January 2022.

Impact of COVID-19

The COVID-19 pandemic has had significant and ongoing impacts on schools and teaching. Teacher feedback across our projects indicates a need to focus on the core curriculum due to lost time from school closures, students isolating, and navigating changing restrictions.

This has naturally impacted the demand for Debate Kits, as well as our ability to evaluate the usage of Kits that were distributed.

Feedback we have received indicates that many teachers have not yet had time to make use of the Kit, but that most intend to in the future. Feedback from teachers who have used the Kit moreover, is consistently positive. Teachers value the ability of the Kit to encourage critical thinking and appreciation of others' opinions. All-but-one respondent said they intend to use the Debate Kit again.

We continue to promote and distribute the Kit.

Distribution

2,000 Debate Kits were printed in, and distributed from June 2020. At time of writing 866 Debate Kits have been distributed:

- 754 Kits have been distributed to teachers following direct requests.
- 100 Kits were sent to funders.
- 12 Kits distributed to third parties.

Promotion is ongoing, and the request form remains open on the Debate Kit website.

Additionally, digital versions of the Debate Kit are available to download free-of charge from the Debate Kit website.¹

At time of writing, the Debate Kit has been downloaded from the site 510 times.²

¹ debate.imascientist.org.uk/the-kits/#food%20hygiene

² Combined downloads of the standard version and the large version of the Debate Kit PDFs to 31 January 2022.

Usage

In December 2021, teachers who had received the Debate Kit during the 2020/21 academic year were emailed and asked whether they had used the Kit with their students. Non-respondents were followed up. After reporting that they had used the Kit, respondents were asked to complete a short feedback survey. Teachers who reported not having used the Kit were asked to provide the main reason for this.

How many Kits were used?

Randomised sampling group

Total estimated usage of the Debate Kit was established using a random sample of 100 teachers who were sent the Kit during the 2020/21 academic year. This sample was checked against teachers who had already told us they had used the Debate Kit and the remaining teachers were sent individual, simple emails asking for a simple “Yes” or “No” reply as to whether they had used the Kit.

At time of writing, 24 of the randomised sample of 100 teachers had responded to let us know whether they have used the Debate Kit: 9 (38%) said they had used it.

By extrapolating this figure to the 754 teachers to whom the Debate Kits were directly distributed, we estimate that 287 of these Kits have been used.

If we estimate that 19% of the 112 Kits sent out through other routes were used — half of the usage of the directly distributed Kits — we find a figure of 21 of these Kits being used.

Through this broad approximation then, we have an estimate of at least 308 Debate Kits having been used with students.

Reasons for not using Kits

Teachers who reported that they had not yet used the Kit with their students, were asked the main reason for this.

Lack of time to use the Kit was the most common response, with 48% (21/44) teachers reporting that they had not had time to use it.

Among teachers reporting other reasons for not having used the Kit (32%, 14/44), the impact of the COVID-19 pandemic was a common reason given for not having been able to use the Debate Kit:

“Essentially lost time to [COVID-19] and also the need to focus on closing the exam content gaps meant the focus was elsewhere.”

Teacher, Feedback survey

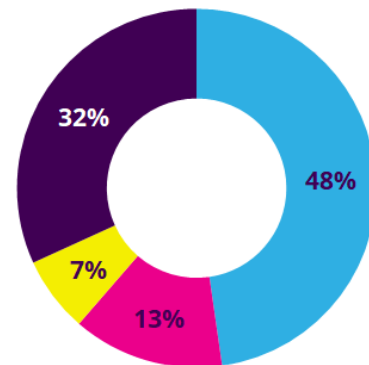
“[COVID-19] situation meant adjustments to timetable.”

Teacher, Feedback survey

Other respondents mentioned not being able to fit the topic into the curriculum content, or passing the kit to colleagues in other departments such as Food Technology.

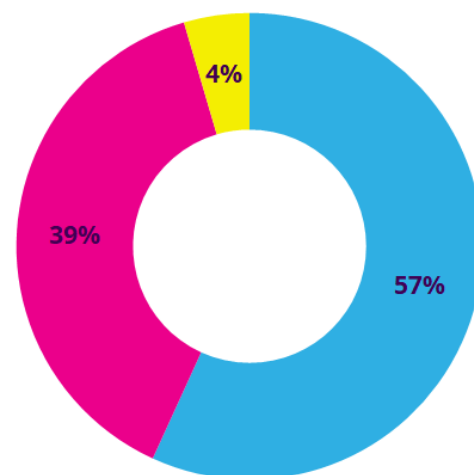
Additionally, respondents were asked if they intend to use the Debate Kit in the future. 57% (25/44) reported that they do.

What is the main reason you have not yet used the Debate Kit?



- I haven't had time to use it
- I forgot about it
- I never received it
- Other reason

Do you intend to use the Debate Kit in the future?



- Yes
- Don't know
- No

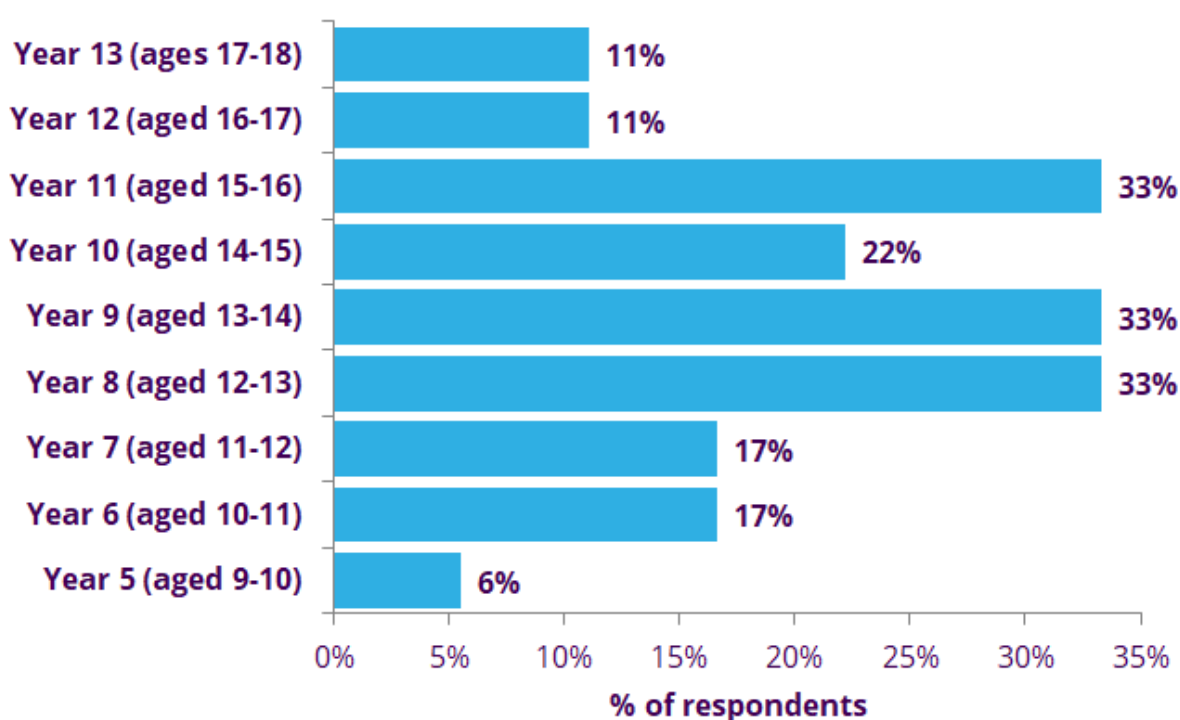
How Kits were used

Teachers who reported that they had used the Kit were asked to complete a short feedback survey including questions on how the Kit had been used, as well as their thoughts and impressions of the Kit.³

Usage of the Debate Kit

Teachers were asked with which age groups they had used the Debate Kit. Most commonly, the Kit had been used with students in Years 8, 9, and 11; students from 12 to 16 years old.

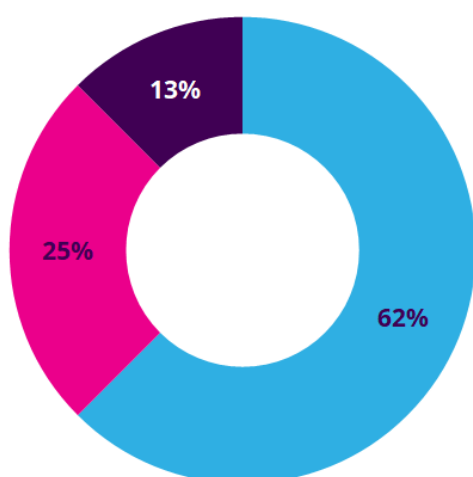
Which age group(s) have you used the Food Hygiene Debate Kit with?



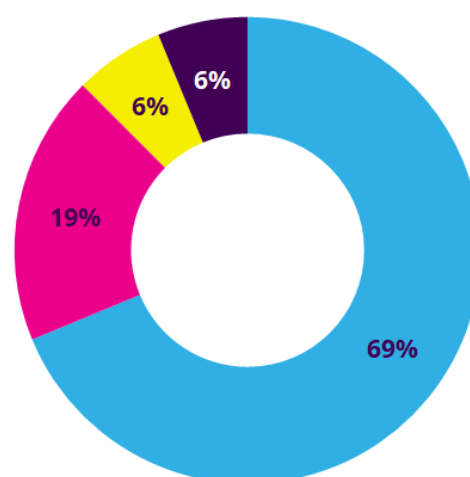
How many classes or groups have you used the Food Hygiene Debate Kit with?

How many colleagues have you lent the Food Hygiene Debate Kit to?

³ See also: *Aims and achievements*



■ 1 ■ 2 ■ 3 ■ More than 3 classes



■ 0 ■ 1 ■ 2 ■ More than 2

Usage of additional resources and tools

A website was created to accompany the Debate Kit and provide teachers with references and additional resources for running the lesson:

foodhygiene.imascientist.org.uk

At time of writing this site has been viewed 533 times.⁴

As part of the feedback survey, teachers were asked how they had used this resource. 61% (11/14) of respondents reported that they had used the resource site to display character paragraphs, facts, issues, and questions; 17% (3/14) reported having used the further reading resources.

Future use

When asked about using the Debate Kit in the future, 94% (15/16) of respondents reported that they intend to use it again. No respondents said that they do not.

⁴ Page views to 31 January 2022.

Aims and achievements

After telling us they had used their Debate Kit, teachers were asked to fill in a feedback survey.⁵

Value of the Debate Kit

Teachers were asked what they felt was the value of the Food Hygiene Debate Kit in terms of curriculum outcomes or other benefits to students.

Teachers praised the flexibility of the Debate Kit, and its ability to encourage oracy, critical thinking, discussion of personal views, and appreciation of others' opinions. Additionally, teachers valued the cross-curricular links in the debate, as well as providing real-life context for students' learning.

"These kits are really great to get the students talking about scientific issues and help the students to unlock their own views."

Sarah Rayment, Teacher, Feedback survey

"They help provide a real life context for pupils' learning."

Teacher, Feedback survey

"Opportunities for critical thinking and appreciation of other opinions."

Marc Gent, Teacher, Feedback survey

"Tangible resource that can create debate."

Daniel Bryant, Teacher, Feedback survey

"Good way to introduce facts, encourages discussion."

Teacher, Feedback survey

"Another interesting way to teach a part of the syllabus."

Teacher, Feedback survey

"It was helpful in assessing students' knowledge prior to an exam."

Teacher, Feedback survey

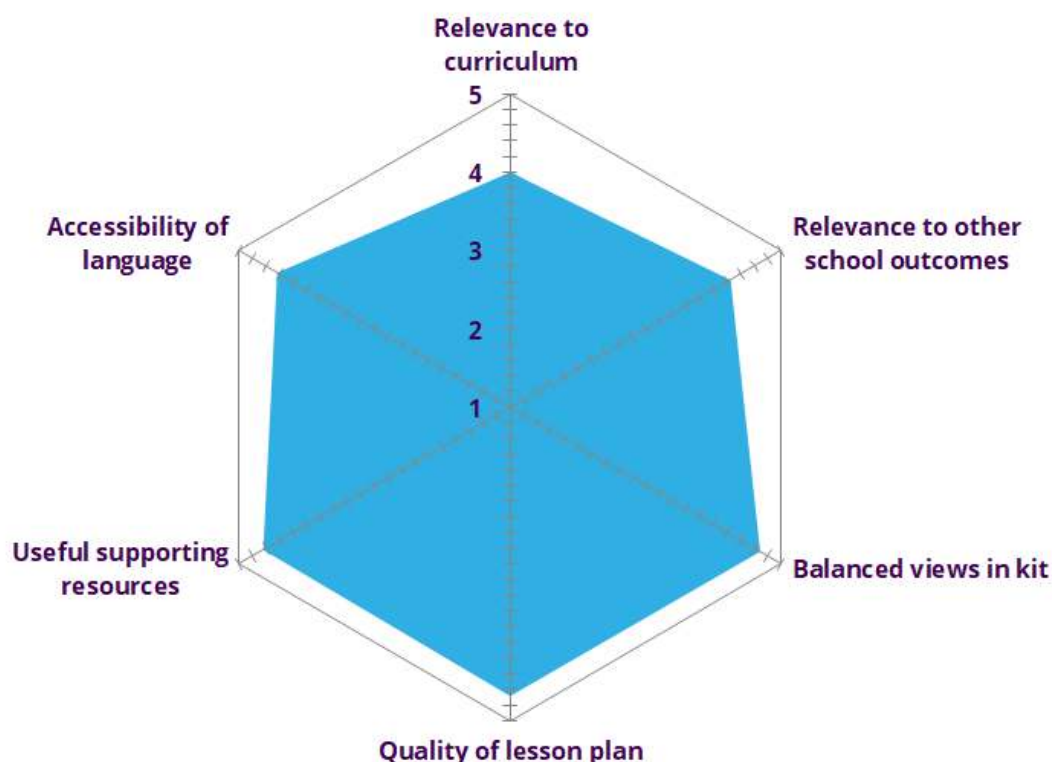
Some teachers discussed the relevance of the Kit to the COVID-19 pandemic in terms of ideas around personal hygiene, as well as links to the UK Government's *Eat out to help out* scheme, though one did mention that it had lost some topical relevance.

⁵ See also: *Usage; How Kits were used*

Ratings

Teachers were asked to give a rating (from 1 to 5 stars) for different aspects of the Food Hygiene Debate Kit: Relevance to the curriculum, relevance to other school outcomes, balance of the views in the Kit, quality of the lesson plan, usefulness of the supporting resources, and accessibility of language.

How would you rate the Food Hygiene Debate Kit for the following?



The Food Hygiene Debate Kit scored highly across all areas with average scores of at least 4.0/5 in all aspects. The most common response across all aspects was 5/5.

Additional feedback

Teachers were asked what they liked about the Food Hygiene Debate Kit, how they thought the Kit could be better, as well as for any additional comments or feedback that they would like to share.

When asked what they liked about the Kit, teachers discussed the range of opinions covered, the accessibility, and the ease of use. Teachers also commented on the

additional resources, that it is a different way of introducing a topic, and the ways in which students take on the character roles.

“Easy to use, good size and not too prescriptive.”

Ms Gilkes, Teacher, Feedback survey

“Like how it created an inclusive classroom environment.”

Daniel Bryant, Teacher, Feedback survey

“These debate kits open up opportunities for children to discuss and relate/make links to other aspects of their life too.”

Teacher, Feedback survey

Suggestions for improvement included further additional supporting resources for researching the topic, and the inclusion of more characters nearer the students’ own age.

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