

Using Cy-burgers

Need an activity for.....?

Starter/main activity/plenary			Need an activity for teaching	Example activity
S	M	P		
✓		✓	food hygiene or safety	Activity 1 - Food Safety Quiz Interactive Beat the Clock goldrun quiz - use countdown style quiz with pupils in teams or individually
	✓		Designing your own quiz	Activity 1 Food Safety Quiz Interactive Beat the Clock goldrun quiz - models a 'Countdown' style quiz that pupils could do and then they design a new set of questions for their own quiz
✓	✓		Designing for different users or customers Comparing domestic processes and manufacturing	Activity 4 Virtual Burger Interactive On line burger design and production simulation - Give pupils different target groups to generate ideas for, for example a lunchtime snack for an office worker, a teenagers party, a toddlers outing. Activity 2 Burger Production Plant Interactive - Explore and discuss what is the difference between how the burger is made at home and how it is made in high volume
✓	✓		Understanding manufacturing processes Understanding HACCP and critical control points	Activity 3 Burger Production and Food safety Sequence manufacture and drag and drop CCPs, explain what is meant by the verbs used in the activity - restrict, protects, check, cook, use Discuss what controls are needed when burgers are made at school or at home. Activity 2 Burger Production Plant Interactive Pupils drag and drop CCPs into the correct part of the process and can apply this to their own flow chart
	✓		Drawing a manufacturing flow diagram	Activity 2 Burger Production Plant Interactive Models how a production plant is organised and laid out, pupils can use this to show their own manufacturing
	✓		Designing for different nutritional needs	Activity 4 Virtual Burger Interactive On line burger design and production simulation Pupils design burgers for different nutritional needs and carry out nutritional analysis

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	✓		Developing, planning and communicating ideas	<p>Activity 4 Virtual Burger Interactive On line burger design and production simulation -</p> <p>Give pupils different target groups to generate ideas for, for example a lunchtime snack for an office worker, a teenagers party, a toddlers outing</p> <p>The activity models how pupils might present and annotate their design ideas</p>
	✓		Working with tools equipment, materials and components to produce quality products	<p>Activity 3 Burger Production and Food safety</p> <p>Pupils use the activity to sequence making and consider food safety</p>
✓	✓	✓	Evaluating processes and products	<p>Activity 2 Burger Production Plant Interactive</p> <p>Explore and discuss what is the difference between how the burger is made at home and how it is made in high volume, and how effectively they organised their process in line with the process shown.</p>
✓	✓	✓	Knowledge and understanding of materials and components	<p>Activity 1 - Food Safety Quiz Interactive Beat the Clock goldrun quiz - use the quiz with pupils in teams or individually to develop their understanding of food safety and hygiene</p> <p>Discuss - How to keep healthy and what influences health, including the Balance of Good Health model.</p>
✓	✓		Knowledge and understanding of systems	<p>Activity 3 Burger Production and Food safety</p> <p>Sequence manufacture and drag and drop CCPs, explain what is meant by the verbs used in the activity - restrict, protects, check, cook, use</p> <p>Discuss what controls are needed when burgers are made at school or at home.</p>

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	✓		Promoting literacy - posing questions during market research and talking to users	<p>Activity 4 Virtual Burger Interactive On line burger design and production simulation -</p> <p>Ask them to practice question techniques for market research, Ask them to devise questions based on earlier product evaluation activities, to find out what people in their age group want, eg, in terms of taste, colour, cost. Different question formats could be used, eg, open, closed, rank order.</p> <p>When preparing to discuss their design with users, eg. Parents of young children, or a person who buys a burger, pupils will need to plan questions in advance. To check out the design criteria and the effectiveness of their design they might ask users - how would you modify our criteria? why do you think our design would or would not work? What changes or improvements do you suggest?</p>
✓		✓	Promoting literacy - using technical terms and concepts related to materials and making processes	<p>Activity 2 Burger Production Plant Interactive Ask the pupils to go into the virtual production plant and find out the meaning of the words - Lab, fresh mincer, pre blender, blender, forming machine, freezing tunnel, packing. They can illicit the verbs that are used to describe the processes, for example, blend, form, freeze, pack</p>
	✓		Promoting literacy - recording specifications and planning manufacture	<p>Activity 3 Burger Production and Food safety</p> <p>Pupils use the activity to sequence making and consider food safety. Ask pupils to write instructions for preparing and making their burger, concentrating on correct terms and punctuation. Production plans, instructions and annotations all demand precision and clarity to be effective. Pupils could assess the accuracy of their instructions as they or others use them. Conventions for laying out and recording plans, eg. Lists of tools and equipment, verbs for processes, correct punctuation should be shared with the pupils</p>

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	✓		Promoting literacy - using technical terms and concepts related to expressing evaluative judgments	<p>Activity 4 Virtual Burger Interactive On line burger design and production simulation -</p> <p>Using the language of evaluation, such as better because..... more suitable for..... Compromise and optimise</p> <p>Ask pupils to write a final review, based on the work in lessons, homework and the final product. The opening sentence should explain what their design brief was, with further paragraphs focusing on - working as a team, researching information, planning and exploring ideas, making the product, testing and improving. The final sentence should give an overall evaluation. More able pupils should be expected to produce several paragraphs. Less able pupils should produce sentences in a start-middle-conclusion sequence. They might find it useful to use time link words for the sequence, eg. First and then, finally.</p>
✓	✓		Promoting literacy - patterns of language associated with extended text - expressing plans, purposes and intentions	<p>Activity 3 Burger Production and Food safety</p> <p>Pupils use the activity to sequence making and consider food safety</p>
	✓		Promoting literacy - patterns of language associated with annotation of visual material	<p>Activity 4 Virtual Burger Interactive On line burger design and production simulation</p> <p>The activity models how pupils might present and annotate their design ideas</p>
	✓	✓	Promoting literacy - language for learning during group reviews Activity 4 Virtual Burger Interactive On line burger design and production simulation	<p>After pupils have used the interactive to generate some possible design organise an interim review. Ask pupils to work in groups to describe how their thinking has developed to this point, what the conflicts have been, and how they decided on a way forward. Designers often sit down together and 'crit' (criticise helpfully) each other's work. It is helpful to prepare the pupils by getting them to have - all their work together, sorting it out in order, making sure the best ideas are shown clearly. Then each pupil starts by saying what they are working on, why it is like it is, what they are pleased about in their design, what worries they have. Each pupil should try to give positive comments and criticism.</p>

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	✓		Linking Nutrition and PSHE	Activity 4 Virtual Burger Interactive On line burger design and production simulation Discuss - How to keep healthy and what influences health, including the Balance of Good Health model, ask the pupils to consider how far their design contributes to a healthy diet
		✓	Linking Citizenship and PSHE	Activity Burger Production Plant Interactive Discuss why statutory rules and regulations are needed to ensure the safety of food products made by manufacturers. Recognise and manage risk and make safer choices
	✓		Linking with Citizenship - Designing for different situations and lifestyles	Activity 4 Virtual Burger Interactive On line burger design and production simulation Design for different national and regional requirements- discuss the diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
	✓		Linking Citizenship - Designing for different needs	Activity 4 Virtual Burger Interactive On line burger design and production simulation Discuss how to design for others, what do they need to find out - How to empathise with people different from themselves
✓	✓		Thinking skills - information processing skills	Activity 3 Burger Production and Food safety Pupils locate, collect relevant information, sort classify, sequence, compare and contrast
	✓		Thinking skills - reasoning skills	Activity 3 Burger Production and Food safety Drag and Drop Critical control points to identify how to make their burgers safely Pupils give reasons for opinions and actions, to draw inferences and to make judgements, use precise language to explain what they think, and to make judgements and decisions informed by reasons or evidence

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	✓		Thinking skills - enquiry skills	Activity 4 Virtual Burger Interactive On line burger design and production simulation Pupils ask relevant questions, to pose and define problems, to plan what to do and how to research, to predict outcomes and anticipate consequences, and to test conclusions and improve ideas
	✓		Thinking skills - creative-thinking skills	Activity 4 Virtual Burger Interactive On line burger design and production simulation Pupils generate and extend ideas, apply imagination and look for alternative innovative outcomes
	✓	✓	Thinking skills - evaluation skills	Activity 4 Virtual Burger Interactive On line burger design and production simulation Pupils evaluate information, judge the value of what they read, hear or do, to and develop criteria for judging the value of their own work and others' work or ideas, and to have confidence in their judgements