

Kitchen Kid Project Overview

Welcome to Kitchen Kid, a two week literacy project that uses film as a hook to educate pupils about healthy eating. Linking literacy strongly to Science and ICT, this project gives pupils a unique way to learn about making healthy eating choices and cooking, whilst covering **instruction** and **explanation** writing.

Over the 10 lessons, pupils will learn more about different food groups, healthy eating concepts and the beneficial effects of a balanced diet. To see what your final video might look like, watch this [example video](#).

The project includes opportunities for:

- Working collaboratively in pairs, groups and as a whole class, as well as independent working,
- Linking work in English to the Science and DT programs of study
- Using IT to engage children and produce a high-quality end result
- Engaging parents and other stakeholders by sharing the finished video, possibly as part of a school 'bake-off' event!

There are also plenty of opportunities to develop sentence level skills. By the end of the project children will have been guided, using simple filmmaking, to write and create a cooking show called *Kitchen Kids done in a ninja karate kid style*. Kids will introduce their cooking show, make food and explain recipe steps by writing instructions as well as explaining the nutritional content for their recipe.

Before the project starts: teacher decides on the simple meal they are cooking from options in the resource folder, e.g. [carrot and hummus wrap with a dip](#). They will make this in lesson 1.

| | Lesson | Content | Literacy |
|---|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Cook and film sequence and vocab collection | <ol style="list-style-type: none"> 1. Watch project intro video 2. Make the recipe and film it 3. Discuss, sequence and collect good vocabulary | Sequencing Imperative verbs Adverbs of manner |
| 2 | Study instructions, recipes and features of them | <ol style="list-style-type: none"> 1. Watch video/read example instructions 2. Analyse features of a recipe and instructions 3. Write a practice recipe for a familiar meal in 4 steps | Imperative verbs Adverbs of manner 2-step instructions Consequence instructions Summary |
| 3 | Writing instructions | <ol style="list-style-type: none"> 1. Recap the steps to your lesson 1 recipe 2. Identify key vocabulary 3. Write a detailed recipe 4. Peer edit | Imperative verbs Adverbs of manner 2-step instructions Consequence instructions Summary |
| 4 | Write a cooking show intro | <ol style="list-style-type: none"> 1. Watch the example video 2. Study IWB Introduction structure and features 3. Write an introduction 4. Peer edit | Description using precise, carefully chosen adjectives UKS2: Use of a thesaurus to up-level vocabulary choices |
| 5 | Eat A Rainbow | <ol style="list-style-type: none"> 1. Study 'Eat a rainbow' infographic 2. Write an explanation about the need for a balanced plate from infographic referring to your own recipe | Summarising a text LKS2: Adverbs of frequency UKS2: Use of brackets for parenthesis Use of a thesaurus to up-level vocabulary choices |

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| 6 | Sugars and Carbohydrates | <ol style="list-style-type: none"> 1. Study 'Carbohydrates' infographic 2. Write an explanation about the need for carbohydrates using the infographic and referring to your own recipe | Use of a thesaurus to up-level vocabulary choices LKS2: Adverbs of frequency UKS2: Use of commas for parenthesis |
| 7 | Fats | <ol style="list-style-type: none"> 1. Study 'Fats' infographic 2. Write an explanation about the need for fats using the infographic and referring to your own recipe | Use of a thesaurus to up-level vocabulary choices LKS2: Adverbs of frequency UKS2: Use of dashes for parenthesis |
| 8 | Proteins | <ol style="list-style-type: none"> 1. Study 'Proteins' infographic 2. Write an explanation about the need for proteins using the infographic referring to your own recipe | Use of a thesaurus to up-level vocabulary choices LKS2: Adverbs of frequency UKS2: Choosing different ways of demarcating parenthesis |
| 9 | Outro | <ol style="list-style-type: none"> 1. Write an outro for the program, including: <ol style="list-style-type: none"> a. a summary of the meal b. identifying the winners c. closing statement | LKS2: Expanded noun phrases UKS2: Choosing different ways of demarcating parenthesis |
| 10 | Filming | Work collaboratively to choose writing for use in filming; rehearse and film. | Speaking and listening |

Final output video will be a cooking programme that follows this structure:

1. Programme introduction
2. Recipe step 1
 - o Interview about step 1 and rainbow foods
3. Recipe step 2
 - o Interview about step 2 and carbs
4. Recipe step 3
 - o Interview about step 3 and fats
5. Recipe step 4
 - o Interview about step 4 and protein
6. Programme outro

To see what your final video might look like, watch this [example video](#).

Filming and Editing Preparation

- Ensure there is enough free memory space on all iPads and that they are fully charged.
- We recommend filming all your footage first before starting to edit.
- This project could be completed on any video editing app such as [Adobe Spark Video](#) or iMovie.
- At the end of the project, the films could be shared with other children in school as a healthy eating assembly and with parents at home to encourage healthy eating.
- Also, visit litfilmfest.com to find out how to submit finished projects for the chance to win a YouTube Kids filming day at your school, the opportunity to see your film at a local cinema, or both!