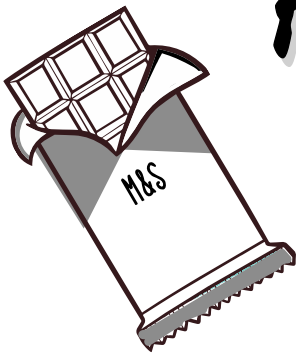




PROOF OF *the pudding*



KS1

Teacher's Notes

M&S Proof of the Pudding Summary

This workshop supports learning in several curriculum areas by providing enriching and fun learning activities. Pupils will explore the science of baking and chocolate, finding out about the functions of different ingredients in our Chocolate Melt in the Middle Pudding. They'll learn about the power of advertising, and design their own new dessert product. Finally, they'll use scientific thinking to conduct a delicious taste test.

Learning Objectives

- To learn about the science of the M&S Chocolate Melt in the Middle Pudding
- To design a new dessert product
- To use scientific thinking to conduct a taste test

Links to Curriculum Areas

Science - working scientifically

DT - product evaluation and design

Topic - chocolate

Literacy – adjectives, labelling, vocabulary

Geography - Fair Trade



Resources provided with this pack

- Classroom PowerPoint slides
- Short films;
 - Intro: What is the M&S Company Archive? film
 - Film 1: Promoting the Pudding
 - Film 2: Perfect Pudding?
 - Film 3: Emulsifiers (optional)
- Ingredients cards - print and cut into packs
- Invent a Pudding worksheet
- Taste Test worksheet



You will need (not supplied with this pack)

- M&S Chocolate Melt in the Middle Puddings (sold as a 2 pack – we suggest sharing one pudding between 3-4 pupils)
- Sharp knife (for adult use only) for dividing puddings
- Spoons and plates
- Access to a microwave
- Someone to help prepare the puddings – look out for the **PUD PREP** notes.

Allergens and dietary requirements

- The puddings do not contain nuts but are **not suitable for people with nut/peanut allergies** due to the manufacturing process.
- Puddings contain **milk, egg, gluten** and **soya**.
- They are suitable for vegetarians.
- The Taste Test worksheet is editable to allow you to adapt the criteria for any replacement food you are using for pupils who can't eat the pudding.

Plan



Activity	Content	Resources
Intro film	Our Education Officer will show you around the archive and explain what we do and why. See prompt questions on page 5.	Intro film
Starter	Learning objectives – to cover with class. Class discussion. Q. What's your favourite pudding? Q. Why do you like it?	Slide 2-3
Introduction	Watch the Promoting the Pudding film (film 1) Q: Why do you think so many people bought puddings after seeing the 'This is not just food...' TV advert?	Slide 4 Promoting the Pudding film
Creating the Pudding	It took a year and a half for the pudding to be created. Q: Why do you think it took so long to get the pudding right? Watch the Perfect Pudding? film (film 2), pupils look for ways the pudding goes wrong. ACTIVITY: Working in groups, pupils discuss Q: How many ways can you think of that the pudding could go wrong? Think about what it would look, smell and taste like Q: What about a perfect pudding?	Slides 5-8 Perfect Pudding? Film Paper for group work
Ingredients	Pupils identify the key ingredients of the pudding. ACTIVITY: Match ingredient pictures to descriptions.	Slides 9-11 Ingredients card pack
Helpful additions	<i>This section is optional – it works well as a challenge task and may not be suitable for lower KS1.</i> Q: Why do you think there are more ingredients in the M&S pudding than in a homemade pudding? Have a closer look at emulsifiers, find out what they do and why they are important. Watch the Emulsifiers film (film 3).	Slides 12-13 Emulsifiers film
Invent a pudding	ACTIVITY: Pupils invent a new pudding. Using the Invent a Pudding worksheet pupils draw their pudding, give it a name and label their drawing to show the different parts.	Slides 14-15 Invent a Pudding worksheet
Taste Test	ACTIVITY: Taste test the pudding and score it against a list of features. Discuss the scores as a class.	Slide 16-17 Taste Test worksheet
Plenary	Q: What made the M&S Chocolate Melt in the Middle Pudding such a success? ACTIVITY: Pupils mind map everything that has contributed to the success of the M&S Chocolate Melt in the Middle Pudding.	Slide 18 paper

Intro film: What is the M&S Company Archive?

This is a short film to give context to the learning resources as part of the archive collection. Our Education Officer will show you around the archive and explain what we do and why.

Suggested opening questions after watching the film;

Q. Who has heard of M&S?

Q. Who has been inside an M&S shop?

Q. Do you think that M&S is a big company or small company?

- There are around 900 M&S stores in the UK
- We have stores in 45 different countries around the world

Q. Do you think it is an old company or new company?

- M&S was established in 1884 in Leeds Market

Q. Why is it important to keep and look after things from the past?

- So that we can learn about what life was like for people in the past
- To help us to understand how and why something has happened
- To inspire us and give us ideas for the future

You can find out more about the history of the business on our website and our My Learning pages – see Useful Links at the end of the Teacher's Notes.



Starter

Class discussion

Q. What's your favourite pudding?

Q. Why do you like it?

Explain that we're going to be looking closely at one pudding in particular, and what makes it so special.

Extension ideas

- Pupils make a tally chart recording all the favourite puddings.
- Use the data to make a bar chart to make a visual display of your class' favourite puddings.



Introduction

You will need: Promoting the Pudding film (film 1)

Watch the Promoting the Pudding film to introduce the pudding and how it was first presented to customers.

Note: You may want to explore with your class how we've used the word 'promoting' here in relation to selling and advertising.

Q: Why do you think so many people bought puddings after seeing the 'This is not just food...' TV advert?

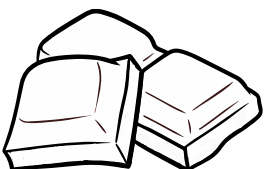
Answers might include:

- New pudding
- Slow motion
- The way it is described
- The way it looks – close-up filming

Extension ideas

Analyse the advert further

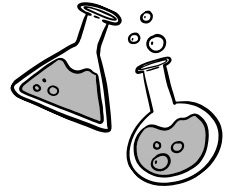
- Which of your five senses does the advert use to draw you in?
- What does the advert tell you about the pudding?



Creating the Pudding

You will need: Perfect Pudding? Film (film 2), paper

Pupils work in small groups.



Explain that it took a year and a half for the pudding to be created. This is a long time in food development terms.

Q: Why do you think it took so long to get the pudding right?

Answers might include: it was a totally new pudding, liquid centre inside a sponge cake.

Watch the Perfect Pudding? film. Ask pupils to watch for all the ways the pudding goes wrong. Can they suggest what has happened each time to cause the failure?

Answers might include;

Time	Image	What's happened?	Possible explanation
01:11	Conveyor belt	Sauce has dried up	Sponge has soaked the sauce up
01:22	Lorry	Pudding is damaged	No packaging
01:57	Oven	Collapsed sponge, leaking pudding, dried out pudding	Wrong ingredients, oven too hot or too cool
01:59	Puddings	Pudding is burnt	Cooking temperature too high and/or cooking time too long

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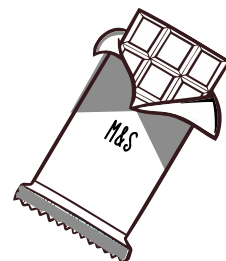
Creating the Pudding cont.

Slides 7-8

ACTIVITY: Working in groups pupils discuss the following questions and mind map their ideas on paper (writing or drawing). They can use the examples already discussed as starting points.

Q: How many ways can you think of that the pudding could go wrong? Think about what it would look, smell and taste like.

- Taste bad – wrong ingredients or ingredient amounts
- Too dry/too sloppy – ingredient amounts or wrong cooking time or method
- Damage to pudding – poor packaging design
- Mouldy/rotten – poor hygiene, incorrect storage



Q: How would you describe a perfect pudding? Think about what it would look, smell and taste like.

Pupils list as many words as they can to describe a successful pudding.

Extension ideas

- Pupils look for opposites in their mind map and list e.g. hard/soft, delicious/disgusting etc
- Pupils use their mind map and list of words to make poems. Poems could be about failed or perfect puddings or about the change from one to the other!

Ingredients

You will need: Ingredients card pack – 1 pack per group of pupils (print and cut along dotted lines). Key vocabulary – solid, liquid.

Pupils work in groups of 4-6.

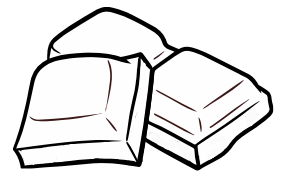
Q: What were the five key ingredients used to make the pudding in the Perfect Pudding? film.

A: Flour, butter, sugar, eggs and chocolate.

Explain that there would be other ingredients added to the recipe to make our M&S pudding, but we are going to find out more about these five main ingredients for this activity.

ACTIVITY: Each card pack contains 5 photographs (1 of each ingredient) and 5 written descriptions. Pupils match the descriptions to the correct photograph.

See next page for the answers.



Extension ideas

- Ask pupils to use the information on the cards to work out what would happen if they left any one of the ingredients out of the pudding, e.g. what would the pudding be like if you forgot the flour?

Ingredients Card Match Answers

Slide 11



When you whisk this ingredient it traps air in bubbles, helping the pudding to be light and fluffy. It is liquid when raw, and solid when cooked.

Clue: You have to crack it first.



When you eat this ingredient it melts in your mouth, changing from solid to liquid. It contains fat, sugar and caffeine.

Clue: You can get milk, dark and white versions of it.



This ingredient helps the pudding to rise and hold its shape. It contains gluten.

Clue: It's a white powder that you would use to make bread.



This ingredient is mostly fat. It helps to keep the pudding moist and gives the sponge a smooth texture.

Clue: We spread it on bread.



This is the sweetest ingredient. It helps to keep moisture in the pudding by forming a hard crust when it's baked.

Clue: It's the main ingredient in sweets.

Helpful Additions

You will need: Emulsifiers film (film 3)

Explain that the slide shows the ingredient list for the M&S Chocolate Melt in the Middle Pudding.



Ask pupils:

Q: Why do you think there are more ingredients in the M&S pudding than in a homemade pudding?

Hint: When you bake at home, when do you eat your cakes? Straight away! Our puddings have to stay fresh for a lot longer to get from our factories to the stores, and then to the customers.

A: Most ready-to-eat foods that you buy in the shops have more ingredients than the food you'd cook at home. This is because;

- Ingredients called preservatives keep the food fresh for longer.
- The food must be perfect when it gets to the customer.
- The texture, flavour and colour have to be exactly the same every single time.

Continues overleaf

Helpful Additions cont.

Slide 13

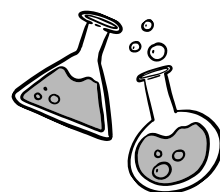
You will need: Emulsifiers film (film 3)

Explain we're going to look at one of these ingredients in more detail.

Watch the Emulsifiers film and then **ask pupils;**

Q: What do emulsifiers do?

- Emulsifiers stop oil (fats) and water (non-fats) from separating.
- They act as connectors between two liquids that would normally be impossible to mix.



Explain

- Emulsifiers are important in chocolate because chocolate contains fats (cocoa butter) and non-fats (cocoa solids).
- If they separated from each other the chocolate wouldn't keep its shape.
- Emulsifiers mean that chocolate can be easily shaped and moulded to make chocolate bars, eggs, rabbits, frogs etc.

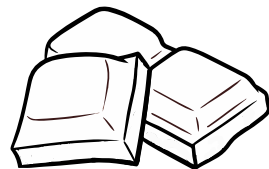
Invent a Pudding

Slides 14-15

PUD PREP: While pupils are working on this task start cooking the puddings in the microwave.

You will need: Invent a Pudding worksheet

Pupils work individually.



ACTIVITY: Pupils invent a new pudding. Using the Invent a Pudding worksheet pupils draw their pudding, give it a name and label their drawing to show the different parts.

This can be an open task or you could create a design brief tailored to your activity or topic. Your brief can be very simple or can be more complex – it's up to you.

Example provided in the PowerPoint:

Your invention will

Be a pudding

Contain at least one fruit ingredient

Feel free to tailor this brief for your class on slide 15 of the Classroom PowerPoint slides.

INVENTING TIP – Getting started

Coming up with a new idea can be really tricky. Pupils could think about their top two favourite puddings and combine the best bits to make something totally new!

Extension ideas

- Pupils design packaging or an advert for their pudding.
- Pupils write a list of ingredients for their pudding.

Taste Test

Slides 16-17

PUD PREP: Once the puddings are cooked let them cool for at least 3 minutes. Divide into portions ready to be handed out to pupils. The puddings are quite rich, so have pupils' drinks handy.

You will need: M&S Chocolate Melt in the Middle Puddings, access to a microwave and/or oven, sharp knife, plates, spoons

Pupils work individually.

Explain that pupils are going to conduct a taste test with the M&S Chocolate Melt in the Middle Pudding – just like our food technologists do with all our food products. They will need to eat **slowly** so they can concentrate on what they can taste and what textures they can feel (e.g. soft, crumbly, chewy etc).

ACTIVITY: Pupils taste the pudding and score it out of three against the features on the worksheet. Feel free to edit these features to suit your class.

When everyone has finished, ask pupils;

Q: Which feature did you give a low score and why?

Q: Which one did you give a high score and why?

Q: Suggest one thing that would improve the pudding.

Extension ideas

- Pupils devise their own criteria for testing
- Pupils taste test a range of M&S puddings or a range of melt in the middle puddings



Plenary

You will need: Paper for mind maps

Pupils work in groups or as a class.

Q: What made the M&S Chocolate Melt in the Middle Pudding such a success?

ACTIVITY Pupils mind map everything that has contributed to the success of the M&S Chocolate Melt in the Middle Pudding.

Think about:

- The idea for the pudding
- How the pudding was made
- Why people still love it so many years later.

Extension ideas

- Pupils have a go at making their pudding inventions!



Resource Evaluation Form

We hope you've enjoyed using this resource. To make sure that we're providing the best resources that we can, we'd be grateful if you could answer the following questions and let us know how we're doing.

School name:

Date you used the resource:

How did you find out about the resource?

How does this resource link to your classroom activities or planning?

What did you like most about the resource?

What would you change?

Would you recommend the M&S Company Archive resources to colleagues?

Why?

Thank you for your comments

Please email your answers to company.archive@mands.com

or post to M&S Company Archive, Michael Marks Building,

University of Leeds, LS2 9JT





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