

MY HEALTHY POP-UP RESTAURANT (LEVEL 3)

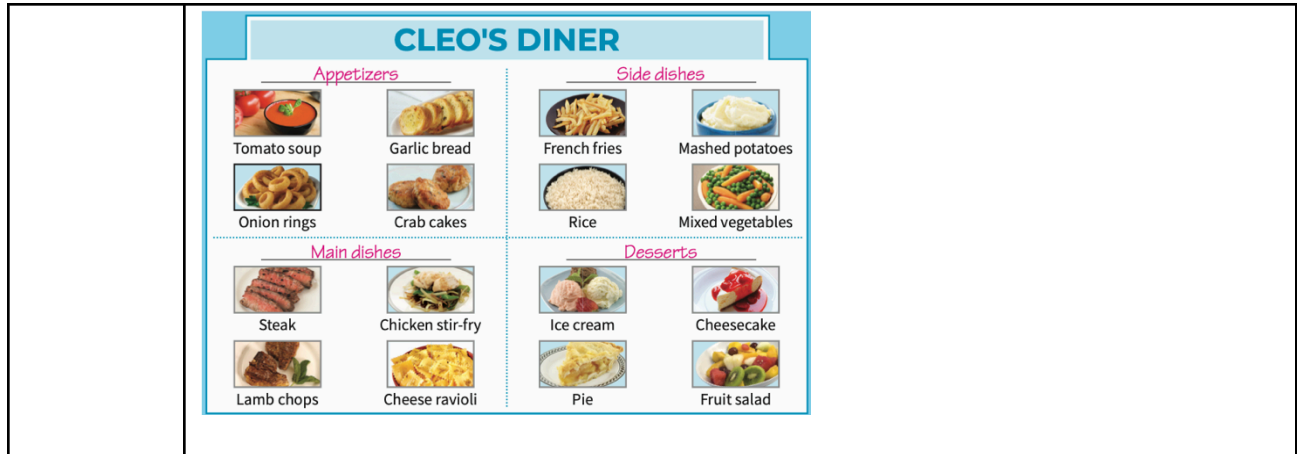
Description	Learners will prepare a nutritionally balanced and tasty meal for their family and friends. To do this, they will use concepts of nutrition, set up their pop-up restaurant, and write and cook recipes.
Leading question	What does it take to serve a healthy and tasty meal to my family?
Subjects covered	Science, English, Math
Total time required	1 hour a day for 5 days
Resources required	Papers, pencils, colours, kitchen equipment, recipe ingredients
Learning outcomes:	<p>By the end of this project, learners will be able to:</p> <p>Knowledge-Based Outcomes:</p> <ol style="list-style-type: none"> 1. Explain the ingredients used in different types of dishes and the process of making them. 2. Identify the different food groups and their role in making our diet balanced. 3. Develop a business plan to set up a pop-up restaurant. <p>21st Century Skill Outcomes:</p> <ol style="list-style-type: none"> 1. Be creative while arriving at a concept for the pop-up restaurant, and its name and logo. 2. Think critically while writing recipes to make a balanced meal. 3. Work collaboratively by seeking feedback on ideas. 4. Communicate effectively while presenting ideas.
Previous Learning	Functions of food
Supervision required	Medium

Day 1 -

Today, you will start working on a business plan to set up a pop-up restaurant.

Time	Activity and Description
10 minutes	<p>Introduction</p> <ul style="list-style-type: none"> - What's your favourite food? Where do you usually eat/ buy it? - How often would you like to eat out? - Have you ever eaten at a pop-up restaurant? What do you like to eat there? <p>In this project, we will open our own pop-up restaurant and prepare healthy and tasty food for our families. To do this, we will learn about how to make a business plan to set-up a restaurant and what it takes to prepare a healthy and tasty meal.</p>
10 minutes	<p>Business Plan</p> <p>What do you need to think about and consider before opening your pop-up restaurant? (location, name, design, money, workers)</p>

	<p>Before we start a business, such as a pop-up restaurant, we must plan it carefully and think about all the things you mentioned. We do this by making a business plan!</p> <p>Note: Share the business plan template with learners (Appendix 1) and walk them through it by asking the questions listed below.</p> <ul style="list-style-type: none"> - Section 1: Concept: What will make your pop-up restaurant special and unique? - Section 2: Logistics: Where will you set up your pop-up restaurant? Who will visit it? - Section 3: Food: What dishes will you serve? What are the ingredients? How will you source the ingredients? How will you make the dishes? - Section 4: Marketing and Decoration: What is the name and logo of the restaurant? What will the menu look like? - Section 5: Pricing: What are all your costs? How much will you charge for the dishes? <p>Today, you will work on the first two sections of the business plan.</p>
10 minutes	<p>Concept</p> <p>What will make the restaurant special and unique? To answer this question, think about:</p> <ul style="list-style-type: none"> - Does your family often visit a pop-up restaurant? Which ones? - Why do you go there and what makes the food they prepare special? - What kind of food does your family like to eat? - Based on this, what will your pop-up restaurant's specialty be (design/ technology used/ menu/ healthy options/ customer experience)? How can you make sure that you are not copying another pop-up restaurant and that your idea is fresh and unique? <p>Write down your ideas in the business plan.</p>
10 minutes	<p>Logistics</p> <p>To plan the logistics, think about these questions:</p> <ul style="list-style-type: none"> - Do you know of a pop-up restaurant that a lot of people visit? How does the location of the pop-up restaurant impact the number of people that visit it? - What age group of people are you targeting? How will you plan your design and dishes based on this? <p>Write down your ideas in the business plan.</p>
At home activities	<p>Seek feedback from your family on the first two sections of your business plan. If possible, meet a pop-up restaurant owner in your neighbourhood and ask them about how they run their pop-up restaurant efficiently.</p>
Literacy/ Numeracy Extension (Optional)	<p>Show learners menus from a couple of restaurants and ask them to find out how dishes are classified on it.</p>



Day 2

Today, you will identify and classify food sources.

Time	Activity and Description																					
5 minutes	<p>Introduction</p> <p>Let us work on the third section - Food - of the business plan.</p> <ul style="list-style-type: none"> - How important do you think it is to plan this section? Why? <i>(Even if the location is not great if the food is good, customers visit pop-up restaurants repeatedly to eat their favourite dishes)</i> <p>In order to serve your guests a well-planned meal, you should offer them a well-balanced dish that has all nutrients and uses ingredients from different sources.</p>																					
20 minutes	<p>Sources of Food</p> <p>Let us first find out about different sources from which we get food.</p> <p>Note: Ask learners to draw the table shown below and list the different foods/ drinks they and their family ate in the last two weeks.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3">Foods My Family and I Ate the Last Week</th> </tr> <tr> <th>Food/Drinks</th> <th>Main Ingredients</th> <th>Source</th> </tr> </thead> <tbody> <tr> <td>Bread</td> <td></td> <td></td> </tr> <tr> <td>Orange juice</td> <td></td> <td></td> </tr> <tr> <td>Pizza</td> <td></td> <td></td> </tr> <tr> <td>Fried chicken</td> <td></td> <td></td> </tr> <tr> <td>Cucumber salad</td> <td></td> <td></td> </tr> </tbody> </table>	Foods My Family and I Ate the Last Week			Food/Drinks	Main Ingredients	Source	Bread			Orange juice			Pizza			Fried chicken			Cucumber salad		
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Now let us think and list the ingredients (what the food items are made up of) of each of these foods. Once done, write the source (where we get the ingredient from) for each ingredient.

Tip: Explain the sources of ingredients of one food item before learners start this exercise. For example: food - fried chicken | ingredients - chicken, vegetable oil | sources - animals (chicken), plants (vegetable oil). Also, learners can check the sources on the packaging, in case the food item is packaged.

Foods My Family and I Ate the Last Week		
Food/Drinks	Main Ingredients	Source
Bread	Wheat Butter	Plants Animals
Orange juice	Oranges	Plants
Pizza	Wheat Cheese Vegetables Mushrooms	Plants Animals Plants Fungi
Fried chicken	Chicken Vegetable oil	Animals Plants
Cucumber salad	Cucumber Vegetable oil Lemon juice	Plants Plants Plants

What are the different sources of food that we eat? (Plants and animals, and some other sources such as fungi)

10 minutes

Food Groups

Read the ingredients that you listed in the table and try to group them into 2 or more groups. Once done, share your groups and the ingredients in each of them (Take responses).

Tip: Encourage learners to think of ways of grouping other than the source of the ingredients.

Based on its functions in our body, food can be classified into four groups:

- Grains and Cereals - such as rice, wheat, and corn;
 - Meat, Dairy and Pulses - such as meat, eggs, dairy products, beans and pulses;
 - Fruits and Vegetables - such as cucumbers and oranges; and
 - Fats - such as oil and butter
- When you are done, let's make 4 teams.

5 minutes	<p>Application</p> <p>Think about your favourite dish!</p> <ul style="list-style-type: none"> - List its ingredients. - Classify the ingredients based on their source. - Classify the ingredients based on the food groups they belong to. <p><i>Tip: In case learners are not aware of all the ingredients, they can ask a family member for help.</i></p>
At home activities	Learners will ask their family members about their dietary preferences and find out 1 or 2 dishes they can prepare for them.

Day 3 –

Today, you will finish your pop-up restaurant's food plan and make healthy recipes.

Time	Activity and Description															
10 minutes	<p>Components of Food</p> <p>On what basis are food items classified into different food groups? <i>(Based on their roles in our bodies).</i></p> <p>Let us find out what the role of each food group in our body is.</p> <ul style="list-style-type: none"> - Do you know what a nutrient is? What nutrients does each food group give us? - How does each nutrient help our bodies? <p><i>Note: Ask learners to copy the table and attempt to fill it. It is OK if they don't get it right. Once done, fill out the table and explain to them the nutrients in each food group and their functions.</i></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e1f5fe;"> <th>Food Group</th> <th>Grains and Cereals</th> <th>Meat, Dairy and Pulses</th> <th>Fruits and Vegetables</th> <th>Fats and Oils</th> </tr> </thead> <tbody> <tr> <td>Main Nutrients</td> <td>Carbohydrates</td> <td>Proteins and calcium</td> <td>Vitamins and Minerals</td> <td>Fats</td> </tr> <tr> <td>Role in Our Bodies</td> <td>Give us quick energy</td> <td>Help us grow and develop strong bones and teeth</td> <td>Protect us from diseases and improve memory</td> <td>Give us energy to store</td> </tr> </tbody> </table>	Food Group	Grains and Cereals	Meat, Dairy and Pulses	Fruits and Vegetables	Fats and Oils	Main Nutrients	Carbohydrates	Proteins and calcium	Vitamins and Minerals	Fats	Role in Our Bodies	Give us quick energy	Help us grow and develop strong bones and teeth	Protect us from diseases and improve memory	Give us energy to store
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10 minutes	<p>My Healthy Plate</p> <p>Let us learn about an easy way to plan healthy meals which can provide our bodies with the right amounts of different nutrients.</p> <p><i>Note: Show learners the image below.</i></p>															



The ratio/ fraction of each food group in a healthy meal is:

- Grains and Cereals - $\frac{1}{4}$
- Meat, Dairy and Pulses - $\frac{1}{4}$
- Vegetables - a little more than $\frac{1}{4}$
- Fruits - a little less than $\frac{1}{4}$
- Fats - a small amount of healthy fats
- Water - more than 1.5 litres a day

Note: Provide learners a packet of food.

Read the back of a packet of food, explore nutritional facts and decide if this food is healthy or not.



15 minutes

Food Plan

Note: Take an example - such as egg noodles - and check with the learners whether it's balanced or not. Once done, explore ways to make it balanced (such as adding more vegetables, reducing the amount of noodles in the dish)

Now that you know the components of a healthy meal, let's check if the dishes you planned to serve at your pop-up restaurant are balanced and healthy or not, and find out ways to make them so.

Tip: Ask learners to think about how they will prepare a balanced meal for a person in the family who is vegetarian.







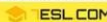
5 minutes	<p>Closure Apart from balanced and healthy food, what else do we need to do to stay healthy? (<i>Take responses</i>).</p> <p>In addition to eating healthy food, we must also exercise regularly, drink enough water, sleep well and do practices such as meditation and mindfulness.</p>
At home activities	<ul style="list-style-type: none"> - Observe and find out how dishes are made at home because you will be cooking your dish on the final day. - Find out the prices of different ingredients used in your dish. - Find out the consequences of not eating any food groups in sufficient quantities. What nutrient deficiencies and health issues would they develop? - Optional: If learners have access to a library, they can surf cooking books to familiarise themselves with how restaurant-like dishes look like
Literacy/ Numeracy Extension (Optional)	<p>We should sleep enough to improve our brain's performance, along with our mood and body. According to <i>The Sleep Charity</i>, "while there is no hard and fast rule, the general guide is toddlers need around 12 hours of sleep a night; children aged three to six need 10-12 hours; seven to twelve years olds need 10-11 hours; and teenagers – around 8 to 9 hours.</p> <ul style="list-style-type: none"> • To calculate the time you have slept, here is an example: <p>You went to bed at  in the evening and woke up at  in the morning.</p> <p>How many hours have you slept?</p> <ul style="list-style-type: none"> - First let us tell the time on both clocks, and then we can calculate the hours slept. So, you went to bed at 7:00 in the evening, and woke up at 5:30 the next morning. - Let's count how many hours you have slept: <p>Starting with 7 in your head, count as you do usually, except that once you reach 12 you must start with 1 again. So, we have 7 in the head, we start counting: 8, 9, 10, 11, 12, 1, 2, 3, 4, 5, and a half. So you have slept 10 ½ hours (Ten and a half hours).</p>

Day 4 –

Today, you will finish the last two sections of the business plan and design the feedback form.

Time	Activity and Description
15 minutes	<p>Marketing and decoration plan:</p> <ul style="list-style-type: none"> - What is the name of the pop-up restaurant and what is the logo? Tip: A logo is a symbol made up of text and images that identifies a business. - Design the restaurant's menu, description of dishes and their nutrient content, price, and an illustration of the dish if possible. Add the restaurant's name and logo on top. - Think of table decoration and organisation depending on your restaurant's theme. What plates, bowls, serving equipment and glasses will you use? - What materials will you need for decorating the table and the place?

15 minutes	<p>Pricing Plan</p> <ul style="list-style-type: none"> - What dish will you serve? What are the ingredients and how much do you think they cost? Can you calculate the price of the dish depending on the ingredients? - Pricing plan also includes dinnerware, marketing material, printing material (feedback form, menu... etc.) - How much markup would you like to add? <p>To determine profit:</p> <ul style="list-style-type: none"> - List food ingredients and calculate the total price of the dish/s. - Indicate the original price of the dish/s. Example: Rs. 28 - Now determine the price you will sell the dish/s for Rs. 35 - the profit you make is $35 - 28 = \text{Rs. } 7$ - What is the profit percentage? $(\text{profit}/\text{original cost}) * 100 = (7/28) * 100 = 25\%$ <p><i>Tip: Assist learners in pricing materials.</i></p> <table border="1" data-bbox="393 825 1481 1816"> <thead> <tr> <th colspan="2" style="background-color: #d9ead3;">Pricing Plan</th> </tr> </thead> <tbody> <tr> <td>Cost of Ingredients</td> <td></td> </tr> <tr> <td>cost of gas</td> <td></td> </tr> <tr> <td>cost of cooking ware</td> <td></td> </tr> <tr> <td>Cost of "Staff" (chef and waiter/waitress)</td> <td></td> </tr> <tr> <td>Cost of Decoration or tableware</td> <td></td> </tr> <tr> <td>cost of place rent (if applicable)</td> <td></td> </tr> <tr> <td>Total price</td> <td></td> </tr> <tr> <td> Markup % (add 20-30% of total) Markup is the amount added to the cost price of goods to cover overheads and profit. Example: if the total cost is Rs. 35, and the markup is 30% , the markup is $30\% * 35 = 30/100 * 35 = \text{Rs. } 10.5$ </td> <td></td> </tr> <tr> <td> Selling Price of the dish: Example: to calculate the selling price, you do the following: (if the total price is Rs.35, and the markup is 30%:) </td> <td></td> </tr> </tbody> </table>	Pricing Plan		Cost of Ingredients		cost of gas		cost of cooking ware		Cost of "Staff" (chef and waiter/waitress)		Cost of Decoration or tableware		cost of place rent (if applicable)		Total price		Markup % (add 20-30% of total) Markup is the amount added to the cost price of goods to cover overheads and profit. Example: if the total cost is Rs. 35, and the markup is 30% , the markup is $30\% * 35 = 30/100 * 35 = \text{Rs. } 10.5$		Selling Price of the dish: Example: to calculate the selling price, you do the following: (if the total price is Rs.35, and the markup is 30%:)	
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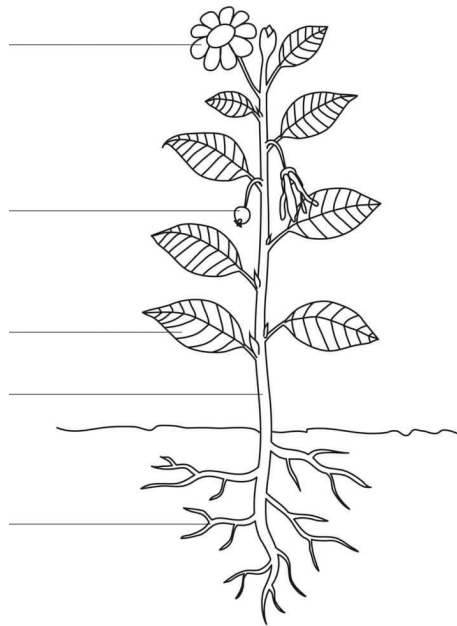
	<p>You multiply (30%* total price) + total price Selling price =(30/100 * 35) + 35= =(10.5) + 35 = Rs. 45.5</p>	
<p>10 minutes</p>	<p>Feedback Form Create a simple feedback form for your guests.</p> <div data-bbox="404 577 954 1024" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">Restaurant Customer Feedback</p> <p>Name (optional): _____</p> <p>Age: _____</p> <p>Dish served: _____</p> <p>Did you like the dish?</p> <div style="display: flex; justify-content: center; gap: 10px;">      </div> <p>Comments:</p> <p>_____</p> <p>_____</p> <p>_____</p> </div>	
<p>At home activities</p>	<p>Practice cooking your dish with your family members.</p>	
<p>Literacy/ Numeracy Extension (optional)</p>	<p>Waiter/Waitress Language It would be nice if learners practise some expressions actual waiters/waitresses use in a restaurant. Examples:</p> <div data-bbox="396 1247 821 1778" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">Restaurant English ORDERING 2</p> <div style="display: flex;"> <div style="flex: 1;"> <p>Customer:</p> <ul style="list-style-type: none"> • Could you bring us the menu, please? • Yes, can I see the dessert menu please? • No, thanks. I am full after the meal. • The menu, please. • What's on the menu? • Do you have a set menu? • Could you bring us the salt/pepper/ ketchup/ vinegar, please? • I'll have the soup as a starter. • I'll have the steak for the main course. • That's all, thank you. • May I have some water, please? • May I get an order of barbeque wings? • That'll be all for now. • I would like a Coke. </div> <div style="flex: 1; text-align: center;">  </div> <div style="flex: 1;"> <ul style="list-style-type: none"> • Yes, please. May I get a glass of lemonade? • I would like to order my food now. • We'd like to order a cheeseburger and some fries. • We'll have the chicken and the vegetable pasta, please. • Just some water, please. • Let's have 4 coffees, please. • We would like 2 coffees and 2 teas. • We'd like a little longer, please. <p><i>If there are problems with the order, the waiter/ waitress can say:</i></p> <ul style="list-style-type: none"> • I don't think we have anymore steak left. I'll check with the kitchen. • I'm sorry, but the king prawn soup is finished. • Sorry, the hamburgers are off. </div> </div> <p style="text-align: center;"></p> </div>	





Day 5 -



Today, you will set up your restaurant, cook for your guests and serve them!

Time	Activity and Description
35 minutes	<p>pop-up restaurant</p> <p>Note:</p> <ul style="list-style-type: none"> - Learners will put everything together and create their pop-up restaurant. - Learners can prepare the dishes or support a family member in creating them. - Learners will put up the decorations and set up. - Learners will welcome guests and serve their dishes. - Guests will enjoy the meal together and fill out the feedback form that the learners share with them.
5 minutes	<p>Reflection</p> <ul style="list-style-type: none"> - Did you enjoy this project? - What was the most interesting part? - What was the most difficult part? - Have you ever cooked before? Did you enjoy cooking? - What did your family like about the dish? What did they not like?
Literacy/ Numeracy Extension (Optional)	Learners can write a sequence paragraph to describe the process of their recipes, using transitions of sequence (first, second, later, finally... etc.)

Additional enrichment activities:	<ul style="list-style-type: none"> - Learners do some home research about the diseases or health issues caused by vitamin deficiencies and not eating well. - Learners write a suggested meal plan for a week to their family to follow. - Literacy: Learners write a food recipe and/or a sequence paragraph to describe the process of their recipes. - Additional: Which plant parts do we eat? Learners first name the main part of a plant: flower, (seed), leaf, stem and root, then decide which parts we eat and can include in their dish.
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Tree/plant	Which part do we eat
Broccoli 	flower
Strawberry 	Flower (which turns into a fruit)
Parsley 	Leaves and (sometimes stem)
Carrots and potato 	root
Celery 	stem

		
		seeds
	<ul style="list-style-type: none"> - Learners can start a campaign to raise awareness on well-balanced meals. They talk about food choices to their families or prepare an open day at school to raise awareness. 	
Modifications for simplification	<ul style="list-style-type: none"> • If learners need more time to learn about food, business plan sections can be reduced or summarised in 1 day, giving more days to the food plan. • If the concept of a restaurant is too big for learners, they can set up a pop-up restaurant instead. 	

ASSESSMENT CRITERIA

A majority of my students were able to:

- Identify, classify, list and differentiate different food items and their source of origin etc.
- create a successful business plan
- set up their own pop-up restaurant
- cook a well-balanced meal with all nutrients.

APPENDIX

Business Plan Template

My Restaurant's Buisness Plan

Restaurant Name: _____ Owner: _____ Phone: _____	
1. CONCEPT About the Restaurant (a short description of the concept, theme, food... etc) _____ _____ Market Demand: _____ Restaurant theme: _____ Competitive Advantage: _____	
2- LOGISTICS Location: _____ Targeted guests: _____	
3- FOOD Dishes 1: _____ Ingredients: _____ Dish 2: _____ Ingredients: _____ Beverage: _____ Ingredients: _____	4: MARKETING AND DECORATION
Pricing Dish 1: _____ Dish 2: _____ Dish 3: _____ Cooking expenses (gas, cooking ware, water... etc.) _____ Decoration: _____ Rent: _____ Staff (chef, waiter/ess): _____ Profit%: _____ Others: _____ Total: _____	