

Menu for a week

Here is a typical menu for one week during rationing.

Breakfast


Sunday: Porridge, fried potatoes and bacon scraps
Monday: Porridge, dripping and toast
Tuesday: Porridge, bread, margarine and jam
Wednesday: Porridge, bubble and squeak and fried bread
Thursday: Porridge, beef sausages and fried apple
Friday: Porridge, dripping and toast
Saturday: Porridge, bread, margarine and jam

Lunch

Sunday: Rabbit pot roast, parsnips, greens, steamed apple and prune pudding
Monday: Lentil soup and bread
Tuesday: Baked potato and margarine, milk pudding
Wednesday: Bone and vegetable soup with bread
Thursday: Bread and margarine, cheese, watercress and milk pudding
Friday: Peas pudding, bread and margarine.
Saturday: Mince and haricot pudding, potatoes, greens, piece of fruit.

Supper

Sunday: Bread, margarine, jam, potato scones
Monday: Bubble and squeak, bread and cheese, beetroot
Tuesday: Minced tripe, potatoes, greens, stewed fruit
Wednesday: Fish and potato pie, haricot beans, bread and jam
Thursday: Breast of mutton stew, potatoes, vegetables, jam tart
Friday: Liver hot-pot, greens, jam tart
Saturday: Bread and margarine, cheese, celery

1. Do you eat any of these meals at home? 

2. Does this look like a balanced diet? Why or why not?



3. Does this look like an interesting diet? Why or why not?



4. On the back of this sheet, write down what you eat for breakfast, lunch and dinner (and snacks) in one week. How does it compare to this menu? Do you eat more or less sweets, vegetables, fruits and meat than on this menu?

Teacher's sheet

Based on pages 38 to 41 of Children in the Second World War

Menu for a week

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet.

Using the worksheet

You may like to use this activity instead of, or in addition to activity 18B on the previous pages. If students have kept a food diary for activity 18B, they can use that to compare what they eat with this menu.

The menu listed here shows typical meals eaten during rationing. Although these meals do not seem very interesting, you may like to point out that they include a good amount of fruit and vegetables, and very little fat and sugar. Students can also see that rations did not mean starvation – there is still dessert, for example, with most meals. Porridge was one type of cereal that was often available and people were encouraged to eat it often, because it is very filling and nutritious.

Students could be encouraged to think about what is missing from these meals. For example, fresh fruit, butter, nicer cuts of meat such as steak and pork or lamb chops, etc. You may like to point out that snacks are also missing from these menus. Generally, children would not have had snacks like sweets and crisps, although they might have had bread and margarine, if it was available. There is also very little variety. Some meals do seem quite skimpy, and students can see that these tend to happen at the end of the week, when the week's rations might be running low.

Younger students

The students may need help in comparing what they eat with this menu and in seeing the differences. You may want to do this as a whole-class exercise.

Outcomes

The students can:

- Appreciate some of the differences in diets between today and during the Second World War.
- Keep a list of foods they eat and compare it to a list from the Second World War.
- Think about what makes a balanced diet.

Older students

The students can answer the questions on their own or in groups.

Outcomes

The students can:

- Appreciate some of the differences in diets between today and during the Second World War.
- Keep a list of foods they eat and compare it to a list from the Second World War.
- Think about what makes a balanced diet.