

Using Global Kitchen

Need an activity for.....?

Starter/main activity/plenary			Need an activity for teaching	Example activity
S	M	P		
✓		✓	Where food comes from	Where in the world A quiz that can be done individually or in pairs to expand pupils' awareness of world products around the world
	✓		Designing your own quiz	Where in the world Pupils could design their own food quiz using this example as a template
	✓		Understanding food in religious celebrations	Global Calendar Create a display from the interactive information, ask each group to collect further information, cook traditional products for a particular month, create a whole class exhibition
✓			What are we celebrating this month	Global Calendar Extend pupils' understanding of the place of food in celebrations
	✓		Understanding component parts of a recipe Developing ideas	Club Pizza Ask pupils to carry out the activity, and then ask them what the different components that they have to think about are - for example, base, moist layer, seasoning, topping. Ask them to evaluate some existing pizzas using the component headings, ask them to score or rank each component. Ask them to combine the best components (in their view or a group vote) into a new design - the best base, with the best sauce and the best topping. Explain the importance of combining good elements from a number of designs to form a better design.
✓	✓		Designing a new pizza - developing and modelling ideas	Club Pizza In pairs design a new pizza within a certain price range. You could give each pair a different target group to aim for (for example, kiddies, family etc).
✓	✓	✓	Shopping on line	Global Food Store Use the activity in pairs or individually to explore the 'right' ingredients to use for an Indian or Chinese meal
	✓		Developing ideas	Global Food Store After using the activity, ask the pupils to develop an idea for a meal based on another tradition/culture/country

Starter/main activity/plenary			Need an activity for teaching	Example activity
S	M	P		
	✓		Working with tools equipment, materials and components to produce quality products	Club Pizza and Global Food Store Making the products they design
	✓	✓	Evaluating processes and products	Where in the World Provide some of the items mentioned in the quiz to taste and evaluate
✓	✓	✓	Knowledge and understanding of materials and components	Where in the World Use the quiz to start an activity where pupils investigate one country and provide pictures and information about the traditional ingredients, making processes and recipes used there and why.
	✓		Using ICT for researching	Club Pizza Where in the World Global calendar Use these activities to help pupils carry out research
	✓		Using ICT to support making and plan making	Club Pizza Use this activity to help pupils plan how they will make a pizza by taking them through the different components of a pizza and how it might be assembled.
	✓		Using ICT to model costs	Club Pizza Global Food Store Use a shopping list to model the costs of the relative ingredients, pupils can change the ingredients and develop a product within a given range of cost without re-calculating

Starter/main activity/plenary			Need an activity for teaching	Example activity
S	M	P		
	✓		Promoting literacy - posing questions during market research and talking to users	<p>Club Pizza</p> <p>Ask them to practice question techniques for market research for a new pizza for a target group. Ask them to devise questions to find out what people in a particular 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>Where in the World</p> <p>List the food words that are included and ask pupils to look them up for homework. Give each pupil one word.</p>
	✓		Promoting literacy - recording specifications and planning manufacture	<p>Club Pizza/ Global Food store</p> <p>Pupils use the activity to sequence making. Ask pupils to write instructions for preparing and making their pizza/Indian or Chinese meal, 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>

Starter/main activity/plenary			Need an activity for teaching	Example activity
S	M	P		
	✓		Promoting literacy - using technical terms and concepts related to expressing evaluative judgments	<p>Global Food Store/ Club Pizza</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 - language for learning during group reviews	<p>Club Pizza</p> <p>After pupils have used the interactive to generate some possible designs, organise an interim review. Ask pupils to work in groups to describe how their thinking on their pizza design 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>
	✓		Linking Nutrition and PSHE	<p>Global Food Store</p> <p>Asks pupils to meet nutritional requirements</p>
	✓		Linking with Citizenship - Designing for different situations and lifestyles	<p>Global Kitchen - all activities</p> <p>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.</p>

Starter/main activity/plenary			Need an activity for teaching	Example activity
S	M	P		
	✓		<p>Linking with Citizenship</p> <p>The world as a global community - how cultural influences spread, intersect and shape each other</p>	<p>Global Kitchen - all activities</p> <p>Pupils learn about how cultural influences spread and interact, the origins of design ideas in a global context (fashion) and how these influences enrich their present culture. It is important for D&T activities to take account of the history of technology, its global dimension and its impact on societies to show how different cultures have intersected and shaped each other.</p> <p>Quiz examples, can be developed into case studies which help pupils to appreciate a wide range of techniques and approaches. An important concept for pupils is that people from other parts of the world are capable and experienced in developing quality design and technology work. People all over the world are continually developing appropriate solutions to situations and contexts in which they live. Pupils learn a great deal from studying the ways in which other people meet needs, develop solutions and create opportunities. Pupils use techniques traditional to other cultures to help them discover their own creativity and skill so that they are able to appreciate the skillfulness and value of others work.</p>
	✓		<p>Linking Citizenship - Designing for different needs</p>	<p>Club Pizza / Global Calendar</p> <p>Discuss how to design for others, what do they need to find out - how to empathise with people different from themselves</p>
✓	✓		<p>Thinking skills - information processing skills</p>	<p>Where in the world</p> <p>Pupils locate, collect relevant information, sort classify, sequence, compare and contrast</p>
	✓		<p>Thinking skills - reasoning skills</p>	<p>Where in the World</p> <p>Pupils give reasons for opinions, to draw inferences and to make judgements, and use precise language to explain what they think.</p>

Starter/main activity/plenary			Need an activity for teaching	Example activity
S	M	P		
	✓		Thinking skills - enquiry skills	<p>Club Pizza</p> <p>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.</p>
	✓		Thinking skills - creative-thinking skills	<p>Club Pizza</p> <p>Pupils generate and extend ideas, apply imagination and look for alternative innovative outcomes.</p>
	✓	✓	Thinking skills - evaluation skills	<p>Club Pizza/ Global Food Store</p> <p>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.</p>