

**Strands:** Food, health and culinary skills, Responsible family living  
**Elements:** Individual and family empowerment, Health and wellbeing

## Title of task

Soup Savers

## Learning Outcomes

### Students should be able to...

- 1.1 identify the factors that affect personal food choices
- 1.3 apply a range of cooking principles and techniques in the preparation of healthy individual and family meals incorporating budgetary considerations
- 2.5 assess the importance of making informed and responsible decisions in everyday life
- 2.7 identify how individuals, families and households can contribute to sustainable and responsible living

## Learning Intentions

### We are learning to...

- Apply the design brief process to real life situations and document written evidence
- Identify a variety of cooking principles
- Make decisions based on research
- Give and receive feedback and use it to help with our learning
- Reflect on my learning

## Success Criteria

- SC1 Evidence of design brief process being used to make sustainable decisions
- SC2 Give and receive peer feedback: note it and reflect on it
- SC3 Reflect on what went well and what could be done differently if starting a similar task

## Context

Second year (mixed ability) students after 12 weeks. The students first completed a unit on Money Management/ Budgeting with a focus on the management of resources and applying financial literacy skills as they worked through a brief relating to meal planning. Students have an understanding of nutrition and can balance menus. The students have demonstrated numerous cooking principles in a range of dishes. The skills of the design brief process have been incrementally developed, starting in first year, through their application in practical textiles and practical cookery. After this task students went on to make their chosen soup and evaluate it.

## Timeframe

2 weeks

## Sample of work 1

### Brief



**Every year Irish households throw away €700 food** \*Stop Food waste

Using the design brief process, carry out research on the types/ flavours of soup. Plan a balanced lunch menu including soup. Investigate garnishes used on soup. Consider how soup is a nutritious way to use seasonal produce and avoid waste.

(Think- pair- share) What was I asked to do?

- I was asked to carry out research on the types and flavours of soup.
- I was asked to plan a balanced lunch <sup>menu</sup> that included soup.
- I was asked to investigate garnishes used on soup.
- I must make sure soup chosen uses seasonal vegetables.
- I must avoid food waste, I could look at vegetables in fridge at home first.

Considerations: What things do I need to think about when planning to prepare, cook and serve soup?

- Likes and dislikes will be important so the soup won't be wasted.
- I must consider the nutritional value of the soup.
- Cost. Keep the soup on a low budget.
- Consider any special diets such as vegan.
- How many people I am cooking for.
- Do I have all the right equipment.
- What ingredients do I need, Do I have them at home?

## Sample of work 1

### Individual research

#### Possible solutions/ soups

- versatile vegetable soup
- leek and bean soup
- mushroom soup
- tomato soup
- leek and potatoe soup
- Chicken soup

Chosen soup: versatile vegetable soup

Reasons for choice: (More than one reason!)

- It is a good way to use vegetables from your fridge.
- It is quick and easy - it only takes 15 minutes to prepare and cook.

A garnish is an edible decoration for food.

#### Possible garnishes:

- parsley
- basil
- celery
- scallion
- crutons

Chosen garnish ~~basil~~ sprig parsley.

Reasons for choice: (More than one reason!)

- adds flavour and colour
- easy to prepare
- I have some growing at home so it saves buying.

Sample of work 1

Plan a balanced lunch menu that includes your chosen soup

Vegetable soup  
garnished with parsley  
and wholemeal bread.

\* \* \*

Drinks  
glass of milk.

## Sample of work 1

### Peer Feedback

Is the menu balanced?

Why? Yes, as it contains three of the four food groups.  
included in the menu

Is the menu laid out correctly?

Why? Yes the menu is in a box with stars separating  
out each course.

Did the student meet the brief (do what they were asked to do)?

The student did meet the brief as she carried out what  
research was asked for a suitable recipe. She avoided food  
waste as vegetables can be sourced from fridge.

What could the student do to modify the soup?

They could add peas or beans or lentils to add protein.

## Sample of work 1

Using the feedback and research...

In pairs discuss the following:

What soup each person chose and the reasons for choice.

Agree on a soup that you will make together: winter vegetable soup

Reasons for choice:

- prep and cook time is 40 minutes - would suit a class
- Not much equipment.
- most ingredients can be found in the fridge.

Find and agree on a recipe (note where it is from)

Soup recipe Penny soup

From 1000 recipes book

Why did you choose this recipe?

- cheap - veg costs less than meat
- suited for vegans.

## Sample of work 1

### Reflection

What feedback did you get (in your own words)

- My menu is balance.
- I have my menu laid out correctly.
- I avoided food waste.
- I met the brief by avoiding food waste and by planning a balanced lunch

What went well on this task?

- I think I did well + did what I was asked to do.
- My soup is healthy + uses up veg and avoids waste.
- I did research too.

What could I do differently if I were starting a similar task?

- Use online recipes too as just using books didn't give enough ideas. The internet would help.

## Teacher feedback

- SC1** Used the design brief process to make sustainable decisions. There is mention of this in the considerations and in reasons for decisions. The work could be improved by demonstrating that sustainability is more than just avoiding waste.
- SC2** Good involvement in sharing feedback with others. Make sure to note the feedback others give you e.g. using pulse vegetables to add protein even if you do not think you will do it.
- SC3** The point on research and using other sources (“online”) is good and will help in other tasks. In what went well you say what you did, the work could be improved by explaining why this is good?

## Overall Judgement

In line with expectations

