TEACHER GUIDE

With LOVE

Birds Eye

TEACHER GUIDE

Introduction

This resource is designed to help KS2 pupils fall in love with vegetables by participating in a range of fun, creative and collaborative cross-curricular activities. They will take inspiration from the founder of Birds Eye, Clarence Birdseye, who used observational science, innovation and engineering to change the world by finding a revolutionary solution to a real-world problem. By taking part in these three lessons, pupils will also invent an innovative solution to a real-world problem.

We hope that by extending their knowledge about all the amazing health benefits of frozen and fresh vegetables, and by encouraging positive action, pupils will see eating vegetables in a more positive light.

The Veg Power Challenge

Birds Eye are looking for the next Clarence Birdseye! We want pupils to use their creative thinking and experimental natures to solve a real-world problem:

Children across the UK are not eating enough vegetables.

In fact, we should be eating 5 portions of fruit and veg every day, and more veg than fruit, however Over 90% of school-aged children are not eating their 5-a-day. This means many children are missing out on all the amazing benefits of eating frozen and fresh vegetables. Using their knowledge of vegetables, and their creative problem-solving skills, they must design an invention that helps solve the problem of children not eating enough veg.

The prizes*

WINNER'S PRIZE FOR SCHOOL*:

- 1 vegetable planter/trough
- an assortment of vegetable seeds
- an assortment of small gardening tools to tend the planter
- Birds Eye garden pea seed packets for winner's class (1 seed packet per pupil)

OR

£300 cash alternative for winner's school

RUNNER'S UP PRIZE:

Birds Eye Garden Pea seed packets for their class (1 seed pack per pupil).


THE
VEG POWER
CHALLENGE

Birds Eye are looking for the next **Clarence Birdseye!** We want you to use your creativity and experimental natures to solve a real-world problem: **Children across the UK are not eating enough vegetables.**

90% of primary school-aged children aren't eating enough vegetables! This means children are missing out on all the amazing benefits of eating fresh and frozen vegetables.

What you have to do

Using your knowledge of vegetables, and your creative problem-solving skills, you must design an invention that helps solve the problem of children not eating enough veg. Your invention may be a new device, method or way of life that has not existed before or you may choose to look at an existing device and invent a solution that works better.

The winning design will...

1. Show that you understand why children are not eating enough vegetables and give a practical solution to the problem
2. Be original and innovative
3. Use at least one thing you've learned about frozen and fresh vegetables in your lessons
4. Have a clear explanation of how the invention (device, method or way of life) works and where you got your ideas from

Prizes

WINNER'S PRIZE:
Gardening materials for your school including a vegetable planter, a gardening tool set and an assortment of vegetable seeds, including Birds Eye pea seeds.

RUNNER'S UP PRIZE:
Birds Eye Garden Pea seed packets for their class (1 seed pack per pupil).

PUPIL NAME:
SCHOOL NAME:
SCHOOL ADDRESS:
SCHOOL POSTCODE:
PARENT/GUARDIAN EMAIL:
PARENT/GUARDIAN SIGNATURE:

I give permission for the above-mentioned child to enter The Veg Power Challenge and agree to the terms and conditions found at www.nationalschoolspartnership.com/initiatives/birdseye

LOVE

*to see full terms and conditions visit https://nationalschoolspartnership.com/initiatives/birdseye/

Included with this resource

We've provided three fully resourced lesson plans that can be adapted to suit the needs of your class. They can be used flexibly during normal curriculum time, delivered together as an off-timetable day, or even across a whole week as a cross-curricular project. More information on how this resource links to the KS2 curriculum can be found at the end of these **Teacher Notes**.

- **Teacher Notes**
  - **Lesson 1: Taking a Birdseye view** (Science and Literacy)
  - **Lesson 2: Why eat vegetables?** (Maths, Science, PSHE)
  - **Lesson 3: The Veg Power Challenge** (Design and Technology)
  - **Take it even further ideas** and **curriculum links**
- **PowerPoint Presentation**
- **Letter to Parents & Vegetable Food Diary**
- **Veg Booster Category Cards**
- **The Veg Power Challenge competition leaflet and entry form**

Preparation

The week before you get going

Send the **Letter to Parents** home explaining that you are going to be running **The Veg Power School Challenge** in class and requesting that pupils keep a **Vegetable Food Diary** for one week. They should log how much veg they actually eat (rather than the amount they are served).

Parents can support them keep their diary by helping them to estimate how much they've consumed using their utensils as measuring tools. How many spoons of veg have they eaten? Once they have eaten the vegetables, they should try to show this in their food diary by colouring in the spoons in different colours to represent the estimated amount of vegetables they actually ate.

Emphasise that they do not need to increase their vegetable intake for the diary, or log how much veg they are served. This should just give a snapshot of how much they *currently* eat so we can celebrate how much veg they start eating as a result of the challenge.

The day before you get going

Find some adventurous frozen and fresh vegetables to display in class (or use the **Vegetable Images**) to extend your pupil's knowledge and stimulate their imagination. You may ask pupils to bring in vegetables, depending on their financial circumstances. Aim to create a rainbow out of the vegetables (or images) you have.

Lesson 1: Taking a Birdseye view (Slide 2)

Science and Literacy

Objectives and outcomes

- To understand how fast-freezing preserves food.
- To describe what happens to vegetables that are frozen, compared to those that are not.
- To identify a wide range of fresh vegetables and then classify them, according to their sensory features.
- To communicate their sensory observations using descriptive language.

Starter

Introduction

- Using **slide 3**, ask pupils to think about a time when they've experienced extremely cold weather. What did it feel like?
- Challenge them to write a short 'sensory' description. This means using their senses and descriptive words to help the reader imagine how it felt.

Observing sub-zero temperatures

- Use **slides 4 – 9** to introduce pupils to Clarence Birdseye and convey the importance of using the five senses in observational science.
- Can pupils imagine what this might have felt like for Clarence?
- Ask some pupils to share their 'sensory' descriptions.
- Spend some time observing the natural phenomena caused by very cold temperatures by looking at some clips and news reports:
  - A variety of clips can be found here https://www.indiatoday.in/trending-news/story/chicago-polar-vortex-2019-boiling-water-freezes-viral-video-1443291-2019-01-31
  - Soap bubbles freezing and breaking https://youtu.be/LG5nSxgd9SI
- Based on these clips, can pupils guess what Clarence might have experienced when he went fishing with the Inuit people in -40ºC degree temperatures? These temperatures were ten degrees colder than the temperatures pupils just observed in Chicago.

The Flash Freezing Phenomenon

- Use **slides 10 and 11** to explain how Clarence discovered that the combination of the temperature and exposure to the elements froze his fish instantly.
- Ask pupils if they can guess:
  - What made the Inuit people's method so effective? How is it still fresh and tasty?
  - What did Clarence learn by using his senses to observe and understand the world?
  - What does fast freezing do to vegetables/food?
- Inform pupils that it was the speed of the freeze that really mattered. (**Slide 12**)
- Can pupils guess what Clarence did with his knowledge? (**Slide 13**) Some pupils may have linked Clarence's surname with the Birds Eye brand. If they haven't, make this link clear, explaining how he used his observations to develop the process of fast freezing. (**Slide 14**)
- Ask pupils if they know what happens to vegetables over time if they aren't frozen. They start rotting. Use the video on **slide 15** to bring this to life. Explain that freezing food is like putting it on pause. Freezing locks in the freshness and nutrients. When the food defrosts, it will continue to deteriorate.
- Watch the time-lapse video on **slide 15** again. Ask pupils to write two descriptive paragraphs. The first describing what happens to a vegetable that is not frozen. The second should describe what happens to the vegetable that is frozen.

Lesson 1: Taking a Birdseye view

Main Activity

Taking a Birdseye view – observational food science (slide 16)

- Set up a carousel with five stations using the printable carousel cards on the **Carousel Activity Sheet**. At each station, have a selection of fresh vegetables and big sheets of paper for taking notes and coloured pens.
- Ask all pupils to wash their hands. Then, allow pupils a short amount of time to work in pairs to investigate all the stations and the vegetables using their 5 senses.
- Alternatively, you could put pupils into small groups with a variety of vegetables and the questions from the **Carousel Activity Sheet** and let them explore the vegetables independently, as a group.

Safety note:

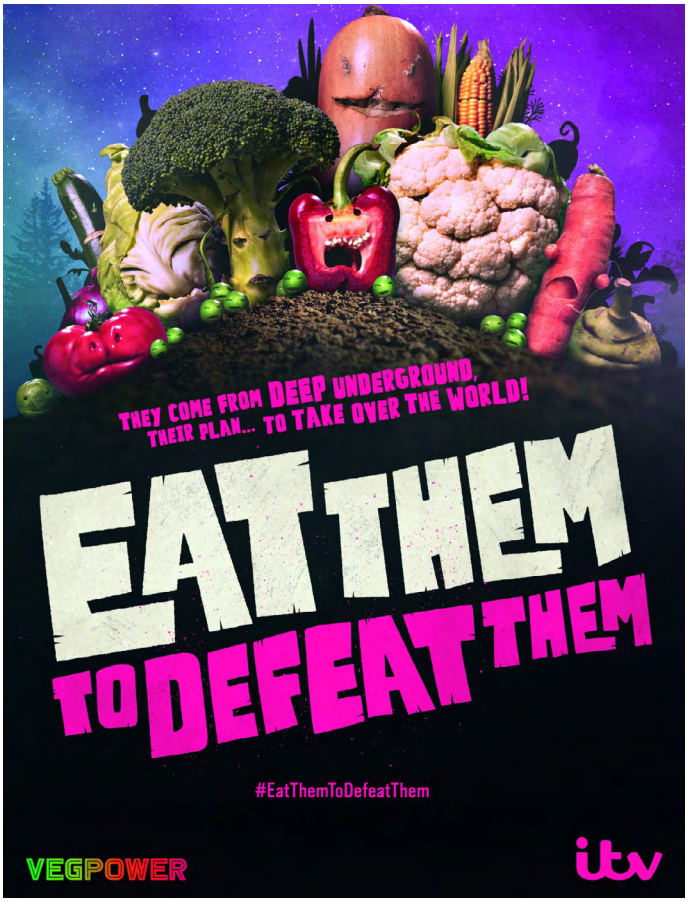
- Be aware of any allergies and choose vegetables accordingly.
- Do not serve veg which is still frozen (e.g. frozen peas or sweetcorn). Frozen veg needs to be cooked before eating it, all food has natural bugs/germs on them and cooking kills them.
- Seek parental confirmation using the parent letter supplied.
- Avoid choking hazards. Cook the veg in small pieces. Raw vegetables pose a greater risk of choking to younger children. For guidance on how to deal with incidences of choking see https://www.nhs.uk/conditions/pregnancy-and-baby/helping-choking-baby/.

Plenary (slide 17)

- After the sensory exploration, ensure pupils wash their hands.
- Encourage pupils to write a summary about their sensory explorations and anything they have learned from their observations about vegetables.
- Share these differences and similarities with the class.

Taking it further (slide 18)

- Ask pupils to pick one vegetable and write a descriptive paragraph using their senses. When they read out their descriptions, the rest of the class could see if they can guess the vegetable they are describing.
- Play pupils *The Extraordinary Life and Times of Strawberry*. Use this as a basis for a creative writing challenge. How might the story have changed if the strawberry was frozen? Pupils produce a piece of creative writing or a comic strip about *The Extraordinary Life and Times of…* a vegetable that gets fast-frozen.



Lesson 2: Why eat vegetables? (Slide 19)

Maths, Science, PSHE

Depending on the ability of your class, you may wish to collect in some or all of your class' Vegetable Food Diaries before this lesson so you can use the data they've collected to estimate their daily intake in portions in advance (a child's size portion is the equivalent of a handful and it is recommended they eat 5 portions of fruit and veg a day (and more veg than fruit), equivalent to 5 handfuls a day). Or, if your class enjoy numeracy challenges, you could work through this process together.

Objectives and outcomes

- To define what the recommended daily allowance is and represent this using real food.
- To demonstrate the various effects and benefits vegetables have on the human body and associate specific health benefits with specific vegetables.
- To debunk some of the myths around frozen food.

Starter

Number-crunching veg – Maths and numeracy

Play the *Eat Them to Defeat Them!* VegPower advert on **slide 20**. Ask pupils if they've seen this on TV. What's it about? Explain that the veg are evil and we need to eat them to defeat them. The adults haven't been able to defeat them and they need your help, so now it's up to you to save the day, and the world. Ask them to share the vegetables they like to eat. Which do they think are evil? Are they really evil?

- Display the starter questions on **slide 21**. Allow pupils to think, pair and share ideas.
- How much veg do experts recommend children should eat **every day?** Show this using different frozen vegetables (alternatively you could substitute for something like pieces of Lego) on your tables.
- Experts say that one portion of veg is a handful. Explain that every time they eat veg they should eat a portion. Demonstrate how big a portion is by showing a handful and explaining that if they eat 2 handfuls that's two portions. How many portions (or handfuls) do pupils think they should eat? Do they think they should eat veg every day? Reveal the recommended daily intake or amount using **slide 22**. Are pupils shocked? Discuss.
- Give pupils some time to try and work out their average daily intake, using their **Vegetable Food Diaries.** What is the average number of veg they're eating a week? As a class, work out, on average, how much veg they are eating per week. For the class number, put a tally chart up on the board and each child calls out their number per day. Once you have these average figures as portions (i.e. 1 portion a day), compare them with the recommended daily amount of 5 a day.
- Over 90% of school-aged children are not eating their 5-a-day. (**slide 23**)
- Explain that pupils will be helping to solve this problem in the next lesson.

Main Activity

1. Superpower Veg – making links with science (slide 24)

Use this paired activity to increase pupils' understanding of the different vegetables, learn more about their benefits and help them to visualise their positive effects on the human body.

- Give each pair all seven **Veg Superpower Category Cards** printed out and a selection of **Vegetable Images**.
- One pupil in each pair lays down on a large sheet of paper and the other draws an outline around their body. They should then read the information on the **Veg Superpower Category Card** before deciding which area of the body it is most beneficial to. Place the Veg Superpower Category Card on the relevant area of the body on the card
- Review as a class using the information contained in the seven **Veg Superpower Category Cards**. Discuss each category to ensure pupils understand the positive health benefits it is describing. Compare responses – where did pupils place their card and why?
- Review as a class, giving points to pairs for any correct answers to increase competition. Correct as they go using the **Veg Superpower Cards Teacher Grid**.
- Ask the class to group the **Vegetable Images** around the **Veg Superpower Category Card** they think most relates to that vegetable (e.g. pupils should have placed the 'Heartbeaters' icon over the heart. They will then group any of the following veg around that card to show which vegetables they think are most beneficial to the heart. This could have included: aubergine, avocado, beans, brussels sprouts, cabbage, celery, kale, green beans, lettuce, parsnips, sweetcorn, tomato, radish, spinach, rocket).
- You could test their understanding by giving pupils scenario-based questions that are relevant to them, such as:

You've been given tickets to the big game/to see your favourite singer in concert. You don't want to miss it by getting ill. What vegetables could you eat to boost your immune system?

(Answer: any vegetable grouped around the **Bug defence Veg Superpower Category Card***).*

2. Frozen veg myth busters (slide 25)

Ask pupils what they think happens to all these amazing health benefits when food is frozen. Discuss ideas and encourage them to try to back these assumptions up with facts or observations.

Do not reveal the answer. Instead, play true or false. Tell pupils they will see a series of statements (**slides 26 - 34**). You could ask them to move to a different side of the room if they think that statement is true or false.

1. **Frozen veg and fruit retain fewer nutrients than fresh.**

   FALSE!

   Freezing veg naturally preserves their delicious goodness and has no effect on those vital fats, proteins and carbohydrates. While fresh veg loses vitamins over time in storage, frozen keeps those goodies on ice – literally. Freezing locks in the nutrients in veg so that they can be kept longer.

2. **Fresh food lasts longer than frozen.**

   FALSE!

   Ice is all that's needed to naturally store your food in the freezer. Frozen vegetables stay nice and fresh for 8-12 months. Fresh vegetables' shelf life varies but usually only last a matter of days or weeks rather than months.

3. **Frozen foods are filled with preservatives.**
   FALSE!
   Preservatives are used to make food last longer. Ice is nature's very own preservative! Ice naturally increases the storage life of vegetables so more unnatural preservatives aren't needed.

4. **Freezing food locks in freshness.**
   TRUE!
   Fresh vegetables are often at least a few days old by the time they reach the shelves. Birds Eye vegetables are picked at the perfect moment when they're at their best and then frozen within a matter of hours to ensure that freshness and goodness is locked in.

- Using **slide 35**, reinforce that Clarence Birdseye improved freezing technology so he could 'quick freeze' food. This minimises cell structure damage and maximises taste.
- This means freezing food is like pressing the pause button. All the nutrients present at the time of freezing, are locked inside, ready to be reawakened in cooking.
- Introduce your pupils to The Veg Power Challenge on slides **36 - 37**. Pupils are challenged to invent something that solves the problem of children not eating enough vegetables to win great prizes.

Plenary (slide 38)

- Remind pupils about the starter where they learned that children are not eating enough veg. Also remind pupils that they have since learned lots about the health benefits of eating vegetables and about some of the myths surrounding frozen vegetables.
- Encourage them to share something they've learned with the world, by creating a poster that promotes the health benefits of eating frozen vegetables to children. Encourage pupils to take these posters home to their parents. Parents could take a photo of their poster and upload it to the Birds Eye social media pages:

  www.facebook.com/birdseye/
  @birdseyeuk
  @birdseyeuk

Lesson 3: The Veg Power Challenge
(Slide 39)

Design and Technology

Objectives and outcomes

- To understand how engineers/inventors use creative thinking, innovation and design to solve real world problems
- To explore how creative thinking and innovative design have been used effectively to tackle real-world problems (by Clarence Birdseye and other inventors).
- To use the design process to create their own solution to a real-world problem.

Starter

Introduction

Using **slide 40**, encourage pupils to think about the following questions:

- What is an invention? Write a definition.
- Think of one invention you couldn't live without. Why is it so useful?
- Find out who invented that product (If computers or tablets are available). What was the story behind that invention?

Clarence Birdseye: The Inventor

- Ask pupils to tell you what they remember about Clarence Birdseye from the first lesson, using **slides 41 - 43** to recap.
- We're now going to be just like Clarence and use our creativity and experimental natures to solve a real-world problem.

Problem solving inventions

- Share the definitions on **slide 44**. Elicit that inventions are original applications of technology which solve a problem. Link to Clarence Birdseye by reinforcing that Clarence's invention has helped solve lots of different problems, what problems did Clarence's invention of freezing help solve? (e.g. delivering fish to far-off places, seasonality, keeps food safe for longer periods of time, ice cubes keep us cool, hospitals use ice for lots of things, supermarket freezers so that we can all buy frozen food).
- Put pupils in pairs and give them the **Card Sort Activity.** They must match the problem description to the freezer solution. Who can match their cards the quickest? Review.
  - **Problem 1** Food is wasted because it goes off before it can be eaten.
  - **Solution 1** Freezing preserves food which means it can be kept for months or even years in the freezer!
  - **Problem 2** Some foods are only available in certain places or at certain times of the year (this is called seasonality).
  - **Solution 2** Freezing means that food from far away can be kept fresh for the long journey to our plates. It also means we can enjoy food all year-round, without having to wait for it to come into season.
  - **Problem 3** Preparing food from fresh can be time-consuming. This means busy people don't have time to eat healthy, balanced meals.
  - **Solution 3** Using frozen vegetables saves time at home as there is very little preparation before cooking needed. Birds Eye frozen veg can be cooked in the microwave or on the stove, from frozen.
  - **Problem 4** As soon as fresh veg is picked there's a time limit on how long it stays fresh.
  - **Solution 4** Freezing locks in freshness and goodness.

Ask pupils to share the invention they identified in the starter activity. Why are these inventions so important to pupils? Share the stories behind their creation. Make links to the story of Clarence Birdseye.

Lesson 3: The Veg Power Challenge

Main Activity

The Veg Power Challenge (slide 45)

- Last lesson we discovered that children were not eating enough veg. Can pupils remember the statistics? Remind them by using **slide 46**.
- 90% of primary school-aged children aren't eating their 5-a-day. This means children are missing out on all the amazing benefits of eating fresh and frozen vegetables.
- Using **slides 47 - 48** explain that Birds Eye is running a competition to find the next Clarence Birdseye! You will need to use everything you've learned to invent something that solves the problem of children not eating enough vegetables. This can be an invention or a new way of living.

The Design Process

- Reveal the design brief on **slide 49**.
- Using **slides 50 - 51**, explain that designing an invention involves lots of steps. Pupils will complete **steps 1 - 4** during the lesson with you. They will complete **steps 5 - 7** at home.

In class

- Using the board, come up with lots of ideas around **step 1** and the question: why are children not eating enough vegetables? Explain that pupils know the answers to this question, because the question is about them! Spend some time discussing and write down all ideas.
- Then, in small groups, allow pupils to attempt **step 2** independently. What types of things might encourage children to start eating their recommended daily intake of vegetables?
- Leave the ideas on the board and give each group large sheets of paper and coloured pens. If possible give them internet access. Circulate and listen to ideas, prompting, praising and contributing information where appropriate.
- You could allow pupils to work in pairs or individually on **step 3**: Sketching and writing down several ideas that might help solve the problem.
- Toward the end of the lesson, encourage pupils to complete **step 4** and select the idea they want to take home to work into their final design.

Plenary (slide 52)

- Pupils share their invention ideas with the rest of the class. Pupils give constructive feedback.
- Explain what pupils need to do at home, following **steps 5 - 7** using **slide 53**. Answer any questions.
- You could run a follow up lesson to finalise the designs before submission.
- Ensure pupils have the **Competition Leaflet** and encourage them to enter!

Taking it further

- Pupils could test their designs and ideas on a younger class. They should use this feedback to iterate their designs.
- Pupils could make 3D models of their designs.

Taking it **even** further…

Grow your own!

Use the **Growing Veg Tips**, on pages **21 - 27** of the The Truly Epic Book of Veg Power, to give you ideas for easy and fun projects that will inspire your pupils to love their veg, from seed to plate.

If your school doesn't already have a garden, you could use this opportunity to start one.

Alternatively, look for opportunities to visit a nearby vegetable garden and explore the power of veg further.

KS2 Curriculum links

England

PSHE

H1. what positively and negatively affects their physical, mental and emotional health

H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'

H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet

Science

Year 1: using their senses to compare different textures, sounds and smells.

Year 3: explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant

Pupils should be taught to identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

Maths

Pupils should be taught to interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

Literacy

Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.

Design and technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. When designing, pupils should be taught to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.

Scotland

Health and Wellbeing

By investigating the range of foods available I can discuss how they contribute to a healthy diet. HWB 1-30a

When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability. HWB 1-35a / HWB 2-35a

Sciences

I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food. SCN 1-02a

Numeracy and Mathematics

Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale. MTH 1-21a

Literacy

I can convey information, describe events, explain processes or combine ideas in different ways. LIT 2-28a

Technologies

I can explore the latest technologies and consider the ways in which they have developed. TCH 1-05a

I can investigate how product design and development have been influenced by changing lifestyles. TCH 2-05a

I understand how technologies help provide for our needs and wants, and how they can affect the environment in which we live. TCH 1-07a

I can design and construct models and explain my solutions. TCH 1-09a

I can extend and enhance my design skills to solve problems and can construct models. TCH 2-09a

Northern Ireland

PDMU

Pupils should be enabled to explore how to sustain their health, growth and well-being.

Understand the benefits of a healthy lifestyle, including physical activity, healthy eating, rest and hygiene.

The World Around Us

Pupils should be enabled to explore:

- how living things rely on each other within the natural world
- How change is a feature of the human and natural world and may have consequences for our lives and the world around us
- Ways in which change occurs over both short and long periods of time in the physical and natural world

Mathematics and Numeracy

Collecting, Representing and Interpreting Data: Pupils should be enabled to collect, classify, record and present data drawn from a range of meaningful situations, using graphs, tables, diagrams and ICT software.

Language and Literacy

Pupils should be enabled to write for a variety of purposes and audiences, selecting, planning and using appropriate style and form.

The Arts

Pupils should be enabled to:

- engage with observing, investigating, and responding to first hand experiences, memory and imagination;
- look at and talk about the work of artists, designers and craftsworkers from their own and other cultures; appreciate methods used in the resource materials and use their appreciation to stimulate personal ideas and engage with informed art making;
- use a range of media, materials, tools and processes such as: drawing and three-dimensional construction, selecting which is appropriate in order to realise personal ideas and intentions.

Wales

PSE

Learners should be given opportunities to take increasing responsibility for keeping the mind and body safe and healthy and to understand the features and physical and emotional benefits of a healthy lifestyle, e.g. food and fitness.

Science

Enquiry: Pupils should be given opportunities to carry out different types of enquiry, e.g. pattern-seeking, exploring, classifying and identifying, making things, fair testing, using and applying models.

Interdependence of organisms: Pupils should use and develop their skills, knowledge and understanding by investigating how animals and plants are independent yet rely on each other for survival. They should be given opportunities to study the need for a variety of foods and exercise for human good health.

Mathematics

- Present and analyse data. Interpret results.
- Represent data using: lists, tally charts, tables and diagrams
- Bar charts and bar line graphs labelled in 2s, 5s and 10s

English

Learners are able to:

- Adapt what they write to the purpose and reader, choosing words appropriately, e.g. descriptive language
- explain main idea(s) with supporting details, including observations and explanations where relevant

Design & Technology

Pupils should be given opportunities to:

- use a range of information sources to generate ideas for products
- develop a simple specification/recipe for their products indicating their intentions and approach
- demonstrate their creative thinking when considering and recording solutions to problems that arise during their designing and making
- evaluate their design ideas as they develop, considering the needs of the user.