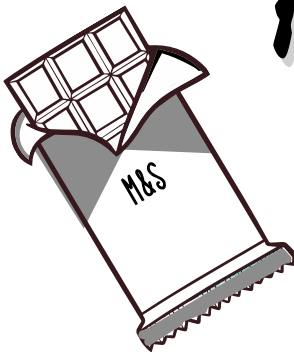




PROOF OF *the pudding*



KS4 GCSE Teacher's Notes Lesson 1

Lesson 1: What do you know about M&S Food? Creating and marketing the Chocolate Melt in the Middle Pudding.

Lesson 2: The science behind the ingredients. Emulsifiers. Modifying the pudding for dietary needs.

Lesson 3: Make your own ice cream and investigate fat content. Sensory evaluation. What makes a product iconic?

Lesson 1



This is Lesson 1 of M&S Proof of the Pudding, a resource made up of three lesson plans.

Food Technology Learning Objectives

Lesson 1

- Understand how information about food is made available to the customer, including labelling and marketing, and how this influences food choice.
- Awareness of the range of factors that guides customer food choices including sensory perception, enjoyment, preferences, availability, time of day, activity, celebration or occasion.

Cross-curricular links: Science, Literacy – developing vocabulary

Summary

How does an iconic M&S food product come about? Through analysis of our famous Chocolate Melt in the Middle Pudding, students will gain an understanding of what makes a product successful or otherwise. They will develop and apply their own food science knowledge in a series of engaging practical activities including modifying the pudding for dietary requirements and sensory evaluation.

Resources provided with this pack:

- Lesson 1 Classroom PowerPoint slides
- Film 1: Promoting the Pudding
- Film 2: Perfect Pudding?



Lesson 1 Overview



Activity	Content	Resources
Starter	<p>Starter discussion</p> <p>Q: What do you know about M&S food? Mind map everything you know, think and feel about M&S food. See M&S Food Facts slide.</p> <p>Q: What is an archive, and why would a business like M&S have/value one? Discuss. Did you know? M&S Food facts.</p>	<p>Slides 2-4</p> <p>Paper & pens for Mind Maps</p>
Introduction	<p>Watch the Promoting the Pudding film (film 1)</p> <p>Q: Why do you think the ‘This is not just food...’ TV advert was so successful?</p>	<p>Slide 5</p> <p>Promoting the Pudding film</p>
Creating the Pudding	<p>The pudding was in development for 18 months.</p> <p>Q: Why do you think it took so long to get this product right?</p> <p>Watch the Perfect Pudding? film (film 2), students note the ways the pudding goes wrong and suggest what these represent in food technology terms.</p> <p>ACTIVITY: Working in groups, students discuss</p> <p>Q: What would a failed pudding look, smell and taste like?</p> <p>Q: What about a successful pudding?</p>	<p>Slides 6-9</p> <p>Perfect Pudding? Film</p> <p>Paper & pens for group work</p>
Plenary	<p>Q: Why do you think M&S chose to invest so much time into developing this product?</p> <p>List pros and cons of longer product development times.</p>	<p>Slide 10</p>

Starter

Slides 2-3

Class discussion

You will need: Paper and pens for mind maps

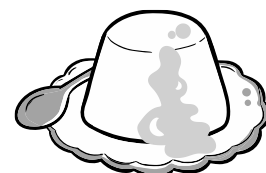
Students can work individually or as a group.

Q. What do you know about M&S food?

Mind map everything you know, think and feel about M&S food.

Prompts:

- What foods can you buy at M&S?
- Is it a large or small company?
- Old or new company?
- See the M&S Food Facts slide to find out more.



Did You Know? A Few M&S Food Facts

- **1884** Our Penny Bazaar market stalls sold some basic food items like flour, spices and confectionery.
- **1935** Cafe Bars opened in a selection of stores.
- **1948** Nathan Goldenberg is appointed as Technical Executive and Chief Chemist, his Food Technology Department improves quality control, hygiene and safety standards.
- **1960** M&S invents the cold chain in order to provide fresh, chilled chicken (not frozen). It's an immediate success with customers.
- **1972** We introduce 'sell-by' dates, which later become a legal requirement
- **1992** Percy Pigs are launched.
- **2019** We launch food ranges for specific food preferences including Plant Kitchen for vegans, Halal and Kosher ranges.

Q: What is an archive?

A: An archive is a collection of information, which can come in many different forms such as: letters, reports, photographs, films, digital files, sound recordings and design work.

Our archive contains a lot of merchandise (items sold by M&S), which means we also have large food packaging, advertising and clothing and homeware collections.

Q: Why would a business like M&S have an archive - what value does it have to the company?

A:

- M&S can celebrate and use the heritage of the company to remind customers how long our business has been around and about our most popular products – it helps us to stand out from competitors.
- Being able to show the history of our products helps us protect our copyright and ideas, to stop competitors copying our exact recipes or designs.
- We can use the archive for inspiration and ideas for brand new products which will generate new sales for M&S.
- We can use the archive for school workshops, public events and reaching out to people interested in history – this helps us to make a positive contribution to our communities.

Introduction

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

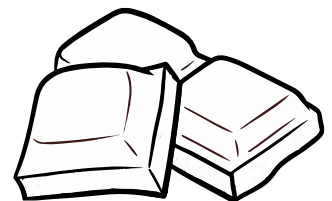
Watch the Promoting the Pudding film to introduce the product and the wider context of how the pudding was launched.

Q: Why do you think the ‘This is not just food...’ TV advert was so successful?

Students can take notes while watching the film to answer the question.

Answers might include:

- Focus on the product
- New product
- Slow motion
- Soothing voiceover
- Description of product
- Included an offer



Extension ideas

Analyse the advert further

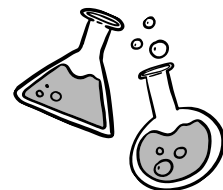
- How does the advert appeal to a customer's senses?
- What sort of information does the advert provide?
- What doesn't it provide?

Creating the Pudding

Slides 6-7

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

Students can work individually or in small groups.



Explain that the pudding was in development for 18 months, a long time in food development terms.

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

Answers might include: totally new product, liquid centre, heating methods.

Watch the Perfect Pudding? film. Ask students to note the ways the pudding goes wrong and suggest what this represents in food technology terms.

Answers might include;

Time	Image	What's happened?	Possible explanation
01:11	Conveyor belt	Sauce has dried up	Sponge has absorbed sauce, sauce is too thin
01:22	Lorry	Pudding is damaged	Sponge is too thin, too much sauce to sponge, unsuitable packaging
01:57	Oven	Collapsed sponge, leaking pudding, dried out pudding	Wrong ingredient proportions, sauce to sponge ratio, over cooking
01:59	Puddings	Pudding is burnt	Cooking temperature too high and/or cooking time too long, sugar content too high

Continues overleaf

Creating the Pudding cont.

Slides 8-9

ACTIVITY: Working in groups or individually, students consider the following questions and list or mind map their ideas on paper. They can use the examples already discussed as starting points for further ideas.

Q: How would you describe a failed pudding? Think about what it would look, smell and taste like and why. Students list all the ways the pudding could go wrong and the explanation for the failure. Answers may include;

- Bitter taste – incorrect ingredients or ingredient proportions
- Too dry/too sloppy – ingredients not in correct proportion or incorrect cooking time or method
- Damage to pudding – poor packaging design
- Contamination – poor hygiene, incorrect storage, short shelf-life

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

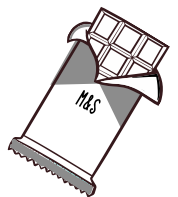
Students list the characteristics of a successful pudding, and the explanation for the success.

Extension ideas

Q: In what other ways could the pudding succeed or fail as a product?

Answers may include:

- Sales – appealing packaging, marketing
- Customer satisfaction - portion size too small or too big, user-friendly cooking methods and instructions



Lesson 1 Plenary

You will need: Paper and pens for lists

Students work individually or in small groups

Q: Why do you think M&S chose to invest so much time into developing this product?

List pros and cons of having longer product development times for food products that present a challenge.

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





Useful information

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