



Lesson 3 – Cooking for who?

Learning outcomes:

- To identify who their recipe will be designed for.
- To develop ideas for recipes drawing on their knowledge of who the recipe will be for and the criteria shared in Lesson 1.
- To understand that products are designed for different purposes and users.

During this session pupils will share and develop ideas about who their recipe could be designed for and why their recipe has the 'Eggs Factor'.



1. Sharing ideas

Ask the pupils to think about how different food products can be made for different groups of people. For example, baby foods, breakfast cereals targeted at children, energy bars for sports people. You might like to show them some examples of food advertisements and ask them to consider who they might be targeted at.

Ask the pupils to think about characters from books, films or TV that they could create an egg-based recipe for. What kind of food would they like? Share some examples:

- Harry Potter might like something magical – maybe an egg sandwich with a colourful range of vegetables in it?
- A Transformer might like a simple soft boiled egg with toast soldiers.
- The Cat in the Hat would definitely like Green Eggs and Ham – a lettuce and egg pitta?
- Bugs Bunny might like an omelette with added carrots in!

Pupils could work in small groups to brainstorm character ideas on large sheets of paper.

Pupils take one of the ideas that they talked about in their group and complete **Activity sheet 3A** to plan their story and dish further. Talk through the planning sheet first and explain what information is needed. If appropriate to the age and ability of the class, you might like to model this first.

Encourage the pupils to be creative with their eggsplanations! But again, stress the importance of creating a realistic recipe.

You may want to decide on a basic recipe first in which they can add their own special ingredients for their character, for example an omelette or egg sandwich. (A recipe for a simple omelette has been included with this lesson).

What could be their special recipe, or added special ingredient? Could their dish be eaten for breakfast, lunch or dinner? Ask them to come up with two ideas and to share these with a peer.

2. Developing ideas

The next step is for each pupil to start planning their dish for their character. **Activity sheet 3B**



can be used to help them identify the ingredients and equipment they will need, and to consider what their dish might look like. You might like to model how to complete the sheet first.

It is important that pupils complete the section on success criteria as this will inform their evaluations at the end of the project. They will need to consider the overall criteria outlined in Lesson 1. Evaluations could be based upon taste, appearance and suitability for their character.

These planning sheets can be used to help show the design process – from planning through to making and evaluation.

Extension

Ask the children to think about the story behind their dish. Why does their dish have the 'Eggs Factor'?

Ask them to consider:

- why their character would be impressed by their recipe
- where they may like to eat it?

Homework

In the next session pupils will be writing their own recipes for their characters. Ask them to find examples of different instructions at home – not just recipes. How are they similar? What do they include? When was the last time you used a successful set of instructions? How did you know they were good instructions? What made them successful?