



The future is

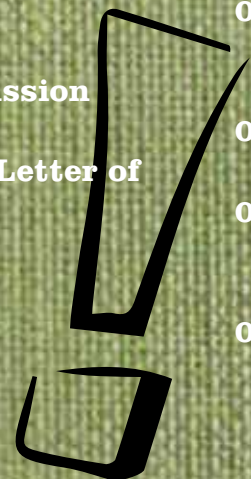
FOOD

Real time Food Project

➤ Teacher Resource Pack

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Introduction

The Future is Food Transition Unit is designed to introduce students to the food industry in Ireland. The Unit will focus on artisan food producers and how entrepreneurship and innovation has driven this aspect of the food industry. In addition the Unit will give students real life experience through meeting and working with food producers and gives them the possibility of planning the development and production of a new food product. The Future is Food Transition Unit has been designed to follow the Mini Company Unit and will build on established experience and expertise. The Unit may serve many purposes in that it will provide a platform for learners to build and develop key skills (communication, working with others, information processing, critical and creative thinking) and enhance personal and social skills.

The aim of this resource pack is to guide teachers through the delivery of this Unit. It is designed to equip teachers to assist students in the completion of each stage of a food production mini company by addressing the documentation in both of the Student Toolkits. The pack also supplies additional learning resource worksheets aimed at enriching the content within the toolkits and enhancing the learning taking place.

The majority of the Unit will be delivered in the classroom along with visits from local contacts (depending on which project students choose to undertake) and at least one field visit.

Great detail is included in the student toolkits for this Unit which should assist and encourage students to take more responsibility for their learning and encourage them to participate in the learning experience. The content in Section 3 (The Food Project), in both of the student toolkits, is comprehensively explained and contains precise instructions and assistance for students to complete necessary sections independently of teacher led instruction.

This Transition Unit builds upon a student's previous learning in both Junior Certificate Home Economics and Business Studies and links into both Leaving Certificate Home Economics and the Leaving Certificate Vocational Programme LCVP. Therefore, there is flexibility on the part of the class teacher to indicate to students to complete aspects of Section 3 (product advertisement, product packaging, product labelling, compiling the market research results, completing checklists, production analysis and customer feedback design) independently or as part of their homework thus encouraging the student to take responsibility for their own learning.

The teacher led Sections 1 and 2 may require some detail in the delivery of their content to demonstrate to students how to effectively conduct internet research. This will equip students with the knowledge and experience of navigating relevant websites which will assist them in the completion of section 3. This should also provide students with both the mini company and food industry information they require for successful completion of this Transition Unit.

The Future is Food Transition Unit consists of 4 sections.

Section 1 - Setting up a mini company

Section 1 introduces the student to the mini company unit. It illustrates to the student the overall benefits of participating in a mini company whilst providing students with an overview of how mini companies are run.

Section 1 also introduces the concept of teamwork, exploring its structure and looking at the advantages of the overall experience of working as part of a team. It equips students with the valuable tool of learning how to construct teams and explore how effective communication is linked to successful teamwork.

This resource pack provides teachers with a bank of worksheets to be distributed as part of group work. This will assist students realise the methods of communication and the importance of effective communication in succeeding in the working world. The worksheets also give students a time for reflection on how they currently communicate with each other. There is also the option for students to devise and implement a communication guide, which will form an agreed method of communicating with each other and members of the food industry over the course of this Transition Unit. The Lessons included in this section are suitable for both Option A and Option B.

Section 2 - Entrepreneurship and Innovation in the Food Sector

Section 2 explores the food industry with an emphasis on artisan food production. This section aims to bring about a greater awareness of students on food sourcing and its benefits to consumers, agriculture, sustainability and the economy. This section also introduces students to the Taste Council of Ireland and actively encourages students to carry out research on the associated voluntary and government bodies of both the Taste Council of Ireland and the Irish food industry.

Section 2 introduces the concept of food sustainability and assists students realise the importance of choosing local food produce. In this section students will research and become familiar with artisan food producers situated in their region and carry out research on the food products produced by each. This introduces the students to the possibilities of local food selection.

The students are also given an opportunity to explore Bord Bia's 'Origin Green' sustainability programme, via Bord Bia links, and review Irish food companies commitment to sustainability. This will foster an appreciation in students for the preservation of our natural resources and all that they provide.

The teacher resource pack contains additional optional worksheets on Ireland's food production. Throughout this section students will also explore enterprise in the food industry and examine a business start-up case study to demonstrate to students how their own skills and hobbies could potentially evolve into an artisan food business.

This section provides students with a wide vocabulary of food industry terminology pertinent to both their learning experience during a visit to, or a visit from, a food producer, and their Leaving Certificate Home Economics Curriculum. The student toolkits each contain a vocabulary bank which students can complete at the end of each lesson to record and build upon their food industry terminology. This is a most valuable learning tool for the practical

application and work experience aspects of both the LCA and LCVP curriculum.

Section 2 also supplies many links to relevant websites and other online resources. This can assist the teacher with the delivery of this section whilst also encouraging students to exercise internet research methods. This provides a great base for students to start their own mini company food business in Section 3. The lessons included in this section are suitable for both Option A and Option B.

Section 3 - The Food Project

The Future is Food Transition Unit provides two options for its delivery in the classroom (Option A and Option B).

For both Option A and B it may be beneficial for students to hold a 'visit in', by inviting a food producer or culinary professional to talk to the class and share their career origins and assist student queries in relation to their product development. This experience provides students with a unique insight into one aspect of the food industry and helps expand their knowledge in preparation for their career choices. Included in both the toolkits is a Questions and Answers record sheet to encourage students to prepare meaningful questions for this visit.

Option A

Option A includes a practical element by providing students with a 'real life experience' of developing, producing, marketing and selling a food product. This actively engages students in the artisan food sector, while at the same time stimulating innovation and creativity throughout all stages of product development, packaging, labelling, and marketing. It also provides students with valuable key knowledge of food hygiene and safety, a critical aspect of food production. This option would build upon Junior Certificate Home Economics practical cookery skills whilst also leading into the area of recipe modification in the Leaving Certificate Home Economics syllabus.

Option A provides students with an opportunity to critically analyse existing food products and explore new foods, new ingredients, flavours, cooking methods and the choice to develop a new food product to introduce to the artisan food sector. The selection of Option A would require that students have access to, and use the facility of, a kitchen or Home Economics room to carry out the food production aspect. This section also allows for flexibility on the part of the teacher to include aspects of sensory analysis and HACCP Education (briefly outlined in the student toolkit) which could heighten the students learning experience. The Food Safety Authority of Ireland (FSAI), Bord Bia and Second Level Support Service (SSLS) websites provide valuable resources which can enhance the delivery of this section.

It is recommended that students research a food market, i.e. farmers market, to sell their products from. A farmers market provides students with the experience of meeting other producers and fosters an appreciation of the social link that these markets provide for artisan producers. As well as providing students with the memorable experience of taking part in a farmers market, engaging with consumers provides students with active sales experience and enhances their interpersonal skills.

Option B

Option B provides students with the experience of 'a day in the life' of a food producer. This option commences with students researching the food producer and then engaging in aspects of the production process of a food product.

Students are provided with the opportunity to form a support group for the producer in areas such as product development, market research, digital marketing, advertising, product package and label design and, if feasible, the sales event. Students will observe in detail one of these aspects of the business with a view to managing this aspect on return to school as part of their mini company experience.



Each mini company team will participate in the development of all of the areas listed above. The student who observed in detail the aspect of the business being examined will manage that particular stage of the process. Thus management responsibility will be rotated between team members each week. Each student in the mini company team is afforded the opportunity to lend their advice on the particular aspect that they observed in the visit to the food producer.

Each mini company team will conduct and analyse the results of their research on each aspect of the business as it currently exists, with a view to developing proposals to present to the producer at the end of the Transition Unit. It is recommended that each student team participate in all aspects of the project and regroup as a collective (class) to collate their proposals and present them to the producer. This section encourages innovation and creativity and requires that students critically analyse aspects of a food business encouraging both the development of critical thinking and thought processes.

By presenting their proposals to the food producers students are engaged in meaningful communication and interaction with the world of work. The food producer may then provide feedback for the students on the received proposals adding to the overall experience. As with Option A there is flexibility on the part of the teacher to develop the sensory analysis and HACCP aspects further. This Option is more research based and requires the use of an equipped ICT room whereby students are encouraged to develop their ICT skills.

Section 4 - Evaluation

Section 4 is a predominantly student centred section which sees the teacher as an advisor to its completion.

Both of the student toolkits contain a section at the end for on going evaluation to be completed by each student in the form of a 'Student Learning Journal'. This necessitates a requirement on the part of each student to communicate with their team and discuss each week's events, as well as deciding their plan of action for the following week. This encourages continuity of the project whilst also promoting communication between team members and provides students with a written reflection of how they progressed both individually and as part of a team over the course of this Unit.

In addition, also situated at the end of the student toolkits is a bank of evaluation templates for students to evaluate the sales event, complete a self -evaluation and an evaluation of their experience of the food industry. This also includes an Education Action Plan, demonstrating to students the avenue they can pursue should they choose a career within the food industry.

The Lessons included in this section are suitable for both Option A and Option B with Option B containing an extra element for the producer to provide feedback on the students support group proposals.



"The Future is Food" Transition Unit Aims

The aims of this Transition Unit are to:

- 1 Provide students with an opportunity to actively engage with aspects of the food sector.
- 2 Assist students to develop an understanding of the contribution the food and agri-tourism industries makes to Ireland's economic platform.
- 3 Allow students an opportunity to engage with local producers or food professionals to explore and develop real life skills in food production.
- 4 Further develop and enhance student's key skills.



"The Future is Food" Transition Unit Learning Outcomes

On completion of this unit students should be able to:

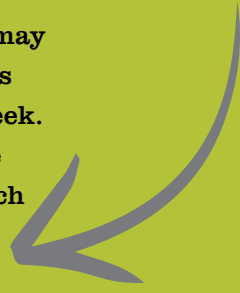
- 1 Explain the various stages involved in setting up a mini company.
- 2 Describe the role of communication in company structures and how it can influence leaders and their leadership style.
- 3 Discuss the role of entrepreneurship and innovation in relation to the food sector.
- 4 Consider the role of agriculture and the farming industry and how this industry interacts with the food sector.
- 5 Describe the food industry in Ireland with specific reference to Irish artisan producers.
- 6 Design, plan and manage a food project using the toolkits provided.
- 7 Evaluate feedback from the project and analyse results
- 8 Take responsibility for completing a variety of tasks within an agreed timeframe.
- 9 Work independently through research tasks.
- 10 Demonstrate improved communication and presentation skills.



Timetabling

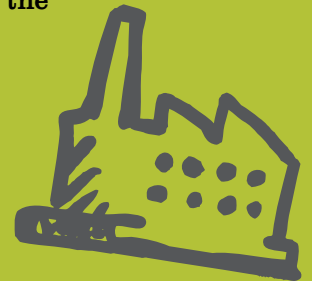


The recommended class contact time to complete this Unit is 28 hours which could equate to the scheduling of this Unit for three class periods (3 x 40 minutes) each week over a term of 14 weeks. The lessons contained within this resource pack can be adjusted to suit the breakdown of the three periods as required. Depending on the option selected students may need 'block' hours within a kitchen to prepare for the sales event. A period of 3 hours has been allocated to the completion of the Evaluation which should take place in the last week. The event preparation and participation has been allocated 6 hours which could take the place of scheduled classes. The real time project meeting has been allocated 3 hours which could also take place as part of a scheduled class. Sample time allocation






Taught Lessons	Evaluation	Real time project meeting	Event preparation and participation	Total (weeks)
14	1	1	1	17

Independent Research of 5 hours has also been allocated and could be used for the completion of aspects of the toolkits / conducting research for the project.



Teaching methodologies

This Transition Unit is developed to utilise a variety of active teaching and learning methodologies which include:

-  Independent research through the use of ICT. Students will conduct much of their research independently whilst also engaging with food producers, consumers and those employed within food sales. Students will utilise ICT as a resource and internet search tools for research purposes fulfilling aspects of the toolkits and supplementary worksheet requirements. Some interaction with industry professionals may be via VC link, Bora Bia web based research or other web based tools.
-  Active learning methodologies whereby students are directly involved and engaged in the learning process through their central role in all stages of completion of the food project. Each student is equipped with an individual student toolkit which guides them through each stage of the food production process. This provides them with the experience of active learning methodologies as well as imparting responsibility on them for the overall running and management of their food project, thus developing their ability to work independently.
-  **Teamwork** - Students will work in teams throughout the food project and may be given the opportunity to operate as part of a larger team within a food production company. Students are involved in the team formation and role selection in the early stages of forming the mini company group. Students are also required to evaluate their experience of working as part of a team.



Discussion – Students will discuss with their team members the various aspects of each component required to complete this module. This will help develop an ability to conduct group meetings whilst assessing the team's work each week and setting outcomes for the week ahead. The Unit also requires that students communicate with culinary professionals / food producers providing them with a valuable experience of developing interpersonal and communication skills. Students will actively engage with individuals within the food sector via visits to the school from the experts and visits out to the industry.



Questioning – Students will be given the opportunity to engage in the practice of devising questions in preparation for the meeting with the culinary professional / food producer. Students will also be subjected to a level of questioning about their food product during the sales event as they experience the social interactions involved in the selling of a new food product.



Experiments – As part of the food production in Option A, students are provided with the experience of carrying out a pilot food production event and using sensory analysis testing to explore the organoleptic properties of their food product prior to the main sales event. They will also obtain customer feedback prior to producing the food product on a larger scale.

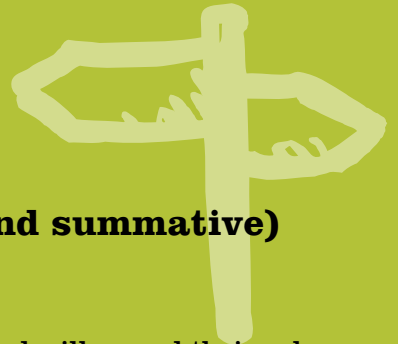


Practical classes – Students will participate in the Home Economics practical classroom, testing their recipe modifications and producing a food product of high quality whilst observing hygiene and safety regulations. This provides students with the opportunity to develop new culinary skills whilst also enhancing their practical cookery skills learnt at Junior Certificate.



Demonstration – Students will observe the practices that occur within food industries at each stage of the production process from raw materials to production and marketing of the produce.

Assessment approaches



A combination of assessment methods (formative and summative) will be used to assess the Unit.

Formative assessment will feature where students use a learning journal and will record their role in the weekly company activities. Weekly records from students would include learning that took place during the week and a learning plan for the following week. This would demonstrate an understanding of what has happened and a sense of readiness for the week ahead. In addition this document provides documented evidence for each participant of their role in the 'company' and their contribution to the project. This experience could also be included in all future Curriculum Vitae's.

Following completion of the food project students will be responsible for evaluating their project and reviewing the outcomes of their work.

At the end of the Unit each 'student group' within the mini company would present their work over the period of the Unit and discuss their challenges and successes during the term.

Resources

It is recommended that students complete aspects of this module in Information Technology rooms equipped with computers and a printer to conduct research and prepare market research material. A Home Economics room / Kitchen will be required to complete the necessary food production component of this Transition Unit.

Students may also be offered the opportunity to work with local IOT where culinary arts programmes are offered which may provide a valuable learning experience for the students.

This teacher resource pack contains many links directing teachers to online web based Bord Bia research and The Taste Council of Ireland.

Cross Curricular Links

It is recommended that teachers conducting this module liaise closely with other subject teachers to supplement and enrich aspects of this Unit to provide students with a more complete experience of the mini company module.

It is recommended that a Home Economics teacher conduct/ assist the food production component of the module. Subjects / areas of expertise which could further enhance the learning and provide valuable assistance to the completion of this module through the topics listed below could include:

Geography

Food sustainability
Climate change
Environmental awareness
Food miles
Food security

Agricultural Science

Sustainable agriculture
Organic foods
Pesticide use
Industrial and intensive farming
Animal husbandry
Horticulture

Maths

Calculating carbon footprint
Calculating costs of production
Calculating the food products selling price
Calculating profit margins
Presenting the company's finances through the use of histograms / bar charts etc

Business Studies

Devising contracts of employment
CV preparation
Business letter writing & (confirming appointment to mini company positions / application for a role within the mini company)
Interview preparation & (interview for a position within the mini company)
Budgeting





Finance
Job advertisement creation
Business meeting preparation

ICT
The use of Excel for accounting purposes
Microsoft Word - (creation of posters / information leaflet / advertisements etc)

Art
Designing business logos and packaging

English
Letter writing skills (arranging a visit to from a culinary professional / a visit to the food producer, thanking the producers / visitors, permission to participate in a farmers market etc)
Developing conversational skills
Exercising marketing language - (Developing advertisements / consumer questionnaires)
Interview preparation

Implementation of the Transition Unit



Suggested stages of implementing this Transition Unit prior to class commencement

1. Decide on Option A / Option B (Option B – arrange a visit to the producer early on in the Unit delivery)
2. Explore database of producers in the region / existing school links with regional food producers.
3. Timetabling – confirm / secure access to ICT and Home Economics rooms.
4. Coordinate with subject teachers at subject planning meetings to arrange possible cross curricular elements.
5. Gather required resources – student toolkits, sales display boards, paper, scissors, markers, cardboard etc.
6. Make initial contact with the food producers / culinary professionals to organise a visit in / visit out.
7. Explore sales event locations.
8. Arrange transport for the sales event / visit out to the producers.
9. Commence the Unit.
10. Inform parents of the visit out (arrange the letters of permission)

Setting up a mini company



Section 1

Setting up a mini company

Lesson 1 – Introducing the mini company unit

Lesson Aim: Students will gain an understanding of how the mini company unit is run

Objectives

At the end of this lesson, the student will

1. Describe what a 'mini company' is.
2. Understand the stages involved in setting up a mini company
3. Appreciate the learning benefits of participating in a mini company unit
4. Analyse 'The Future is Food' Transition Unit brief and understand what is required to complete this Unit.
5. Begin developing food ideas for section 3.

Resources:

Teacher notes

Worksheet 1

SLSS mini company teaching resources

www.ssls.ie

STUDENTS SHOULD
COMPLETE THEIR
VOCABULARY BANK!

Key Word Focus: Mini Company – Personal Qualities – Skills – Leadership – Management – Analysis

Main Activity:

1. Introduce the Transition Unit – 'The Future is Food'.
2. Discuss the stages involved in setting up a mini company.
3. Extract information from students regarding their previous mini company related learning in their Junior Cycle.
4. Introduce the mini company Worksheet 1. Divide the class into pairs and provide each student with a copy of the worksheet, set a time limit for the completion of the worksheet.
5. Discuss the feedback from the class on completion of worksheet 1.
6. Supplement class feedback with the teacher notes.
7. Distribute the Student Toolkit.
9. Introduce the Transition Unit brief and encourage discussion and idea generation.
10. Facilitate a question and answers section on the toolkits.
11. Assist students with the analysis of the brief.



Lesson Link:



The Second Level Support Service for teachers contains valuable resources for teachers to access in assisting them deliver both the mini company and enterprise aspects of this Unit. The AIB 'Get up and Go' and 'Enterprise Education' resources available from the SLSS website at www.ssls.ie are extremely informative and provide assistance to teachers implementing the mini company programme.

The screenshot shows the website for the Transition Year Programme. The browser window title is "TY - Windows Internet Explorer" and the address bar shows "http://ty.dss.ie". The page has a blue header with the "Transition Year" logo and title. Below the header is a navigation menu with categories like "SLSS", "Languages", "Maths & Sciences", "Business & Enterprise", "Cultural & Environmental", and "SLSS Programmes". The main content area is titled "Fáilte chuig Clár na hIdirbhliana" and "Welcome to the website of the Transition Year Programme". It includes a search bar, a sidebar with navigation links (Home, Contact Us, About TY / FAQ, News & Events, Course Schedules, Curriculum, Assessment, Evaluation, Certification, Reporting, Resources, Links, Forum), and several text sections. One section is titled "TRANSITION YEAR INTRODUCTION AND INDUCTION COURSE" and another is "EVALUATING THE TRANSITION YEAR PROGRAMME" WORKSHOPS. A table at the bottom lists workshop dates and locations.

Tuesday	January 29th	Kilkenny EC
Wednesday	January 30th	Cork ESC
Monday	February 4th	Athlone EC

Teaching Methodologies:

- Group work
- Class discussion
- Brainstorming
- Worksheet
- ICT presentation

Lesson Additions:

- Worksheet 1

Mini Company Worksheet 1

1. What does the word "mini company" mean to you?

(Write down all the words that you associate with the word "mini company")

1

2

3

4

5

6

7

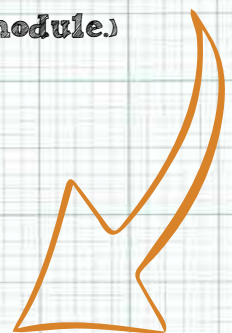
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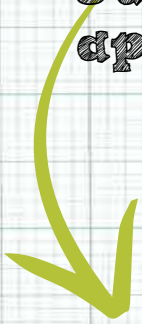
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2. What are the benefits of participating in a mini company module?

(Brainstorm the benefits of participating in a mini company module.)

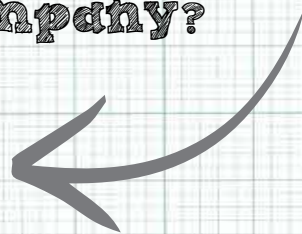


3. What skills have you learnt in you Junior Cycle Education that you can apply to this mini company unit?

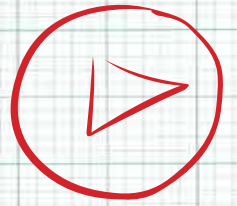


4. What personal qualities do you associate with managing a Mini Company?

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



5. What do you hope to achieve by participating in this mini company module?



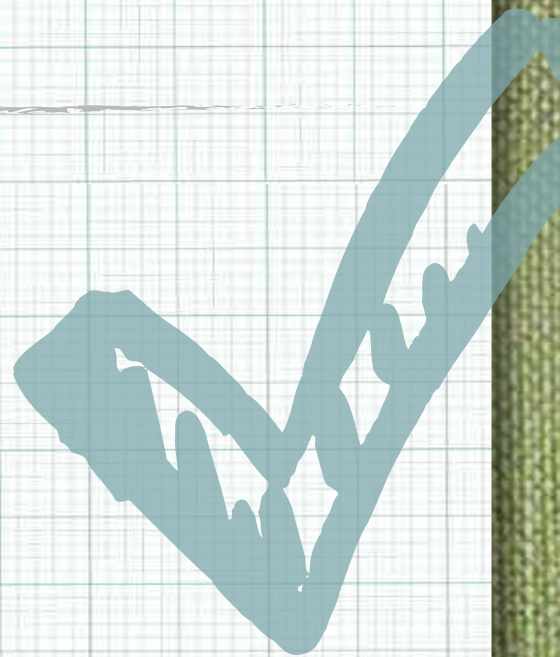
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Mini Company - Teacher Notes

What is a mini company?

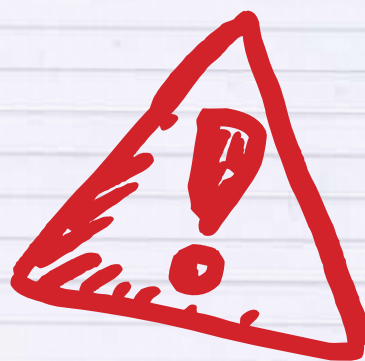
A mini company is a school based student run enterprise that equips students with the experience of setting up a business by providing students with an opportunity to design, produce, and market a product / service.

What are the benefits of participating in a mini company module?

The mini company unit provides students with an opportunity to learn and enhance many skills, whilst also providing a platform for the development of social skills and personal qualities essential for employment in the business world.

The personal qualities which are further enhanced when students participate in a mini company unit include:

- Responsibility
- Confidence
- Interpersonal skills
- Creativity
- Leadership
- Motivation
- Self- Discipline
- Personal reflection
- Self evaluation
- Innovation



The skills learnt from the participation in a mini company unit include

- Teamwork
- Communication
- Marketing
- ICT skills
- Finance skills
- Product development
- Decision making
- Problem solving
- Product design solutions
- Quality control and assessment
- Health and safety in the workplace
- Interpersonal skills
- Job preparation skills – Interview preparation, Letter writing skills.
- Organisational skills
- Management skills
- Critical thinking
- Meeting deadlines / targets

Mini Company Development

1. Company Set Up

(Decide on the number of team members, select a manager, assign roles and responsibilities)

Form a Company Name

Register the Company

2. Arrange Finances

(fund raise / seek investment)

3. Decide on a Product

(explore product ideas, create a prototype)

4. Conduct Market Research (Research who will purchase the product, where will they purchase the product, when will they purchase the product and for what price)

5. Analyse Market Research results and Define the Target Consumer.

6. Commence Production

7. Market the Product (advertise, design product labelling and packaging)

8. Sell the product

9. Conclude Financial Statements

10. Wind Down the Business



Lesson 2 – Teamwork

Lesson Aim: Students will form the mini company

teamObjectives

At the end of this lesson the student will be able to

1. Identify the factors that contribute to successful teamwork.
2. Realise the benefits of teamwork.
3. Reflect upon their personal qualities and skills in consideration of their role within the team.
4. Devise the mini company team.
5. Understand the duties involved in their roles.
6. Devise an agreed set of roles and responsibilities for each sector within the mini company.
7. Recognise what constitutes effective communication and build upon their communication skills.
8. Appreciate the importance of communication within company structures.

Resources:

Worksheets 2, 3, 4, 5, 6
Student Toolkit

Key Word Focus: Teamwork – Cooperation – Collaboration –
Communication – Effective Communication – Roles - Responsibilities

Main Activity:

1. Group Discussion / Distribute Worksheet 2

- Q. What is teamwork?
- Q. What are the benefits of teamwork?
- Q. What makes teams work?

2. In pairs / small groups instruct students to answer the teamwork section within the student journal.

3. Distribute Teamwork Worksheet 3 +4.

Team Management Explored

Within their groups encourage active discussion about the qualities and skills required for the various roles within the mini company. Draw feedback from the groups and facilitate class discussion to an agreed set of role duties and responsibilities.

4. Form the mini company team.



5. Introduce the term 'Effective Communication' and discuss the ways in which people communicate. In groups generate Worksheet 6 and obtain feedback on the student's knowledge of effective communication. Optional within groups assist students to complete the 'Communication How To' worksheet.

6. Assist students with the completion of the teamwork section of the student toolkit.

Lesson Additions:

Worksheet 2 –Teamwork

Worksheet 3 – Team Management Explored

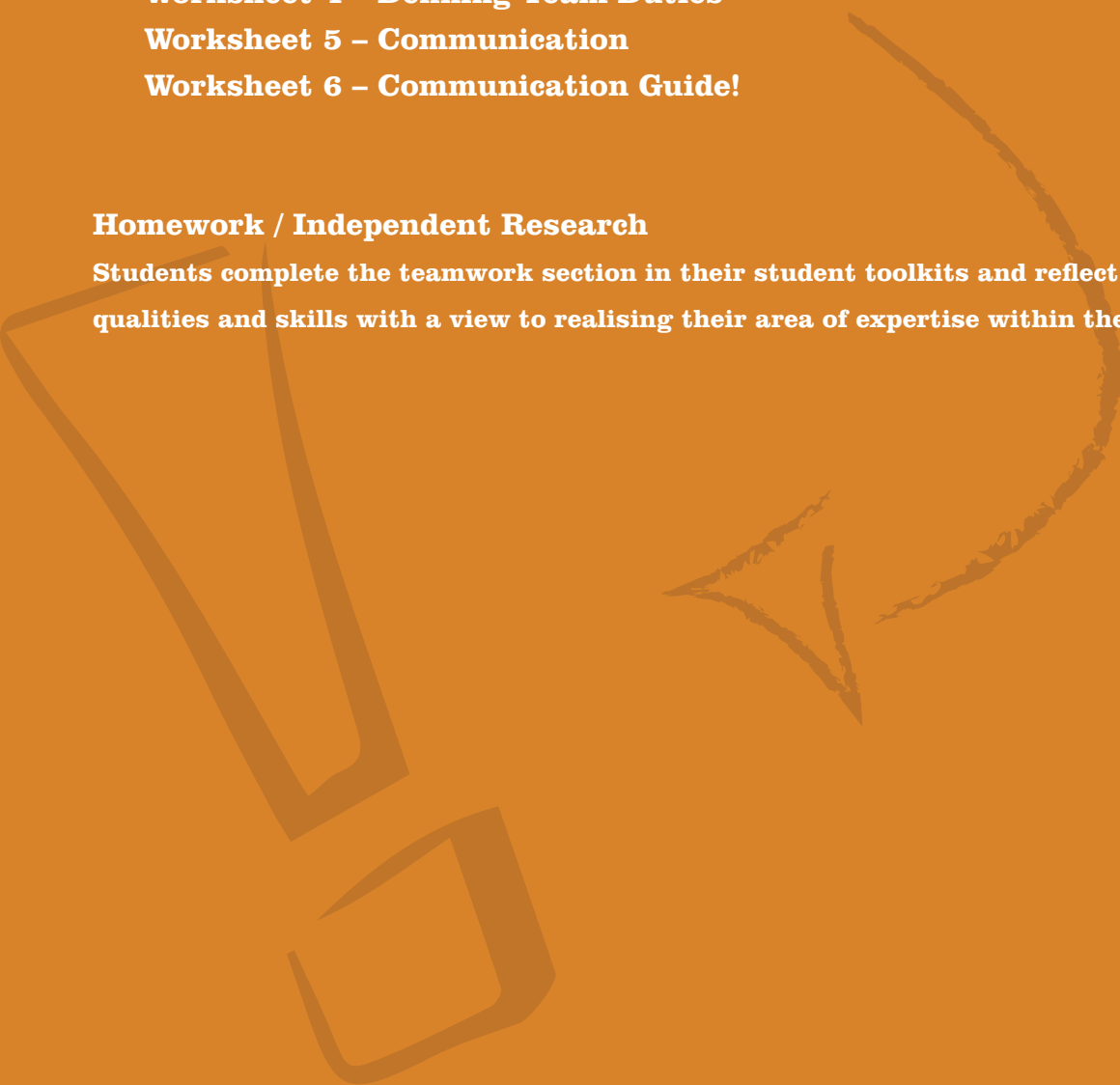
Worksheet 4 – Defining Team Duties

Worksheet 5 – Communication

Worksheet 6 – Communication Guide!

Homework / Independent Research

Students complete the teamwork section in their student toolkits and reflect on their own personal qualities and skills with a view to realising their area of expertise within the mini company team.

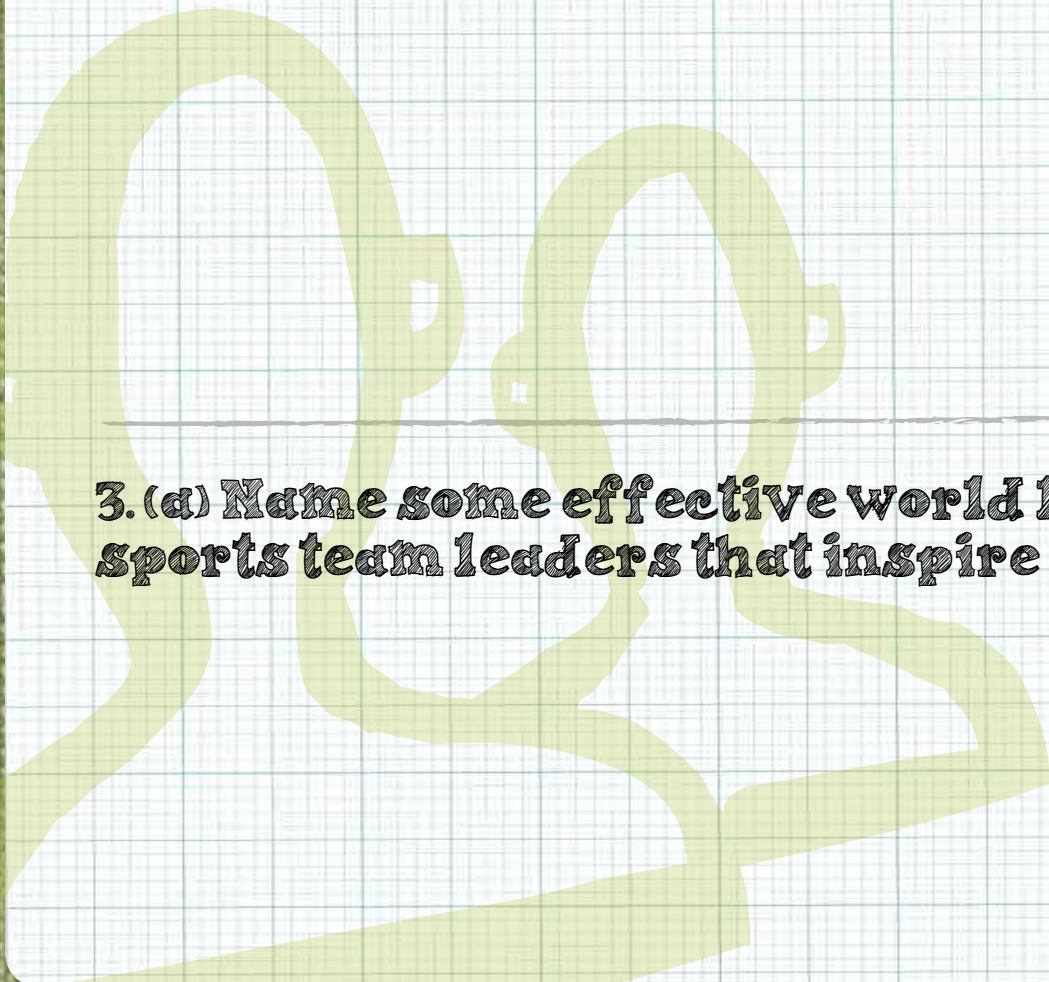


Worksheet 2 - TEAMWORK

1. What does the word 'team' mean to you?

2. What factors contribute to the success of a team? (What makes teams work?)

3. (a) Name some effective world leaders / sports team leaders that inspire you?



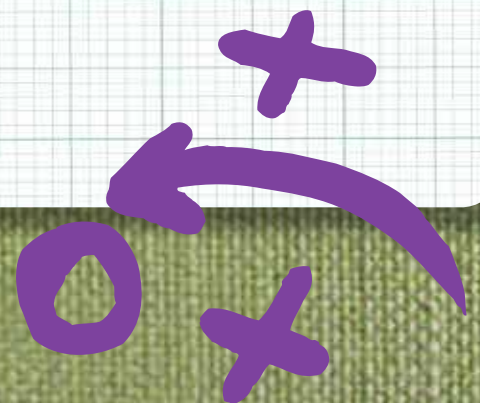
(b) Why do they inspire you?



(c) What makes these people successful and effective leaders?

Student Activity:

Think of a slogan that best describes your team and record it on your student toolkit to remind you that you are working as part of a team!



Worksheet 3 - Team Management Explored

Student Activity: Working in groups, students are to devise a list of personal qualities and skills that are important for the management of each of these sectors within a food business.

	Team Leader	Production Manager	Sales Manager	Financial Manager	Marketing Manager
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Personal Qualities

Skills



Worksheet 4 Defining Team Duties

Student Activity: Working in groups, students are to devise a list of the roles and responsibilities that are involved in each of the business positions listed below.

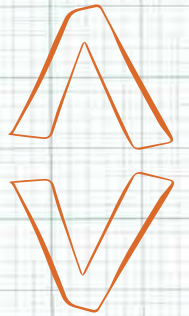
**Team
Leader**

**Production
Manager**

**Sales
Manager**

**Financial
Manager**

**Marketing
Manager**



Worksheet 5 - Communication

1. What does the word 'communication' mean to you?

2. How do people communicate with each other?

3. List the ways in which communication takes place within companies (How do companies communicate internally - i.e. within company communication?)

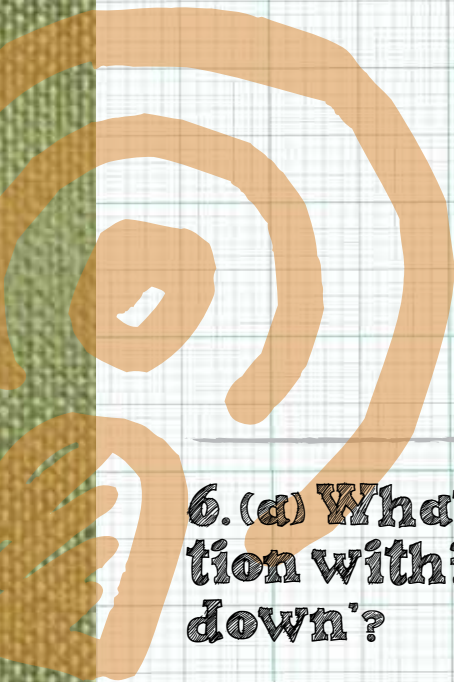


4. What are the components of effective communication?



5. Why is effective communication important in the mini company team?

6. (a) What happens when communication within a team is said to have 'broken down'?

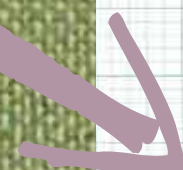


(b) How does this affect team members?

(c) How might it affect the overall running of a business?



7. Why is it important that team leaders communicate effectively with team members?



8. Briefly describe how you would effectively communicate with your team as a leader.

Worksheet 6

Communication Guide!

Student Activity: As a mini company team devise a list of communication guidelines that as team members and leaders you will use as part of your daily interactions with other team members and people you encounter in the food industry as you complete this transition unit!

1

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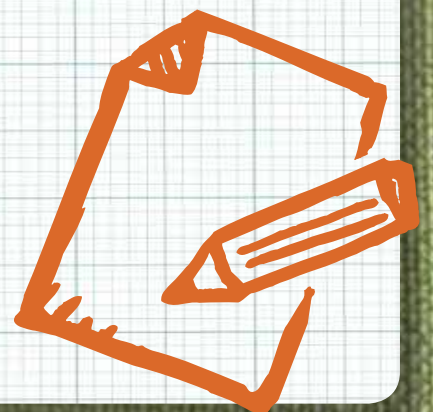
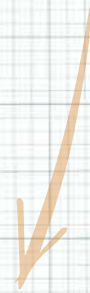
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11

12

13

14



Enterprise and Innovation in the Food Sector



Lesson 3 - Investigating the origins of Irish food

Lesson Aim: Students will gain an insight into Ireland's food production

Objectives

At the end of this lesson the student will be able to

1. Identify both national and regional Irish food produce
2. Appreciate the contribution of food production in the Irish economy
3. Explore factors attributing to the success of Irish food produce both nationally and internationally.
4. Understand the term 'agri tourism' and recognise examples of agri tourism in Ireland.
5. Explore the Irish food industry

Resources:

Teacher notes

Student toolkit

Internet access – Teacher led / Student investigation

Bord Bia Factsheet

Key Word Focus: Irish Food Industry – Agri tourism – Irish Economy – Food Import – Food Export – Irish Food Sectors – Seasonal Produce - Agriculture

Main Activity:

1 Introduce 'Ireland the Food Island'

Q. What food products are made in Ireland?

Discuss Feedback

Q. What food products are made in your local region?

Discuss Feedback.

Provide students with an image of Ireland the Food Island from the Taste Council website www.tastecouncil.ie

2. Q. What are the benefits of choosing local food?

Discuss class contributions and instruct students to complete the section in their toolkits.

3 Direct students to complete the table 'Mapping Ireland's Food Production' in their toolkit.



4 'Why Ireland'

Divide the class into pairs to provide students with an opportunity to discuss the factors that have contributed to Ireland's success in the production of high quality food.

Students should record the answers in their toolkits.

Obtain feedback from the students

5 Introduce Ireland's agri food sector. Use the teachers notes (Factsheet on Ireland's food production) to demonstrate the various sectors that make up the food industry and list their contribution to the economy.

Q. What are food imports? Why does Ireland import food? What types of food does Ireland import? Why?

Q. What are food exports?

6 Brainstorm the term 'agri tourism' and facilitate student discussion on their experiences of agri tourism.

Student Activity:

ICT – Using an internet search engine research examples of agri tourism in your local area.

Complete the agri tourism section in the student toolkit.

Lesson Link:

Link to the Taste Council of Ireland website

www.tastecouncil.ie



Link to Bord Bia Factsheet on food production

www.bordbia.ie



Teaching Methodologies:

- Group work
- Class discussion
- Brainstorming techniques
- Worksheet questioning
- ICT presentation
- ICT research

Lesson Additions:

Worksheet 7 – Ireland’s Food Production



Worksheet 7

Ireland's Food Production

Student Activity: List the food products that are produced in Ireland for the home and export market.

**Agriculture
Produce**

**Aquaculture
Produce**

**Horticulture
Produce**

What is a 'seasonal' food product?

What does it mean when foods are said to be 'in season'?

Give three examples of 'seasonal' food produce.

What are the benefits of selecting 'seasonal' food products?





Lesson 4 - Ireland's Artisan Food Industry

Lesson Aim: tudents recognise the contribution of the artisan food sector on both a national and local level.

Objectives

At the end of this lesson the student will be able to

1. Understand the term 'artisan' food
2. Appreciate the role of artisan food producers in the local community
3. Recognise the value of artisan food to the consumer.
4. Recognise the economic and environmental benefits of choosing 'artisan' food products.
5. Identify artisan food producers in their region
6. Recognise key elements of artisan food production.
7. Identify the role of the Taste Council of Ireland

Key Word Focus: Artisan Food – Taste Council – Voluntary Representatives – Speciality Food


Resources:

Teacher notes

Student Toolkit – Ireland the Food Island

Internet Access – Teacher Led / Student Investigation

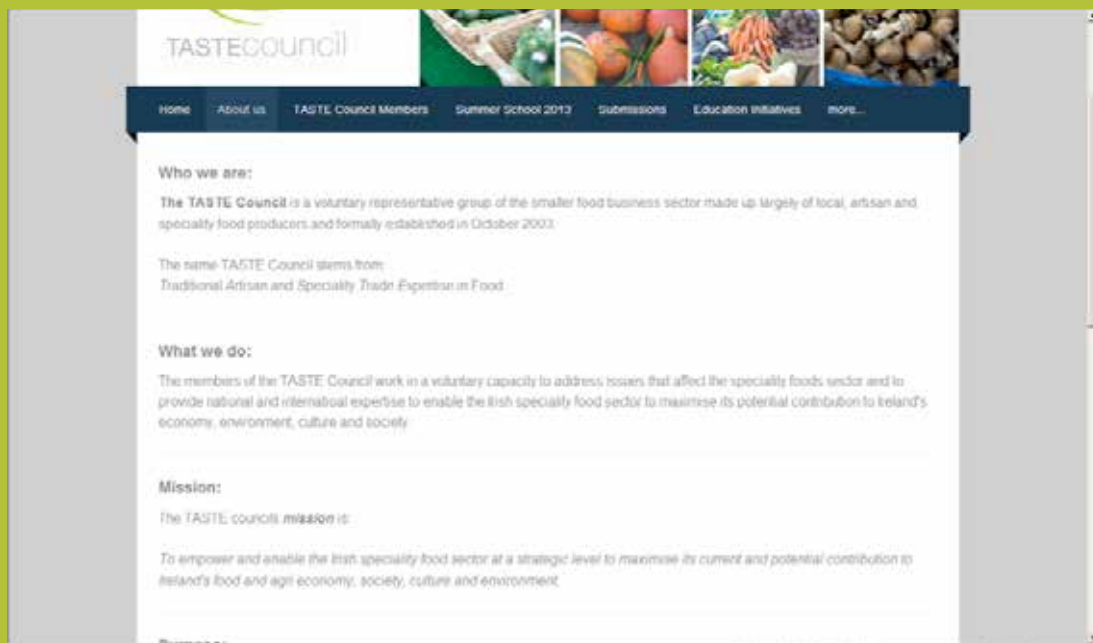
Main Activity:

1. Introduce the term 'artisan food' and explore the students understanding of this term. Discuss the notes on artisan foods in the student toolkit.
 2. Draw on the student's experience of purchasing artisan produce and brainstorm examples of local artisan foods and where they can be purchased locally.
 3. Group Activity – investigate artisan food producers within their local region (student toolkit – Who are our local food producers?).
 4. Q. What are the benefits of choosing artisan food products? Record answers in the student toolkits (Why choose artisan produce?).
 5. Introduce the Taste Council of Ireland and direct students to their website. Conduct internet research on the Taste Council of Ireland.
 6. Who are the Taste Council of Ireland – instruct students to complete the section on the Taste Council in their student toolkits (Finding out about the Taste Council).
- 

Teaching Methodologies:

Class discussion
Questioning
Internet research
Group work
Student I
Discovery Learning

Lesson Link: Link to the Taste Council of Ireland website
www.tastecouncil.ie



Lesson Additions:

Encourage students as part of a weekend activity / weekly shopping trip to visit a local supermarket / farmers market and examine the range of local artisan produce.

Invite a local artisan food producer to the school to talk to the students about artisan food production.

Lesson 5 Food Sustainability

Lesson Aim: Students will greater understand the role of consumers in driving sustainable food production.

Objectives

At the end of this lesson the student will be able to

1. Understand the terms 'Sustainable Agriculture' and 'Food Sustainability'.
2. Gain greater awareness of the role consumer's play in food sustainability.
3. Foster an appreciation for protecting the food of the future.
4. Examine and draw comparisons between the impact of artisan food production and large scale industrial food production on the environment.
5. Investigate current food sustainability initiatives.
6. Become familiar with the Bord Bia Origin Green sustainability programme.
7. Understand the elements involved in assessing the carbon footprint of a product
8. Conclude on the benefits of choosing local foods.

Key Word Focus: Food Sustainability – Origin Green – Carbon Footprint

Resources:

Origin Green Ireland
Bord Bia website
Student toolkit
Origin Green website

Main Activity:

1. Introduce the term 'Sustainable Agriculture'
Brainstorm the term 'Food Sustainability'.
2. Q. What are the effects of large scale industrial food production on the environment?
Q. How does this compare with the effects of artisan food production on the environment?
Q. How could food production be more sustainable?
Q. What can consumers do?
3. Divide the class into small groups / pairs and direct students to complete the food sustainability section in the student toolkit.
4. Examine current initiatives by demonstrating the Origin Green VC links

5. **Demonstrate Ireland's response to food sustainability through the use of the Origin Green website.**
6. **Introduce the 'Conducting a Fridge Audit' Worksheet 4 and provide instructions as to how to complete the worksheet.**

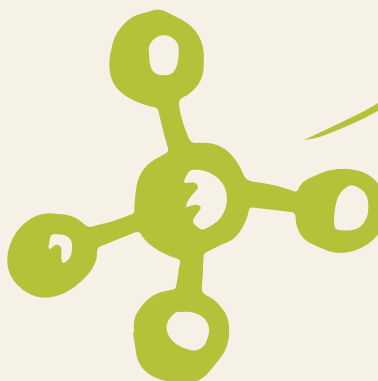
Lesson Link:

The world is hungry for food sustainability www.origingreen.ie



Teaching Methodologies:

- Internet research**
- Brainstorming of keywords**
- Class discussion**
- Group work**
- Student toolkit**



Lesson Additions:

- Poster campaign**
- Student activity: Provide students with a brief to inform their school through the use of posters / school blog / school website etc on the importance of food sustainability and that as consumers we all have a role to play.**

Lesson 6 - The Irish Food Industry and Ireland's Food Entrepreneurs

Lesson Aim: Students will understand food entrepreneurship and how innovation in enterprise drives the Irish food industry.

Lesson Objectives

At the end of this lesson the student will be able to

1. Understand the terms 'Food Entrepreneur' and 'Innovation'
2. List some of Ireland's food entrepreneurs.
3. Identify the importance of innovation in the food industry.
4. Recognise the skills and qualities that are desirable to be a successful 'entrepreneur'.
5. Profile an Irish food producer using internet research.
6. Name the State agencies that support food production and identify the role of each agency.
7. Investigate an Irish food entrepreneur – Kate's Cup Cakes.
8. Understand the actions involved in a business set up.
9. Compile a food business start up list.

Key Word Focus: Irish Food Industry – Bord Bia – FSAI – FDII – BIM
Innovation – Food Entrepreneur – Enterprise - Brand

Resources:

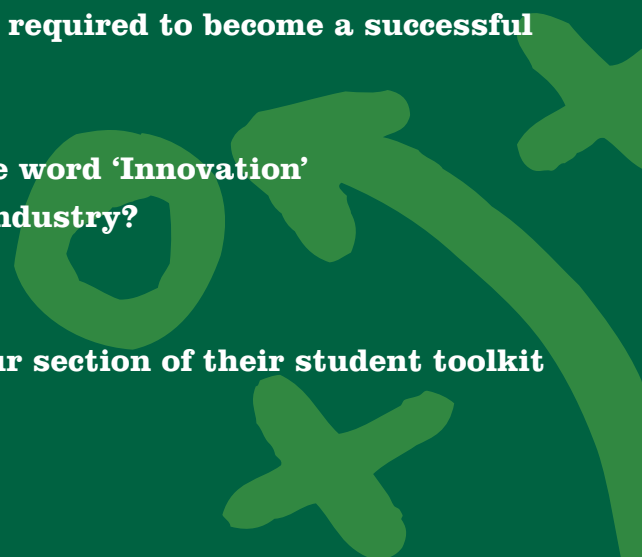
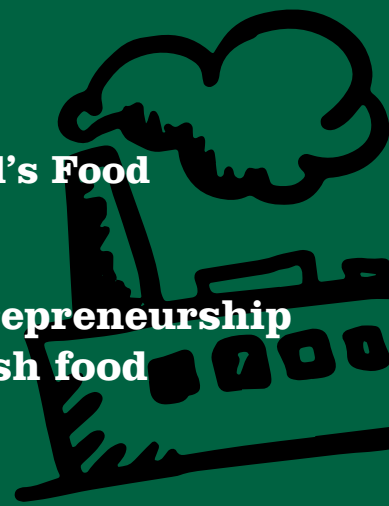
'Business Start-Up Case Study' - Kate's Cup Cakes'

www.bordbiavantage.ie

Student Toolkit

Main Activity:

1. **Brainstorm** – What does the word 'Food Entrepreneur' mean?
Q. Name some famous Irish food entrepreneurs.
Q. Why are they famous?
2. **Discuss** with the class the personal qualities required to become a successful food entrepreneur.
3. Q. **Brainstorm** students understanding of the word 'Innovation'
Q. Why is innovation important in the food industry?
Q. Name some innovative food ideas.
4. **Assign** students to complete the Entrepreneur section of their student toolkit in pairs.



5. Introduce Kate's Cup Cakes and provide students with a copy of the document / direct students to the www.bordbiavantage.ie link and read through the document with students / divide the class into pairs.
6. Direct students to complete their research of a business start up in their student toolkits.
7. Q. Why is it important that food production is regulated by state bodies?
 Q. Who does food production regulation protect?
 Q. How does the consumer benefit from the regulation of food production?
 Q. How does the economy benefit from the regulation of food production?
 Q. How do you as a consumer know if your food products have been produced to the highest quality?
8. **Assign independent research**
 Complete the Business Start Up Checklist in the student toolkits.
9. **Assign Homework**
 Using the internet, research and profile an Irish food producer of your choice (time permitting assign each mini company team a different Irish food producer to research and hold a presentation class where each team presents the results of their research to the class).

Lesson Link: www.bordbia.ie





Teaching Methodologies:

- Internet research**
- Case study**
- Class discussion**
- Discovery learning**

Homework

- Profile an Irish food producer**



The Food Project Option A



Lesson 7 - Hygiene and Safety in the Food Industry

Lesson Aim: Students will become familiar with, and will implement health and safety measures when working within the area of food production.

Lesson Objectives

At the end of this lesson the student will be able to:

1. Appreciate the importance of food hygiene and safety measures in the food industry.
2. Identify the food hygiene and safety measures that are required by law.
3. Recognise the HACCP system of food safety.
4. Understand sensory analysis in the food industry
5. Identify Ireland's food Quality Assurance Scheme and understand the importance of implementing quality control during food production.

Key Word Focus: HACCP – Sensory Analysis – Hygiene – Safety – Quality Assurance Scheme

Resources:

'Student toolkit

Second Level Support Service online resource - Sensory Analysis in the Home Economics Classroom available at www.ssls.ie

The Food Safety Authority of Ireland website - HACCP www.fsai.ie

Quality Assurance Scheme by Bord Bia at www.bordbia.ie

Main Activity:

1. Discuss hygiene and safety with the class by drawing on previous knowledge.
 - Q. What is kitchen hygiene?
 - Q. What is personal hygiene?
 - Q. What is food hygiene?
 - Q. Why is hygiene important in these three areas of food production?
2. Introduce HACCP.
 - What is HACCP?
 - Explain the HACCP system of food safety.
 - Examine the HACCP notes in the student toolkit and online.
 - Q. Who does HACCP protect?
 - Q. What happens if a food industry does not have a HACCP plan?



3. Introduce sensory analysis

Draw on the student's previous knowledge of sensory analysis and home economics practical cookery evaluations.

Q. What is sensory analysis?

Q. Why is sensory analysis important in food production?

Q. What descriptive words are used in sensory analysis?

Student activity – Pretend you are eating an apple, and describe the effect it has on your five senses. (How does it taste? What is the texture of it? How does it smell? What colour is it? What sound is made when biting the apple? Etc)

4. Introduce Quality Assurance

Q. Why is quality control an important aspect of food production?

Illustrate the Quality Assurance Bord Bia Symbol on www.bordbia.ie

5. Instruct students to complete the sections in their student toolkits.

Teaching Methodologies:

Internet research

Class discussion

Discovery learning



Lesson 8 - Product Development

Lesson Aim: Students will research and develop a mini company food product idea.

Lesson Objectives

At the end of this lesson the student will be able to:

1. Recognise the key stages of product development in the food production process.
2. Understand the importance of the product development process in the development of a 'new' food product.
3. Examine some new food product ideas and reflect upon the success and failures of new food products
4. Follow the stages of product development and explore and develop a product idea.
5. Analyse their food project idea.
6. Carry out S.C.O.T. analysis of the product idea.

Key Word Focus: Unique Selling Point – 'New' Product – Product Development

Resources:

'Student toolkit

Internet

Food labels

Food magazines

Recipe books

Main Activity:

Q. What is product development?

Explain and discuss the process of product development through the use of product development notes in the student toolkit.

2. Class discussion:

Discuss the introduction of 'new food' products to the markets

Q. List some 'new' food products you have purchased lately.

Q. Why are they 'new' food products? Do they already exist?

Q. Why did you buy these products?

Q. Where did you hear about these 'new products'?

Assist students in the completion of this section in the student toolkit.

3. Group work:

Divide the class into their mini company teams and facilitate group discussions on new products. Brainstorm product development ideas.

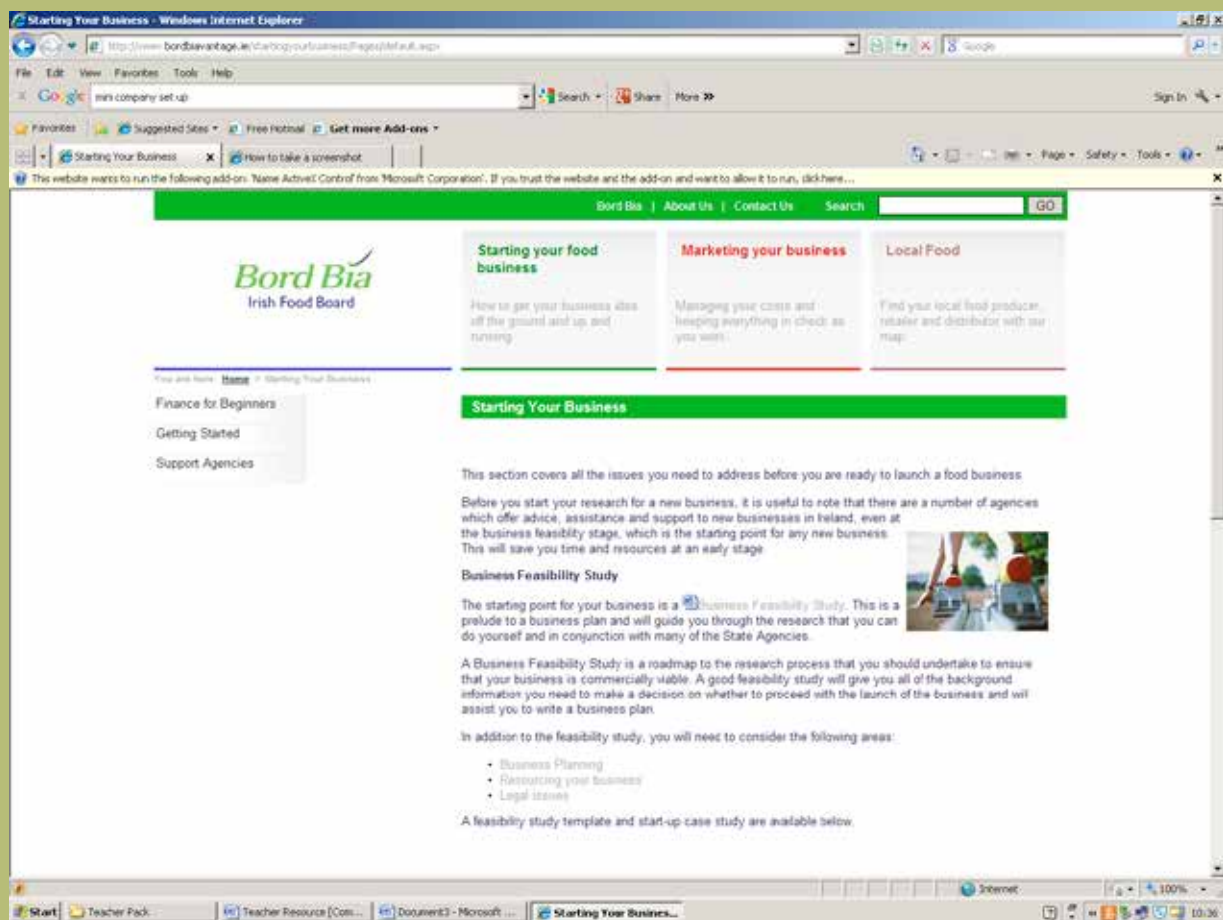
4. Discuss the product developments with the teams.

5. Assist students complete the analysis of their food product ideas.

6. Advise students on the completion of the S.C.O.T analysis of their food product idea.

Lesson Link:

www.bordbiaavantage.ie



Teaching Methodologies

Class discussion

Group work

Internet Research



Lesson 9 - Product Marketing

Lesson Aim: Students will carry out market research to identify their target consumer.

Lesson Objectives

At the end of this lesson the student will be able to:

1. Explore methods of conducting market research
2. Recognise the benefits of market research
3. Prepare for market research.
4. Conduct market research on their food product

Key Word Focus: Market research – Cost of Production – Profit Margin – Selling Price – Target Consumer – Business Plan

Resources:

Student toolkit
Internet research

Main Activity:

1. Introduce the term 'market research'.

Q. What is market research?

Q. Who conducts market research? Why?

Q. What information is obtained from market research?

Q. Why is it important that you conduct market research when starting a business and introducing a new food product to the market?

Draw on student's previous experience of participating in market research. Students will reflect upon previous participation in market research from a consumer's perspective.

2. Explore methods of conducting market research.

Assist students to research ways of conducting market research.

3. Divide the class into their mini company teams / divide the mini company class into teams. Advise students in the preparation of their market research.

Assist students conduct their market research.

Lesson Link:

www.bordbiavantage.ie

Teaching Methodologies:

Internet research

Group work

Class discussion

Lesson 10 - Analysis of Market Research

Lesson Aim: Students will have assessed the results of their market research and identified their target consumer for the introduction of their new food product.

Lesson Objectives

At the end of this lesson the student will be able to:

1. Collate the results of their market research.
2. Analyse and apply the results of their market research.
3. Complete a cost profile of their product.
4. Prepare a Business Plan.



Key Word Focus: Cost of Production – Profit Margin – Selling Price – Business Plan

Resources:

Student toolkit
Internet research

Main Activity:

1. Group work:

Divide the class into their mini company teams and assist students compile the results of their market research.

2. In their mini company teams instruct students to prepare their food product advertisement plan to attract their target consumers.

3. Introduce the Business Plan

Q. What is the purpose of completing a business plan?

Q. How do you write a business plan?

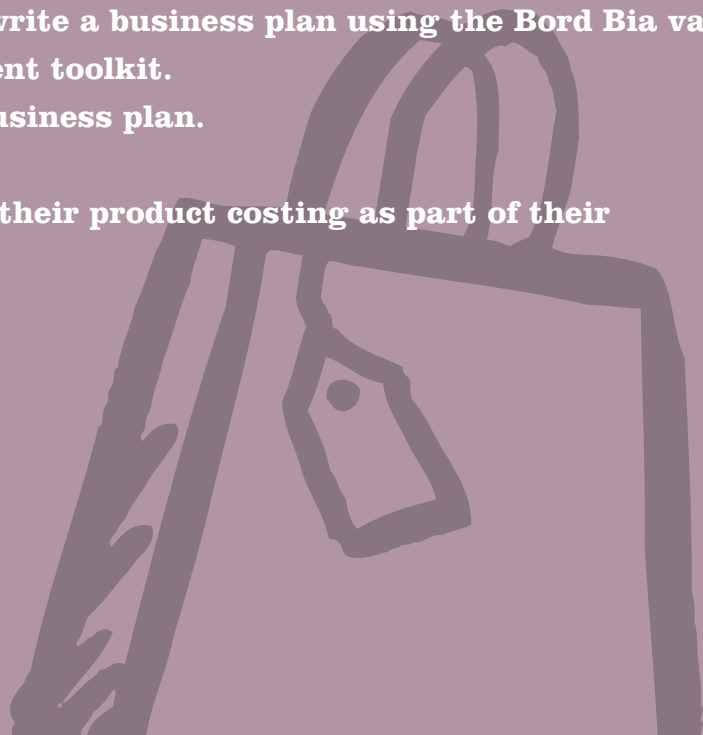
Demonstrate how companies write a business plan using the Bord Bia vantage link and the notes in the student toolkit.

Assist students devise their business plan.

4. Instruct students to complete their product costing as part of their independent studies.

Lesson Link:

www.bordbiavantage.ie



Marketing Your Business - Windows Internet Explorer

http://www.bordbia.ie/mktg/business/Pages/default.aspx

File Edit View Favorites Tools Help

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Marketing Your Business

Bord Bia | About Us | Contact Us

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Bord Bia
Irish Food Board

Starting your food business
How to get your business idea off the ground and up and running.

Marketing your business
Managing your costs and keeping everything in check as you work.

Local Food
Find your local food producer, retailer and distributor with our map.

You are here: [Home](#) / [Marketing Your Business](#)

Marketing

Product

Price

Place

Promotion

Skills Share Mentoring

Marketing Your Business

marketing: mercadeo, marketing, mercadotecnia, investigación


Marketing is the process of making sure your business has the best chance of success. Great marketing should help you get and keep profitable customers.

The most successful businesses are those that put the consumer at the heart of everything they do - so the key is to identify, attract and satisfy consumers. The aim of marketing is to help you ensure that your business has

- The right product or service
- At the right price
- In the right place and at the right time
- With the right promotion to your target market

These four elements are often referred to as the 'Four P's' and they are a recurring theme in successful marketing. In this section, in addition to information on the four P's, you will also find information on

- Marketing Plans
- Marketing Environment
- Market Research
- Segmentation & Positioning
- Competitive Strategy



Bank of Ireland - Enterprise Lounge, Grafton

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Lesson 11 - Preparing for Production

Lesson Aim: Students will document the production details and product design specifications in preparation for the production of their food product.

Lesson Objectives

At the end of this lesson the student will be able to:

1. Itemise the ingredients required and outline the method followed of production used to make the food product.
 2. Identify the location of the production process.
 3. Obtain the equipment required for the production.
 4. Organise storage for the final product and the raw materials
 5. Plan the location of the sales event.
 6. Itemise their roles in the food production process.
 7. Appreciate the value of product design specifications.
- Optional (time permitting)
8. Carry out a pilot production of their food product.
 9. Recognise the importance of adequate planning when producing a product for public consumption.
 10. Consider and implement any modifications necessary to enhance or change the finished product if required.

Key Word Focus: Product specification - Pilot Production – Evaluation – Modification

Resources:

Student toolkit

ICT

Database of farmers market locations

Cookery books

Main Activity:

1. Introduce the purpose of completing the documentation above.
2. Divide the class into their mini company groups and assist in the completion of the student toolkit requirements.

Optional – Carry out a pilot production of the food product.

Divide the class into their mini company teams

1. Assist the production team with their production of the food product.
2. Draw evaluation feedback from the class.
3. Encourage thorough product analysis and assist with proposed modifications.

Learning Links:

Examining sales locations:

Students need to organise a location to sell their food product.

Examine farmers market locations www.bordbia.ie

Students could also review the etiquette of farmers markets.

Students may have to write a letter of permission to sell their produce at the farmers market / local shop / food premises.

The screenshot shows the 'Farmers Markets List' website. The left sidebar contains a navigation menu with categories like Recipes, Bord Bia Quality Kitchen, Irish Food Images, Meat, Fish, Fruit, Vegetables, Eggs, Farmhouse Cheese, Farmers Markets, and Campaigns. The main content area features a 'Farmers Markets Listing' header with images of farmers and produce. Below this is a 'Code of Good Practice for Farmers' Markets' section, followed by a 'Country Markets' section which includes a table of market listings.

County	Market Name	Location	Day	Organiser Details
Carlow	Carlow Farmers Market	Potato Market, Carlow	Saturday 9am - 2pm	Peter Byrne - 096-8111108, Email: info@carlowfarmersmarket.com, Website: www.carlowfarmersmarket.com
Cavan	Belturbet Farmers Market	McGowan's Garden, (Beside carpark) Belturbet	Friday 4 - 7pm (May to October)	Oliver Donohue - 087 6860663, Email: oliverdonohue@eircom.net
Cavan	Cavan Farmers Market	McCarran's, Farham Road, Cavan	Saturday 10am - 4pm	Mark Ferncombe - 049 4331500, Email: mark.ferncombe@mccarrenmeats.com
Cavan	Cavan Town Farmers' Market	The Egg Market, Connolly St, Cavan	Friday 10am - 2pm	Brian Hora - 049 437 8690, Email: bhora@cavanc.ie
Clare	Ballyvaughan Farmers Market	Village Hall Car Park, Ballyvaughan	Saturday 10am - 2pm	Tracey Kelly - 087 2911092, Email: tracey@ballyvaughanfarmersmarket.ie
Clare	Ennis Farmers Market	Upper Market Street, Ennis	(March-December) Friday 8am - 2pm	Jason Homer - 095 6827400, Email: organics@gofree.indigo.ie
Clare	Ennistymon Farmers Market	West Clare Art Gallery on the Ennis Road, Ennistymon	Market Opens Easter Saturday, 7th of April, 2012. Saturday 10am - 2pm	Cate Conway 086 053 6544, Email: ennistymonmarket@gmail.com, Website: www.ennistymonfarmersmarket.com
Clare	Kilkee Farmers' Market	O'Curry St, Kilkee	Sunday 10am - 2pm (May - August)	Eoin MacEntee - 087 9892571, Email: eoin@westclareartisan.com

Analysis of the pilot food production:

SSLS Sensory Analysis in the Home Economics Classroom

www.ssls.ie

Teaching Methodologies:

Internet research

Group work (decision making)

Practical demonstrations

Sensory analysis



Lesson 12 - Product Packaging, Labelling and Launch

Lesson Aim: Students will prepare packaging and labelling materials for their food product and organise the product launch.

Lesson Objectives

At the end of this lesson the student will be able to:

1. Understand the requirement for adequate food labelling.
2. Examine the effects of packaging.
3. Consider packaging guidelines.
4. Prepare a product package and label prototype.
5. Prepare suitable labelling for their product which complies with the labelling regulation.
6. Recognise the power of product packaging.
7. Update and inform consumers of the product launch.
8. Prepare a sales pitch for their sales event.
9. Devise a product launch strategy.
10. Review their production planning in preparation for the production process.

Resources:

Group work
Research
Student toolkits
www.fsai.ie Food labelling regulations

Main Activity:

1. **Examining product packaging**
Generate class discussion on packaging and labelling.
Q. What is the function of product packaging?
Q. What materials are commonly used in food packaging? Why?
Q. What information should be included on product labels? Why?
2. **Divide the class into their mini company teams and assist students explore packaging and labelling for the chosen food product.**
3. **Facilitate a class analysis of the packaging material and label design ideas.**
4. **Analyse chosen packaging and label proposal.**

Lesson Additions:

Field research – sourcing packaging materials.

Lesson 13 - Production Event

Lesson Aim: Students will produce, package and label their food product in preparation for a sales event.

Lesson Objectives

At the end of this lesson the student will be able to:

1. Follow all of the stages of food production and produce a food product.
2. Implement food hygiene and safety guidelines at all stages of the production process.
3. Package and label a food product.
4. Store the food product in preparation for a sales event.
5. Prepare their product for the market

Resources:

Ingredients

Equipment

Packaging materials

Labelling materials

Student toolkits

Checklist – Block book Home Economics room / Kitchen

Ingredients

Health and safety observations

Packaging materials

Labelling materials

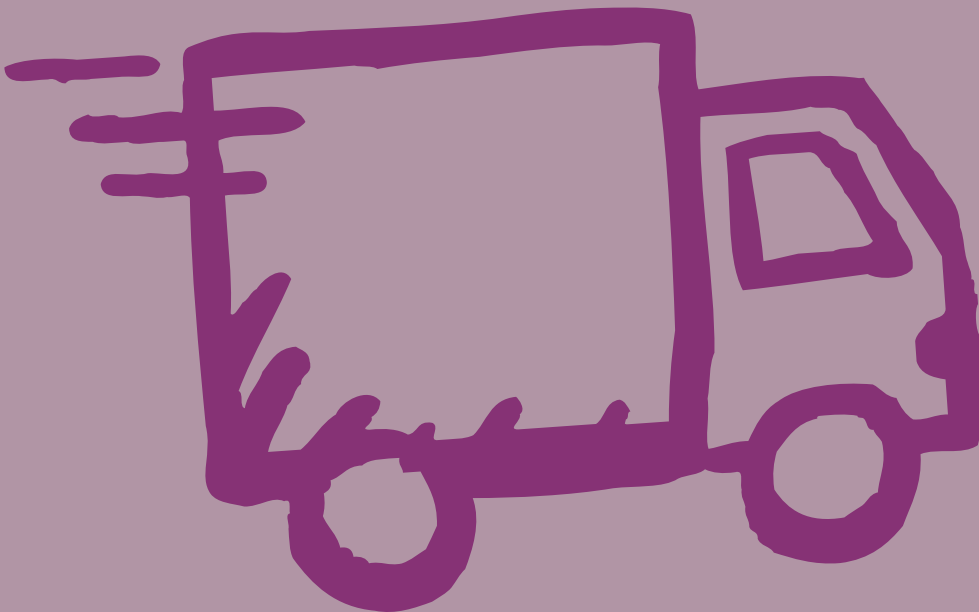
Storage

Teaching Methodologies:

Practical cookery

Health and safety demonstrations

Task work



Lesson 14 - Sales Event

Event Aim: Students will participate in an active sales event and sell their mini company food product.

Event Objectives

At the end of this event the student will be able to:

1. Present and sell their mini company food product at an agreed sales location.
2. Actively participate in the selling of their food product.
3. Interact with consumers and other food traders (depending on sales location i.e. farmers market).
4. Explore other artisan food products.
5. Obtain consumer feedback on the food product.
6. Engage in the selling of an artisan product.
7. Observe market / shop etiquette

Key Word Focus: Customer Feedback – Market Etiquette – Selling Technique – Sales Pitch

Resources:

Student Toolkit

Checklist – Display boards

- Cash float and cash box
- Transport arrangements
- Signed permission letter
- Market / Shop permission

Main Activity:

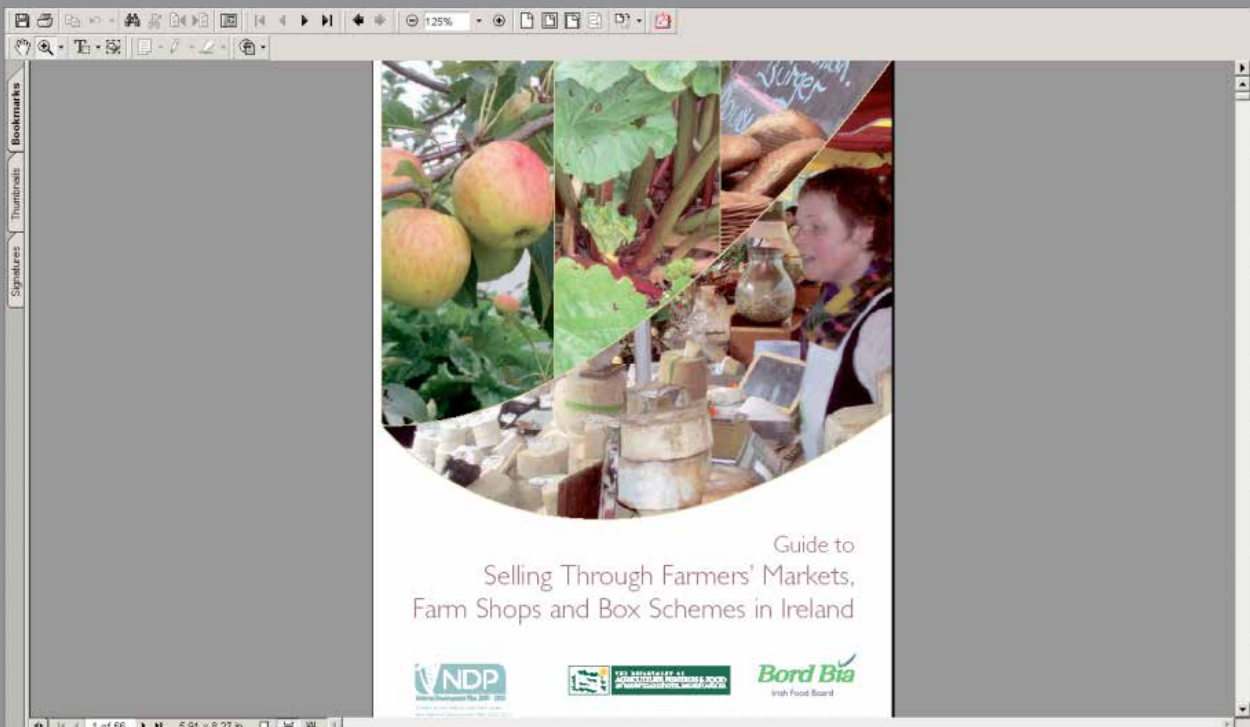
1. Sales Event

Students will participate in a sales event selling their mini company food product.

Lesson Additions:

Farmers market etiquette www.bordbia.ie



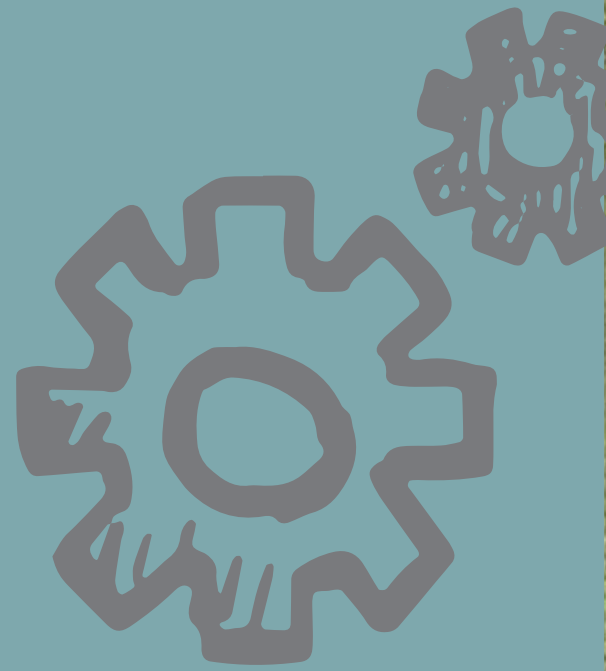


www.bordbia.ie

Voluntary Good Practice Standard for Farmers' Markets 2012-2013



The Food Project Option B



Lesson 7 - Hygiene and Safety in the Food Industry

Lesson Aim: Students will become familiar with, and will implement health and safety measures when working within the area of food production.

Lesson Objectives

At the end of this Lesson the student will be able to:

1. Appreciate the importance of food hygiene and safety measures in the food industry.
2. Identify the food hygiene and safety measures that are required by law.
3. Recognise the HACCP system of food safety.
4. Understand sensory analysis in the food industry.
5. Identify Ireland's food Quality Assurance Scheme and understand the importance of implementing quality control during food production.

Key Word Focus: HACCP – Sensory Analysis – Hygiene – Safety – Quality Assurance Scheme

Resources:

Student toolkit

Second Level Support Service online resource - Sensory Analysis in the Home Economics Classroom available at www.ssls.ie

The Food Safety Authority of Ireland website - HACCP www.fsai.ie
Quality Assurance Scheme by Bord Bia at www.bordbia.ie

Main Activity:

1. Discuss hygiene and safety with the class by drawing on previous knowledge.
 - Q. What is kitchen hygiene?
 - Q. What is personal hygiene?
 - Q. What is food hygiene?
 - Q. Why is hygiene important in these three areas of food production?
2. Introduce HACCP.
 - What is HACCP?
 - Explain the HACCP system of food safety.
 - Examine the HACCP notes in the student toolkit and online.
 - Q. Who does HACCP protect?
 - Q. What happens if a food industry does not have a HACCP plan?

3. Introduce sensory analysis

Draw on the student's previous knowledge of sensory analysis and home economics practical cookery evaluations.

Q. What is sensory analysis?

Q. Why is sensory analysis important in food production?

Q. What descriptive words are used in sensory analysis?

Student Activity – Pretend you are eating an apple, and describe the effect it has on your five senses. (How does it taste? What is the texture of it? How does it smell? What colour is it? What sound is made when biting the apple? Etc)

4. Introduce quality assurance

Q. Why is quality control an important aspect of food production?

Illustrate the Bord Bia Quality Assurance symbol on www.bordbia.ie

5. Instruct students to complete the sections in their student toolkits.

Teaching Methodologies:

Internet research

Class discussion

Discovery learning



Lesson 8 - Connecting with Irish Food Producers

Lesson Aim: Students will research and connect with a local food producer.

Lesson Objectives

At the end of this Lesson the student will be able to:

1. Recognise the food producers in their area.
2. Contact a local food producer and prepare a visit to their food business.
3. Research the background of the food producer and collate information important to their understanding of the food production process.
4. Be familiar with the range of food producers in their area.
5. Identify their preferred aspect of the business to observe in detail during the visit to the food producer with a view to managing this aspect when students form the support group.

Resources:

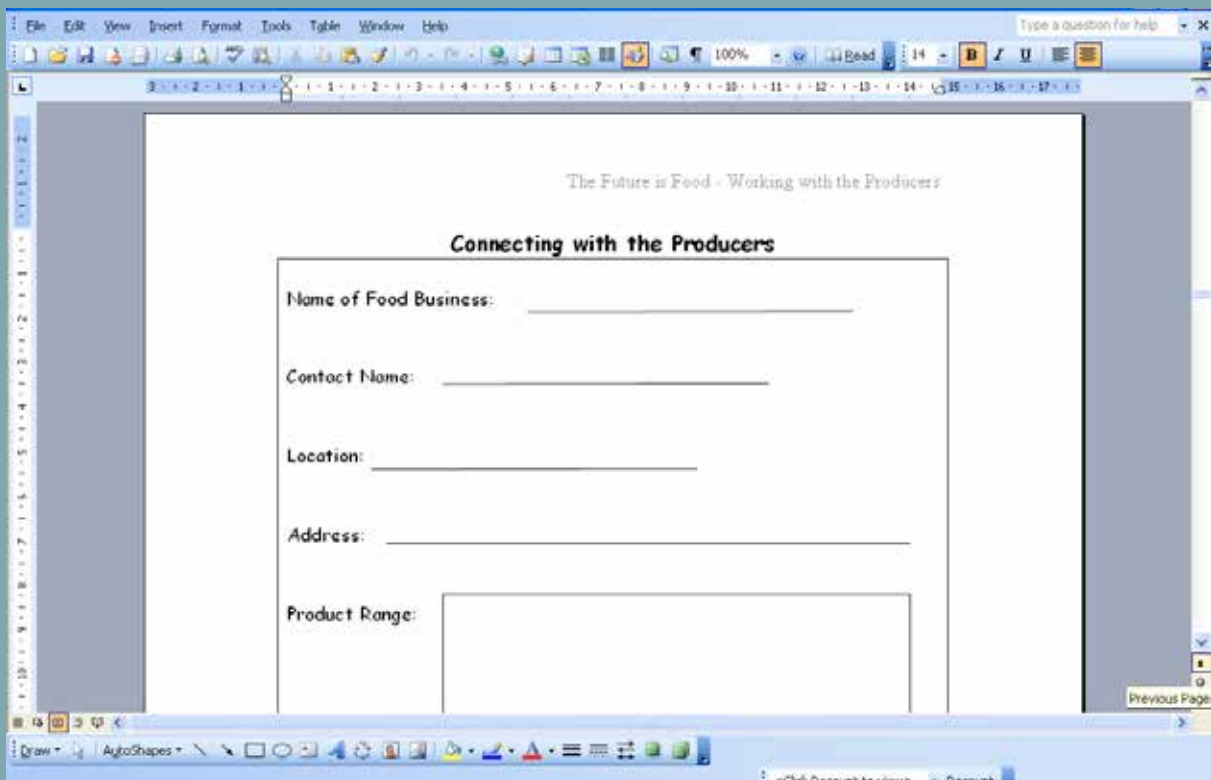
Internet research

Student toolkit

Food producer database

Main Activity:

1. Provide students with the details of the food producers in their region.
2. Instruct students to complete the 'Connecting with the Producer' worksheet.
3. Using internet research, assist student carry out research on the food producer.
4. Facilitate class discussion on their preferred aspect of the business to observe.



The screenshot shows a Microsoft Word document with the following content:

The Future is Food - Working with the Producers

Connecting with the Producers

Name of Food Business: _____

Contact Name: _____

Location: _____

Address: _____

Product Range: _____

Lesson 9 - Participating in Production

Lesson Aim: Students will carry out research on one food product and observe the stages of its production.

Lesson Objectives

At the end of this lesson the student will be able to:

1. Visit a food production premises and meet with food producers.
2. Familiarise with aspects of food production.
3. Observe in detail the production process of one food product.
4. Interact with the aspects of the food production process.
5. Record the details of their visit and observations in the student toolkit.

Resources:

Student toolkit

Internet research

Market research

Sample food products

Field visit.

Main Activity:

Students will travel to a food production unit.

1. Students will observe the production of a food product.
2. Students will interact with employees at the various stages of production.
3. Students may observe in detail one aspect of the production process and interact with the food producers to greater understand this aspect of food production with a view to managing this aspect on return to school.
4. Students will record the experience in their student toolkits.

Lesson Link:

Teaching Methodologies:

Class discussion

Group work

Investigatory field trip to the supermarket / farmers market (Optional)

Practical

File Edit View Insert Format Tools Table Window Help Type a question for help

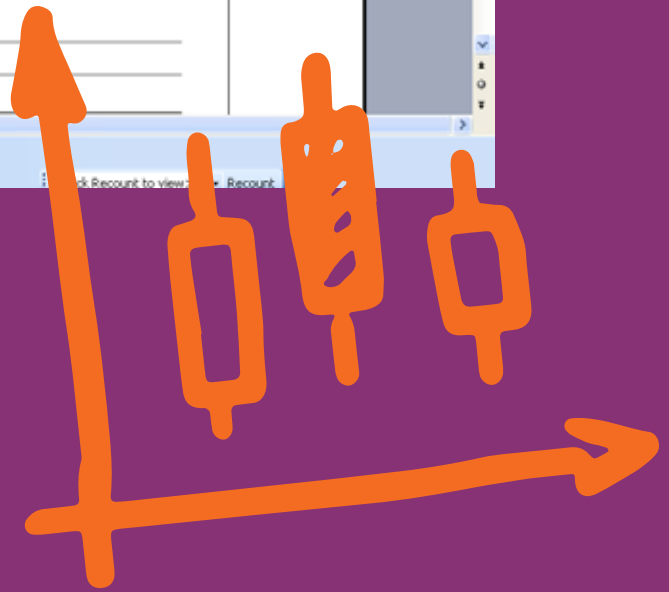
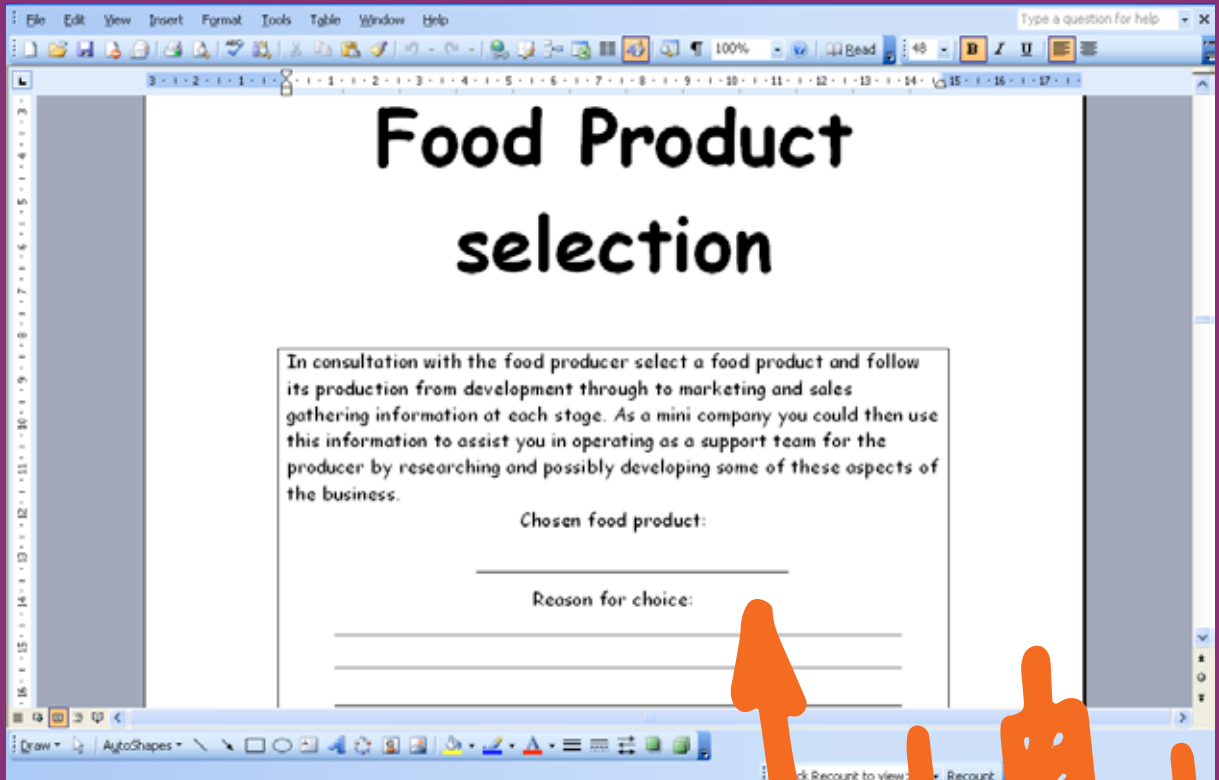
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Food Product selection

In consultation with the food producer select a food product and follow its production from development through to marketing and sales gathering information at each stage. As a mini company you could then use this information to assist you in operating as a support team for the producer by researching and possibly developing some of these aspects of the business.

Chosen food product:

Reason for choice:



Lesson 10 - Product Development

Lesson Aim: Students will research and develop the food product chosen in consultation with the producer

Lesson Objectives

At the end of this lesson the student will be able to:

1. Recognise the key stages of product development
2. Understand the importance of the product development process in the development of a 'new' food product.
3. Reflect upon the success and failures of new food products
4. Follow the stages of product development and investigate the possibility of developing the food product further.
5. Analyse their food project idea.
6. Prepare a food product development idea proposal to present to the food producer.

Key Word Focus: Unique Selling Point – 'New' Product – Product Development

Resources:

Student toolkit
Internet research
Sample of chosen food product
Food labels
Food magazines
Recipe books

Main Activity:

1. Q. What is product development?

Explain and discuss the process of product development through the use of product development notes in the student toolkit.

2. Class discussion:

Discuss the introduction of 'new food' products to the markets

- Q. List some 'new' food products you have purchased lately.
- Q. Why are they 'new' food products? Do they already exist?
- Q. Why did you buy these products?
- Q. Where did you hear about these 'new products'?

Assist students in the completion of this section in the student toolkit.

3. Group work:

Divide the class into their mini company teams and facilitate group discussions on new products. Brainstorm product development ideas.

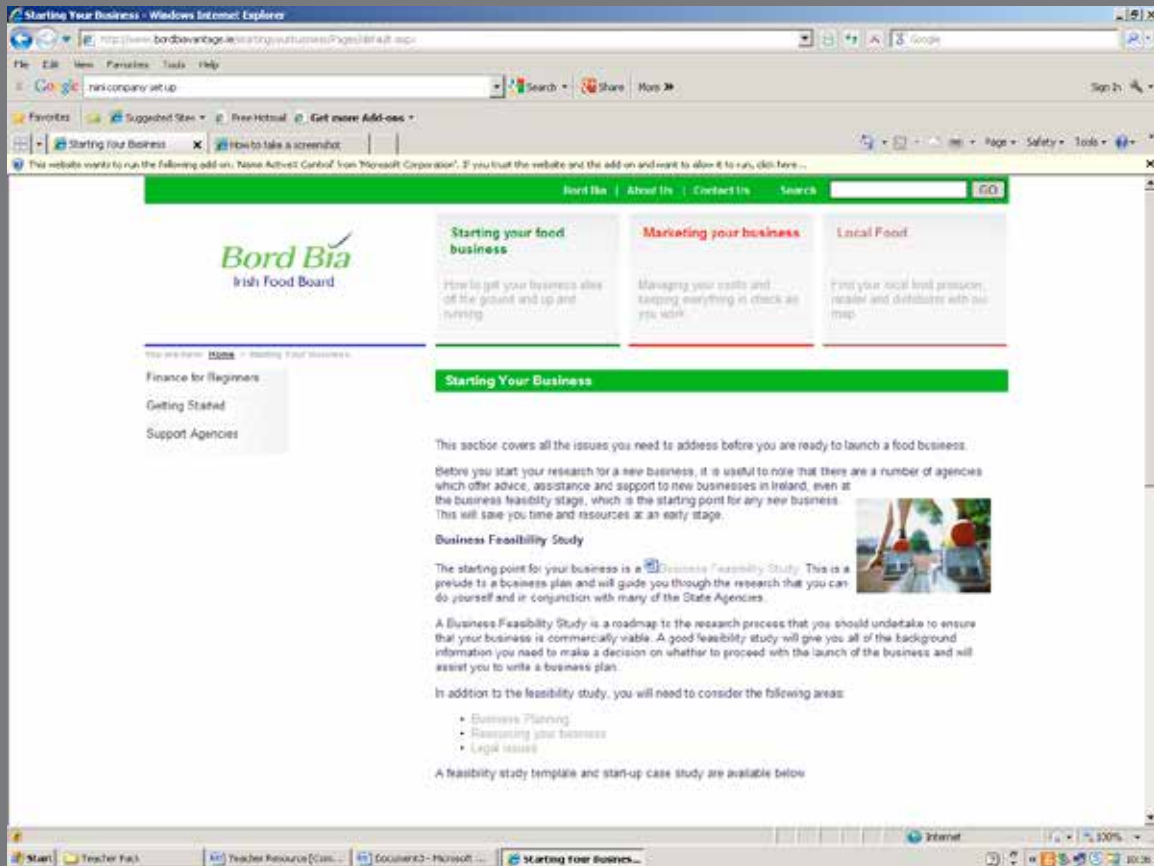
4. Discuss the product developments with the teams.

5. Assist students complete the analysis of their food product ideas.

6. Assist students prepare the product development idea proposal for their meeting with the producer.

Lesson Link:

www.bordbiavantage.ie



Teaching Methodologies

Class discussion

Group work

Internet research

Lesson 11 - Product Packaging and Labelling

Lesson Aim: Students will examine packaging and labelling materials for the chosen food product.

Lesson Objectives

At the end of this lesson the student will be able to:

1. Understand the requirement for adequate food labelling.
2. Examine the effects of packaging.
3. Consider packaging guidelines.
4. Recognise the power of product packaging.
5. Prepare a product package and label prototype to present to the food producer.
6. Prepare a product package and label proposal for the food producer.

Resources:

Student toolkit

Internet research

Main Activity:

1. Examining Product Packaging

Generate class discussion on packaging and labelling.

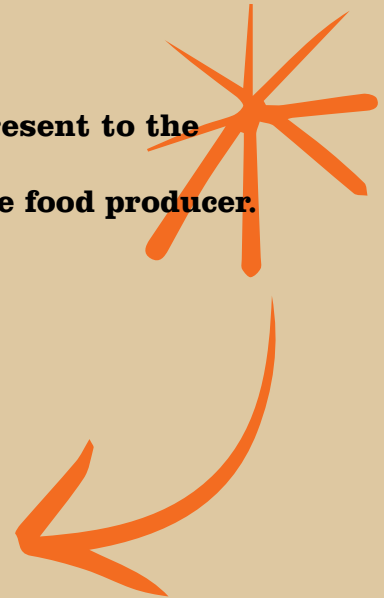
- Q. What is the function of product packaging?
- Q. What materials are commonly used in food packaging? Why?
- Q. What information should be included on product labels? Why?

2. Divide the class into their mini company teams and assist students explore packaging and labelling for the chosen food product.

3. Facilitate a class analysis of the packaging material and label design ideas.

4. Analyse chosen packaging and label proposal.

5. Write a packaging and labelling proposal for the producer.



Lesson 12 - Market Research

Lesson Aim: Students will carry out market research on their chosen food product.

Lesson Objectives

At the end of this lesson the student will be able to:

1. Recognise the benefits of market research
2. Explore methods of conducting market research
3. Conduct market research on the chosen food product in consultation with the food producers.
4. Compile and analyse the results of their market research
5. Prepare a detailed proposal of their market research results to present to the food producers.

Key Word Focus: Market research – Cost of Production – Profit Margin – Selling Price – Target Consumer – Business Plan

Resources:

Student toolkit

Internet research

Main Activity:

1. Introduce the term 'market research'.
Q. What is market research?
Q. Who conducts market research? Why?
Q. What information is obtained from market research?
Q. Why is it important that you conduct market research when starting a business and introducing a new food product to the market?

Draw on student's previous experience of participating in market research. Students will reflect upon previous participation in market research from a consumer's perspective.

2. Explore methods of conducting market research.
Assist students to research ways of conducting market research.
3. Divide the class into their mini company teams / divide the mini company class into teams.
Advise students in the preparation of their market research.
4. Assist students conduct their market research.
5. Assist students with the completion of their market research proposal to provide details of their market research results to the producers.



Lesson Link:

www.bordbiavantage.ie

Teaching Methodologies:

Internet research

Group work

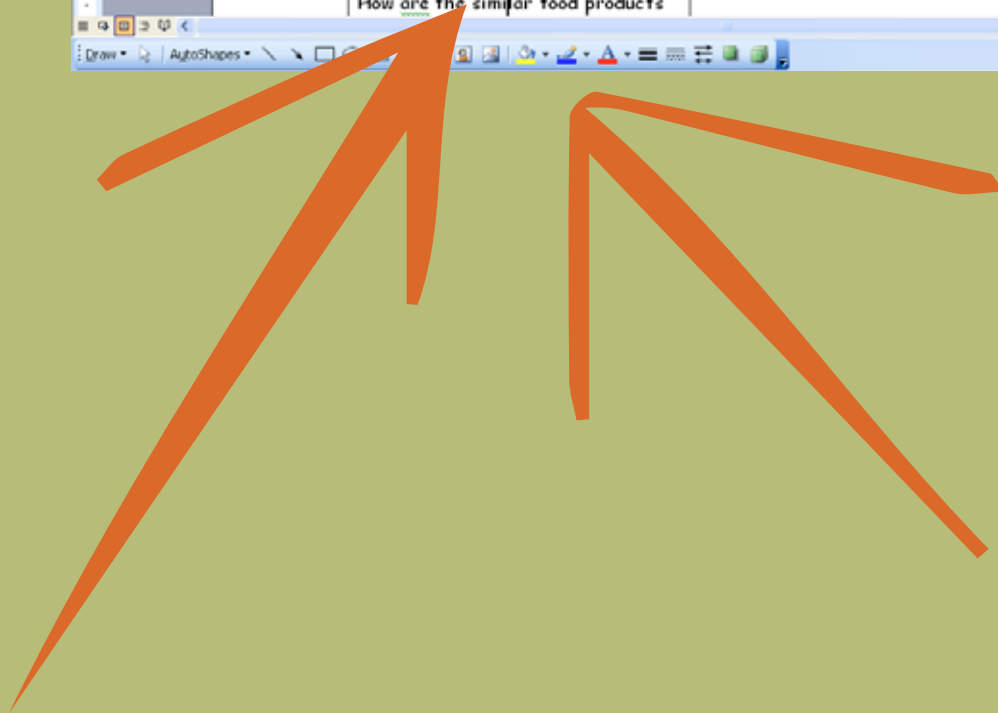
Class discussion



Chosen Product Market Research

Student Activity: Visit some local shops and farmers markets and conduct market research by carrying out some in store observations about the food product you have chosen in consultation with the producer.

Type of store:	
Where is the product located?	
What aisle/section of the shop / supermarket is the product found in?	
What other foods are surrounding this food product?	
Are there similar food products placed beside it? (Name)	
What is the price of these similar food products?	
How are the similar food products	



Lesson 13 - Digital Marketing

Lesson Aim: Students will assist in the development of a digital marketing tool.

Lesson Objectives

At the end of this lesson the student will be able to:

At the end of this lesson, students will

1. Understand the term 'digital marketing'
2. Explore the uses of digital marketing in food businesses.
3. Recognise the benefits of digital marketing tools in business.
4. Develop digital marketing tools as a support group for the producer.
5. Prepare a proposal of their digital marketing tool to present to the food producer.

Key Word Focus: Digital Marketing

Resources:

Student toolkit

Internet research

Main Activity:

1. Introduce and brainstorm the word 'digital marketing'.
2. Explore students' previous use and experience of digital marketing tools.
3. Advise students on the importance of using digital marketing tools in accordance with the school's internet policy.
4. Divide the class into their mini company teams and review the business's current use of digital marketing tools.
5. Facilitate students' discussion and idea generation of useful digital marketing tools for the food producer.
6. Assist students to develop a digital marketing tool.
7. Instruct students to complete the sections in their student learning log.
8. Assist students develop a proposal for the food producer.



Teaching Methodologies:

Class discussion

Group work

Internet research

Lesson 14 - Advertising Campaign

Lesson Aim: Students will prepare an advertising campaign for the producer.

Lesson Objectives

At the end of this lesson the student will be able to:

1. Understand the term effective advertisement.
2. Recognise the key elements of effective advertisement.
3. Carry out research on the businesses current advertisement methods.
4. Prepare advertisements for the chosen food product.
5. Prepare a proposal of their developed advertising campaign to present to the food producer.

Key Word Focus:

Effective Advertising

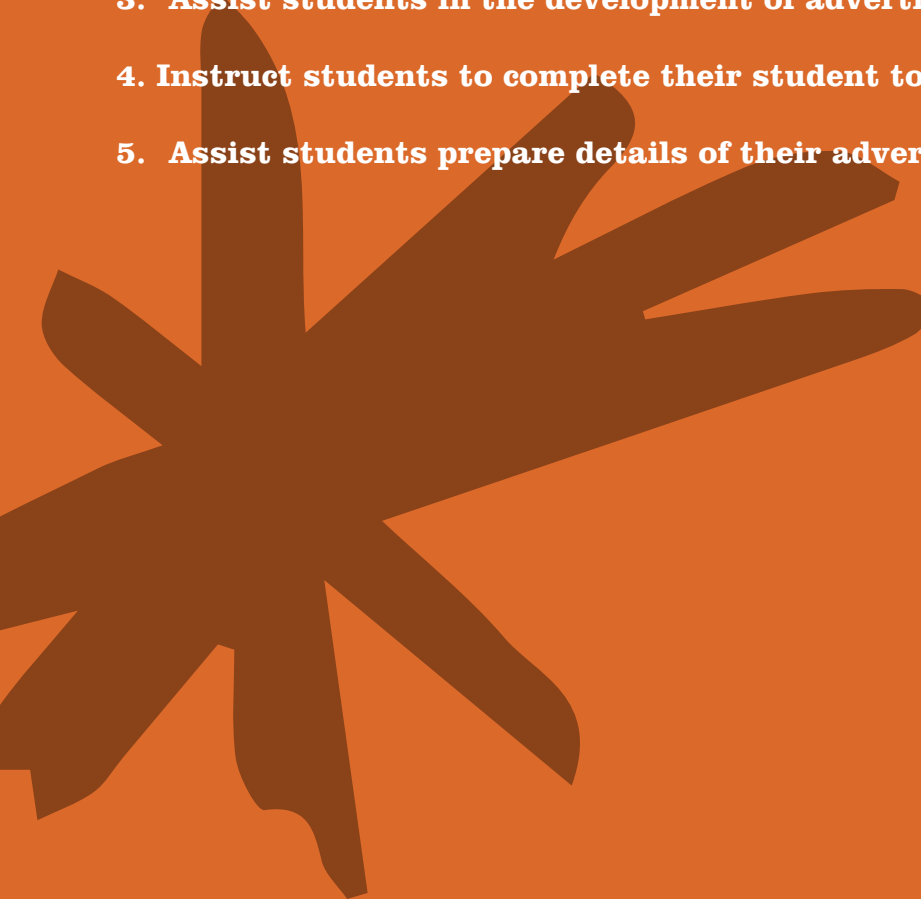
Resources:

Student toolkit

Internet research

Main Activity:

1. Using the student toolkits, read through the advertising notes.
2. Class discussion:
Q List the methods of advertising that are used by a business
Q Name some adverts that you consider to be effective.
Q Why are these advertisement effective?
3. Assist students in the development of advertising buzz words /slogans
4. Instruct students to complete their student toolkits.
5. Assist students prepare details of their advertisement proposal.



Lesson 15 - Business Meeting

Lesson Aim: Students will prepare an advertising campaign for the producer.

Lesson Objectives

At the end of this lesson, students will:

1. Organise and host a business meeting with the food producer / members of the food production team.
2. Prepare presentations for the business meeting.
3. Present the food producer / members of the food production team with their support group proposals and the results of the market research.

Main Activity:

1. Arrange a business meeting with the food producer to feedback the work of the support team.
2. Assist students set up for the business meeting by preparing notes, presentations, prototypes and samples.
3. Arrange each team with an allocated time to present their proposals.
4. Present the food producer with the following:
 - Market research results
 - Product development ideas
 - Product packaging and labelling prototype
 - Social media marketing proposal
 - Advertisement proposal
5. Facilitate producer feedback on the support team work.



Producers Feedback Form

- Option B

To be completed after the students present their food producer support group proposals.

Evaluation of the overall experience (Initial contact made by the students, the arrangements in place, participation and enthusiasm of the support groups etc)

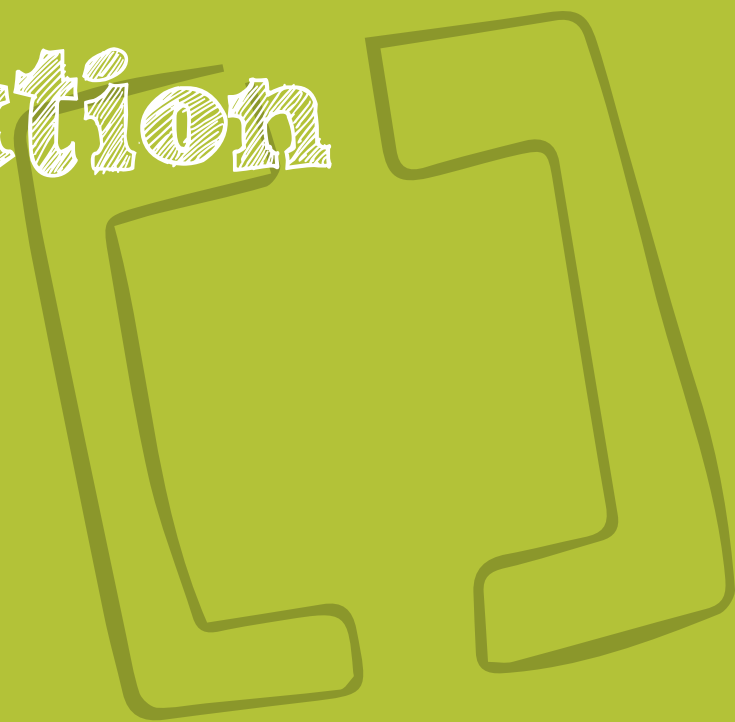
Evaluation of the student presentations? (Clarity of presentation, resources used, timing, communication etc)



Evaluation of the support group proposals (Will some of the proposals be considered? How viable are the proposals? How innovative were the proposals? Did the support groups meet the brief? etc)

Evaluation of the students visit to the food production unit (Were students engaged? Did the students demonstrate an understanding of food production? Etc)

Evaluation



Lesson 16 - Evaluation and Company Wind Down (Option A)

Lesson Aim: Students will evaluate and wind down their mini company

Lesson Objectives

At the end of this lesson, students will:

1. Finalise the mini company accounts
2. Evaluate the sales event
3. Complete the personal evaluation
4. Complete the teamwork evaluation
5. Appreciate the experience of participating in a mini company unit.

Key Word Focus:

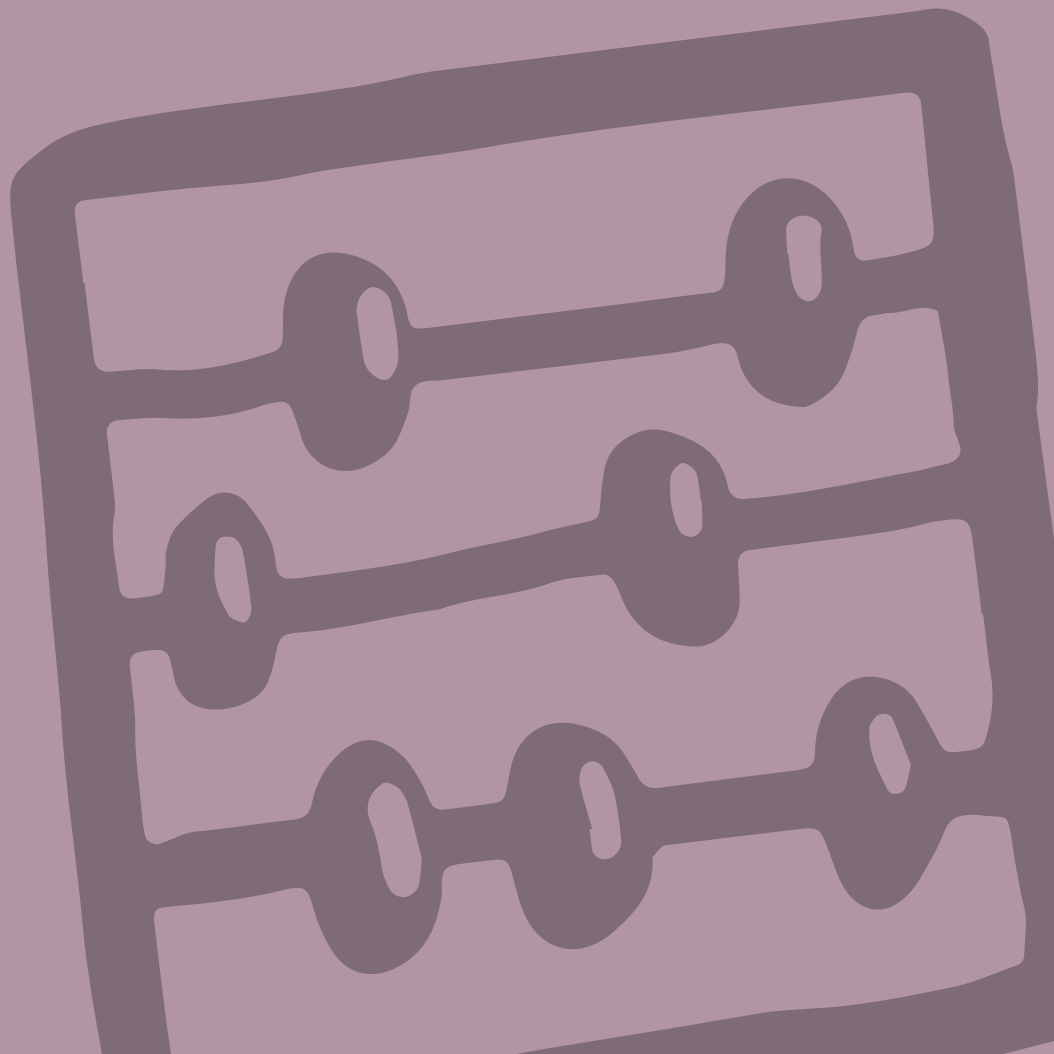
Evaluation

Resources:

Student toolkits

Main Activity:

1. Assist students in their completion of their evaluations.
2. Wind down the mini company unit.



Letters of Permission



Sales Event - Parent Permission Letter



Date:

Dear Parent / Guardian

As part of the Transition Year mini company experience your son / daughter will be participating in a Food Business Sales Event to promote and sell a food product that they have produced as part of their Transition Unit – ‘The Future is Food’. The purpose of this visit is to provide students with a practical learning experience of working as a Food Entrepreneur.

If you wish to permit your son / daughter to participate in this out of school activity please sign the permission slip at the bottom.

Date:

Location:

Departure Time:

Return Time:

Mode of Transport:

Cost:

Yours Sincerely,

.....

Subject Teacher / Programme Co-ordinator.

Sales Event - Parent Permission Letter

Date:

I give permission for my son / daughter to participate in the above trip.

Student Name:

Parent / Guardian Signature:

Visit to the Food Producer - Parent Permission Letter

Date:

Dear Parent / Guardian

As part of the Transition Year mini company experience your son / daughter has been given the opportunity to visit a Food Production Business. The purpose of this visit is to provide students with a practical learning experience of the processes involved in food production. It also offers students an active role in managing aspects of the food business to include engagement with marketing plans, production processes, costing analysis, product development and social media outlets. Students then produce a product of their own to sell as part of the Transition Unit Module - 'The Future is Food'.

If you wish to permit your son / daughter to participate in this out of school activity please sign the permission slip at the bottom.

Date:

Location:

Departure Time:

Return Time:

Mode of Transport:

Cost:

Yours Sincerely,

.....

Subject Teacher / Programme Co-ordinator.

Visit to the Food Producer - Parent Permission Letter

Date:

I give permission for my son / daughter to participate in the above trip.

Student Name:

Parent / Guardian Signature:

Database of Food Producers

