

My Pop-Up Restaurant (Level 3)

Description	Set up a meal for your family like a restaurant including planning the meal, cooking the meal and doing the decoration. Share the meal with the family!
Leading Question	Since all restaurants are closed, can we make our own pop up restaurant and serve a meal to our guests at home?
Total Time Required	6 hours total over 5 days
Supplies Required	Recipe Books, Paper, Pencils, Colours, Kitchen Equipment, Ingredients
Learning Outcomes	<ol style="list-style-type: none"> 1. Developing business plans 2. Understanding what goes into preparing a meal 3. Developing budgets

DAY 1

Today you will learn about how to open and run your own restaurant and start a business plan.

Suggested Duration	Activity and Description
5 minutes	<ul style="list-style-type: none"> • Start a conversation about food and tell the learner that since most restaurants are closed, they will get a chance to start their own pop-up restaurant serving a meal at home
5 minutes	<ul style="list-style-type: none"> • Learners will explore the business plan template, by going through and understanding the format and the suggested prompt questions <p>Business Plan Template</p> <ul style="list-style-type: none"> • Section 1: Concept of the pop-up restaurant: What will make the restaurant special and unique? • Section 2: Logistical plan: Who are the guests? When, where, and how will the meal be served? • Section 3: Food plan: What dishes will you serve? What are the ingredients? How will you source the ingredients? How will you make the dishes? • Section 4: Pricing plan: What are all your costs? How much will you charge?

Section 5: Marketing, communication and decoration plan:

What is the name of the restaurant? How will you communicate and share information? What will the menu look like?

30 minutes

- Learners will start filling out the Section 1 and 2 of the business plan (concept and logistical section)
- Learners can discuss and interview family members to get inspirations and understand preferences
- *TIP: It is important that the learner takes the lead and thinks about all the different sections of what it takes to prepare this pop-up restaurant meal.*

20 minutes

- Learners should begin with section 3 of the food plan by interviewing family members on their preferred foods, dietary preferences and begin researching which dishes they would like to serve
 - *TIP: If there are no recipe books available, learners can discuss dishes with family members*
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DAY 2

Today you will continue working on the business plan of your restaurant

Suggested Duration

Activity and Description

45 minutes

- Learners will continue with Section 3 of the business plan (food plan)
- Learners will look up recipes and write down all the required steps to make the dishes
- Learners will make a list of all the ingredients, required for the dishes and check their availability at home
- *TIP: The learner should identify simple dishes to make that they can manage start to finish.*
- *TIP: Learners can write recipes based on interviews with the family, in the case that there are no recipe books*

15 minutes

- Learners will understand and experiment with some of the stages of the cooking (esp. to observe the primary chef in their home)
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DAY 3

Today you will finish the business plan and your feedback form.

Suggested Duration	Activity and Description
1 hour	<ul style="list-style-type: none"> Learners will work on Section 4 of the business plan (pricing plan) Learners will create a basic budget with all costs of ingredients, marketing materials, “staff costs”, etc. Learners will identify all the main cost buckets of the meal (including the costs of the ingredients, staff costs, price of décor etc.) Learners will identify the cost of the ingredients (based on price tags, grocery bills or interviews with the family member who goes shopping) Learners will calculate the total cost of the meal Learners will identify what a similar dishes cost in restaurants (based on research of take-home menus, interviews with family members etc.) Learners will check the costs of usual meals in the restaurants and understand how much family members are willing to pay for a meal – based on this they will decide on the profit they will charge e.g. extra charge over the cost per dish or overall extra charge for the complete meal <i>TIP: For learners who are not interested in cooking, they can “hire” a chef (family member to help) and include the costs of the “chef”</i> <p><i>TIP: For learners familiar with percentages, charge a 10 or 15% extra on the costs of the meal</i></p>

DAY 4

Today you will set up your restaurant!

Suggested Duration	Activity and Description
1 hour	<ul style="list-style-type: none"> Learners will think of a “catchy name of the restaurant” meal to be served and make a banner with the same Learners will make a logo for the restaurant meal Learners will design and illustrate a menu with all the dishes and cost per dish including illustrating the same (if possible) Learners will decide how to invite guests and create the invitation

- Learners will plan all the decoration and tableware
- Learners will design a feedback form (they can rely on the template within the business plan or design their own)

DAY 5

Today you will cook and serve your family in your pop-up restaurant!

Suggested Duration	Activity and Description
2-4 hours	<ul style="list-style-type: none"> • Today is the big day! Learners will put everything together and create their pop-up restaurant meal • Learners can prepare the dishes or support the “chef” in creating the dishes • Learners will put the decoration and set up together • The guests will enjoy the meal together and collect the money • Learners will share the feedback form

DAY 6

Today you look at how to budget and distribute costs!

Suggested Duration	Activity and Description
30 minutes	<ul style="list-style-type: none"> • Learners will do their budgeting and distribute costs across staff, materials “purchased” etc. according to their cost plan • Learners will create a bar chart of the responses from the feedback and reflect on what worked and what should be done differently next time

ASSESSMENT CRITERIA

- Clarity of the business plan.
- Thoroughness of the research done on recipes, pricing plans, interviews etc.
- Creativity in the marketing materials.
- Persistence in cooking.

ADDITIONAL ENRICHMENT ACTIVITIES

- Where did those ingredients grow and come from?
- How do you think those ingredients travelled to our home?
- What food do you think is best for which part of your body?