My Pop-Up Restaurant (Level 3)

<table>
<thead>
<tr>
<th>Description</th>
<th>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!</th>
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<tbody>
<tr>
<td>Leading Question</td>
<td>Since all restaurants are closed, can we make our own pop up restaurant and serve a meal to our guests at home?</td>
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<tr>
<td>Total Time Required</td>
<td>6 hours total over 5 days</td>
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<tr>
<td>Supplies Required</td>
<td>Recipe Books, Paper, Pencils, Colours, Kitchen Equipment, Ingredients</td>
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| Learning Outcomes | 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.

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<tr>
<th>Suggested Duration</th>
<th>Activity and Description</th>
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<tbody>
<tr>
<td>5 minutes</td>
<td>● 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</td>
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<tr>
<td>5 minutes</td>
<td>● Learners will explore the business plan template, by going through and understanding the format and the suggested prompt questions</td>
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**Business Plan Template**

- **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

DAY 2
Today you will continue working on the business plan of your restaurant

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| 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)  |

DAY 3
Today you will finish the business plan and your feedback form.

EAA welcomes feedback on its projects in order to improve, please use this link: https://forms.gle/LGAP9k17fMyJrKJN7
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| 1 hour             | ● 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  
                        ● **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”**  
                        ● **TIP: For learners familiar with percentages, charge a 10 or 15% extra on the costs of the meal** |

**DAY 4**

Today you will set up your restaurant!

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| 1 hour             | ● 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!

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| 2-4 hours           | • 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!

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| 30 minutes          | • 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.

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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?