



Forgotten Feasts Project – Lesson overviews

Lesson Focus	Key Question(s)	Activities	Skills	Where do we need to go next? Learning detours?
<p>Lesson 1 Authentic Hook: 1 in 3 children in Wales are overweight or obese, we are eating less vegetables than ever post pandemic – Can we create a recipe box for our community shop that will encourage other members of our community to eat healthier.</p>	<p><i>What nutritious ingredients can we put into our recipe box?</i> <i>What exciting or unusual fruit or vegetables will entice others to buy our recipe boxes?</i></p>	<p>Activity 1 Use Chromebooks/iMacs to Research exotic fruit and vegetables that we could use. Activity 2 Creating an online database of exotic fruit and vegetables, displaying origin, how it is grown and nutritional content/benefits. Activity 3 Promote our top 5 exotic fruit or vegetables in an Adobe Spark Video.</p>	<p>Digital Competence I can select and use a variety of appropriate software, tools and techniques to create, modify and combine multimedia components for a range of audiences and purposes I can construct, refine and interrogate data sets within tables, charts, spreadsheets and databases to test or support an investigation. Health & Wellbeing I can explain the importance of a balanced diet and nutrition and the impact my choices have on my physical health and well-being. Language, Literacy & Communication I can select appropriate language for different audiences and purposes.</p>	<p>How do we know if these fruit or vegetables will taste nice? How do we know if others will be brave enough to try them? We need to organise a ‘tasting’ session to try out our favourite exotic produce. We need to visit a world foods supermarket to identify and purchase our exotic fruits.</p>
<p>Lesson 2 Pupils visit local world food supermarket ‘Exotica’ to purchase their exotic produce. Pupils taste test a range of exotic foods.</p>	<p><i>Which exotic foods will we want to use for our recipe boxes?</i> <i>Which exotic foods would be unsuitable and why?</i> <i>How can we work out the average score of each of the products tasted?</i></p>	<p>Activity 1 (RICH EXPERIENCE WITHIN COMMUNITY) Pupils spend time identifying specific exotic fruits in their local ‘World Food’ supermarket. Activity 2 Pupils help prepare foods for class tasting session. Pupils have the opportunity to try each of the foods and give a score out of 10. Foods with the highest average score will be considered for recipe boxes.</p>	<p>Humanities I can describe some of the relationships, links and connections between a range of societies.</p>	<p>How can we calculate the score of the class favourites? The price of the exotic fruits are very expensive, how can we get around this? What will the total cost be per recipe box?</p>
<p>Lesson 3 Pupils learn how to calculate averages Pupils compare cost of exotic foods with other more common foods</p>	<p><i>How can we use a in Excel formula to calculate an average?</i> <i>How can we find out the total costs of our recipe box?</i> <i>How does the cost of our exotic foods compare to more widely available foods?</i></p>	<p>Activity 1 Pupils use formula to calculate the average score from each food from the exotic food tasting session using the individual score cards Activity 2 Pupils use formula to total a column to establish the total cost of their exotic foods. Pupils compare this cost with more commonly available foods to obtain the price difference. <i>Class discussion</i> – will the community be prepared to pay for the exotic recipe boxes with such high prices?</p>	<p>Digital Competence I can use a range of spreadsheet formulae, e.g. + / x, sum, average, max, min.</p>	<p>The costs of our recipe boxes are too high, how can we ensure our project will still be a success? Are there other cheaper, nutritious foods that we can use instead? How can we find out what nutritious foods are not being eaten by our pupils?</p>
<p>Lesson 4 Pupils create an online survey to obtain the current food choices of our school community</p>	<p><i>How can we establish the food habits of our school community?</i> <i>How can we find out what nutritious vegetables are less commonly eaten?</i></p>	<p>Activity 1 Pupils come up with a range of key questions could use in a digital survey to establish food habits. (What is your favourite meal? How often do you eat....? Can you identify this vegetable?) Activity 2</p>	<p>Digital Competence I can invite feedback/responses from others Language, Literacy and Communication I can select appropriate language for different audiences and purposes.</p>	<p>Should we create surveys specifically for pupils/parents/other members of our community?</p>

		From the bank of questions generated by the class, pupils use Microsoft Forms to produce their online survey. Pupils create a link to their survey for other classes to complete during day. Several classes are invited to the computer room to complete the survey with the pupils.		
Lesson 5 Pupils analyse results from online survey and begin researching their recipes	<i>What do our results tell us or suggest? What results were surprising or unexpected?</i>	Activity 1 Pupils look closely at their data and discuss their findings. Pupils share findings and conclusions with peers. Activity 2 Pupils choose recipes based around a 'forgotten feast' from their survey. For example, a recipe using courgettes as very few pupils say they ate courgette on a weekly basis or could identify it. Pupils research different recipes and tweak to 'make it their own'. Activity 2 Pupils bring their recipes to life using Adobe Creative Cloud. Creating an attractive recipe card to be used in their box.	Digital Competence I can construct, refine and interrogate data sets within tables, charts, spreadsheets and databases to test or support an investigation.	How can we ensure our vegetables/recipes sound appetising if pupils are not currently eating them?
Lesson 6 (Cooking Day) Pupils have the opportunity to cook their chosen recipes using their 'forgotten feast' identified from their survey.	<i>Are our recipes nutritious AND tasty? Are our recipes straight forward to make? Can we successfully follow our recipe to make a nutritious meal?</i>	Activity 1 (RICH EXPERIENCE) Pupils follow their recipe and cook their meal to establish if it will be a success. Pupils take meal home to try out for themselves with their family. Pupils take photos of each step so they can use it for their instructional video.	Health & Wellbeing I can plan and prepare basic, nutritious meals.	How will we know how much to sell our recipe boxes for?
Lesson 7 Pupils create a video to help others make their recipe and give their recipe box an appropriate price	<i>What price should we give our recipe box? How much profit could we potentially make? How can we help our customers create the recipe?</i>	Activity 1 Pupils transfer their cooking photos from iPad to iMac and embed them into their instructional videos. Pupils then create a QR code of their video which is placed onto their recipe card. Activity 2 Using Excel, pupils calculate cost to make their recipe box and potential profit of differently priced boxes which have been marked up. Pupils decide on the most appropriate price.	Digital Competence I can use a range of spreadsheet formulae, e.g. + / - / x, sum, average, max, min. Expressive Arts I can combine my knowledge, experience and understanding to plan and communicate my creative work for a range of different audiences, purposes and outcomes. Mathematics & Numeracy I can represent information by creating a variety of appropriate charts of increasing complexity, including tally charts, frequency tables, bar graphs and line graphs. I can model problems, using expressions and equations	Can we create price incentives for our recipe boxes? Buy two get one free? Where will we advertise? How will we ensure we have enough customers? How can we promote our recipe boxes?
Lesson 8 Pupils launch their recipe box at our community shop, 'Bwyd i Bawb'	<i>How can we ensure our launch is a success? How can we ensure our recipe boxes sell?</i>	Activity 1 (RICH EXPERIENCE WITHIN COMMUNITY) Pupils have the opportunity to serve in our community shop, selling their recipe boxes to members of the school community. Pupils discuss reasons behind recipe boxes to customers. Pupils create a range of posters and promotional material to be on display during launch and a reel of their cooking videos.	Humanities I have planned and taken an active role in response to challenges and opportunities in my local community, or in Wales or the wider world, and I have done so individually or as part of a team.	How could we improve on our recipe boxes? Which type of customer did we have? Did pupils purchase our recipe boxes? How can we find out if our recipe boxes were a success?