*Marae caterers (Levels 3 – 4)*

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| **Context for learning**  In this unit students will plan, prepare, and serve a two-course lunch for a group of visitors to the marae. The visitors will be parents, grandparents, and special friends who will be supporting them to fund, prepare and participate in a Māori Cultural Festival. The lunch will include a performance of the item/s they have prepared for the Festival. Students will be given a set budget for the lunch and determine an attendance price so funds are raised to cover/partially cover the costs of attending the Festival.  Students will research aspects of Māori culture, for example, traditional foods and cooking methods, and the kawa (protocol) used for hakare at their marae, and the roles and responsibilities of ringawera. They will also investigate how caterers operate by visiting or being visited by a local catering person. They will learn how recipes are used and costed for food preparation.  Students will conduct a statistical investigation to discover the food preferences of their intended lunch guests. They will list potential meal choices and ask their guests to nominate their favourite options. Students will decide on a menu for the lunch using the results from this investigation, the prices they determine for the cost of the ingredients and the allocated budget.  Students will need to apply number knowledge to calculate the costs of the required ingredients for the lunch. Students will also have to practice measurement skills as they gauge food quantities and formulate a timetable to follow when making and serving the lunch.  Approximately 20 lessons | | |
| **Learning areas**  Social sciences  Mathematics and statistics  **Learning outcomes**  Students will be able to:   1. Operate within a budget. 2. Carry out a statistical enquiry to determine the food preferences of a select group. 3. Calculate the costs and quantities of ingredients required for a two-course lunch. 4. Distinguish between the cultural practices of a Māori community and others 5. Share information about Māori cultural practices on the marae. 6. Construct and follow a task timetable for the lunch preparation using analogue time. 7. Identify when key financial messages are being demonstrated. | **Financial capability progressions**  **Money**   * Use coins and notes for transactions and calculate correct change.   **Budgeting and financial management**   * Create a simple budget for an activity or event, prioritising 'needs' and 'wants'.   **Setting financial goals**   * Set a financial goal as part of planning a project or activity and identify the steps needed to attain it.   **Identifying and managing risk**   * Describe ways of keeping money safe. | |
| [Key competencies](http://nzcurriculum.tki.org.nz/Curriculum-resources/Financial-capability/Financial-capability-and-the-NZC/Curriculum#3)  **Thinking**   * Generating, identifying, and assessing opportunities – Thinking about a range of new financial opportunities and seeing if they are good ideas. * Generating and using creative ideas and processes – Thinking of ideas and methods to manage your financial decisions and to record financial transactions. * Collecting, organising and analysing information – Gathering financial and other applicable information, and then making sense of it to support good financial decisions.   **Participating and contributing**   * Working with others and in teams – Listening to and encouraging others to share the responsibilities and take part in actioning financial decisions. * Matching personal goals and capabilities to an undertaking – Using your talents and financial capabilities to your best advantage. * Identifying, solving, and preventing problems – Thinking ahead to sort out potential money (financial) problems, so as to avoid them. * Planning and organising – Setting financial goals, establishing budgets, establishing a timeline, making decisions, etc. * Identifying, recruiting, and managing resources – Identifying income opportunities, applying personal talent to earn money and using the money to best effect.   **Managing self**   * Being flexible and dealing with change – Adapting to unexpected difficulties when carrying out financial plans and making new decisions that provide the best outcomes for you and others. | [Values](http://nzcurriculum.tki.org.nz/Curriculum-resources/Financial-capability/Financial-capability-and-the-NZC/Curriculum#4)  **Community**   * Sharing resources, knowledge, skills.   **Excellence**   * Setting financial goals and achieving them.   **Integrity**   * Appreciating the need for honest transactions and records. | |
| Teaching and learning  NB: Teachers are encouraged to gauge the prior knowledge of their students before implementing each unit so that they can provide personalised and meaningful learning opportunities. The teaching and learning sequence provided in each unit is to be viewed as a guide only. Teachers will need to adapt this sequence to meet the needs of their students, school and community.  The future focus issues of citizenship and enterprise can be explored during this unit. Students work with a limited budget to raise funds from their community. They will have a range of choices for their menu, but need to be innovative and enterprising in working out which choice will bring the most benefit to the guests and to themselves. In ensuring their event is a success, again students will need to apply enterprising practices along the way, including striving for personal excellence and being financially responsible. Students will be social entrepreneurs (Toa kaipakihi whakangahau).  The numbered activities listed below are learning steps rather than lessons. Teachers may choose to combine two or three learning steps into one lesson. Alternatively, they may spread one learning step out over several lessons. This will be largely dependent on students’ prior knowledge and their subsequent learning needs.  **Teaching sequence**   1. The teacher sets a budget for the task (this could be between $5 and $7 per head). The class estimates how many guests they are expecting and the total amount of money they have to spend. (Learning outcome 1) 2. The students and teachers explore school-whānau relationships to encourage the community to be involved in sharing their own tikanga Māori / tikanga o te marae. Students list community members who can help them and the possible knowledge of different roles they can share with students. 3. Students identify a person who is involved in catering for large groups. The caterer could talk about the process that they follow when catering for a group of diners. Questions to consider are: How do they decide on menu items? How do they stick to a budget when purchasing ingredients? How do they set prices for guests? How do they manage time when preparing and serving food for a large group of people? What health and safety issues do we need to know about etc. This caterer may be invited back to school for the catered lunch so that they can provide feedback on the students’ achievements. 4. The teacher may wish to consider a lesson on traditional food gathering e.g watercress can be picked for free and is a favourite. Food is often given as koha (gifts) by members of the marae community especially to worthy causes. This is a good opportunity to explore the idea that not everything has to cost money. Also it is traditional for those who can’t afford to pay to help – their time can be given as a koha too. Charging money for a meal is not really a traditional thing – anyone who comes must be fed so the charging would need to be handled sensitively, eg tickets are presold to people prior to the event rather than pay on the day. 5. Teacher and students list “success criteria” for their marae lunch. The criterion could include: We have listened to community who have shared knowledge with us; our catering menu items reflect findings from our investigation; purchases are kept within budget; students raise the budgeted income to support their participation in the cultural festival; students keep to the timeline; all students aware of their roles and carry these out; students use the appropriate protocols for the occasion. 6. Students brainstorm a range of food items / recipes for each of the two courses, main and desert. 7. Students decide criteria to assess their choices, so they can narrow their choices for their food survey preferences. Criteria might include: Can we get our ingredients? Would this be too expensive? Would we have time to prepare it? Do we have the kitchen facilities to prepare and serve it – oven microwave, cutlery and crockery, etc? Do we have the expertise to prepare this? Would people like this choice? Students may use a decision-making grid to assist with their decision making. 8. Teacher guides students to implement a statistical investigation on food preferences and prices people are prepared to pay for attending the lunch and performance. Note 6.   Students draw up a questionnaire to present to their intended guests, which lists potential food options for the lunch. Guests select their favourite dishes so that the students can determine which menu options are popular. Students present the information that they gather in charts and graphs. Students draw conclusions from their investigation and use the information gained to help determine their lunch menu. (Learning Outcome 2)   1. Students work in groups to calculate how much a particular menu item / recipe will cost in dollars to produce. Students will need to estimate quantities required and contact a range of supermarkets to find the lowest price for the ingredients. Locating different supermarket’s websites will assist students in this process. Each group presents their calculations. (Learning Outcomes 3 and 1) 2. As a class students work out the estimated dollar cost of each course and the total cost for the lunch for the estimated attendee numbers. Information is recorded in their Marae Caterers budget. Is it over budget or under? If it is over budget the students will need to try and adapt their menu to bring costs down and or alter the number of people attending. If it is under budget students may consider adding additional items to the menu. (Learning Outcomes 1 and 3) 3. As a class students decide the price of tickets for their Marae Caterer’s lunch tickets. Students estimate the amount of revenue they could earn by selling a varying number of tickets. They note how many people will be attending as non-paying guests. Students estimate profit by catering for this varying number of people.      1. Teachers and students revisit their list of whānau and knowledgeable community people who can help them with Māori and marae protocol. They arrange to meet with their experts on the marae to develop this knowledge and expertise. Students may also prepare a list of questions before the visits. These questions may include health and safety issues. (Learning Outcome 4 and 5) 2. Students list all the jobs that need to be done to prepare and serve the lunch. Jobs may include: making and sending invitations, collecting RSVPs and money, sending out tickets, shopping for ingredients, preparing menu items, setting tables, welcoming guests and receiving koha (gifts), serving food, doing dishes, practising protocol, practising cultural performance, etc. (LO 4 and 5)      1. Students prepare financial documents and systems to deal with the money side of the lunch. Students  * establish a cash book to record expenditure * set up a receipts folder so money spent can be balanced against starting cash and cash in hand * establish a ticketing system, and a system to keep cash safe as it is received. Cash in is balanced against tickets issued.  1. Teacher and students revisit timeline and double check that the required jobs and deadlines for their completion are recorded (deadlines need to refer to dates and analogue time). Students select jobs that they would like to do. Teacher records students’ names on the timeline next to their allocated jobs. (LO 6) 2. Students fulfil job requirements as they prepare for the lunch. (LO 4) 3. The lunch is served to guests. (LO 4) 4. The cultural performance is performed. 5. Students evaluate the success of the lunch using the criteria established at step 4. The caterer may help with this process. Students may also seek feedback from their guests. (Learning Outcome 5) 6. Using their financial records, students calculate the money they have raised to support their visit to the cultural festival. (LO 1 and 3) 7. Discuss reflective questions below: (LO 4 and 5)   **Reflective questions**  **Exploring new knowledge and skills**   * What are the crucial steps you need to take to prepare and serve lunch for a group of people at the marae – mindful of Māori protocol? Can we draw these steps in a flow diagram? * What did we learn by carrying out the statistical investigation on food preferences? * Which supermarkets offer cheaper prices? Which supermarkets are more expensive? * Discuss how Māori protocol is passed on in New Zealand. How can you support Māori protocol and culture to be an important part of New Zealand’s heritage? * In the context of this activity, how does Māori custom differ from English custom? What would you have done differently to cater for a lunch based on English custom? Have our customs change over time? What would you have done the same as in the past, what would you have done differently? * How hard was it to keep to the timeline?   **Exploring key financial ideas:** (Learning Outcome 7)   * Revisit the key financial messages that were important to this undertaking. * Explain what you did to financially plan this undertaking. What were the major financial risks of this undertaking? * How hard was it to stay within budget?   **Exploring what it is to be innovative and enterprising**   * What step/s were you doing when you used each of the enterprising attributes? Break each attribute into its separate words and refine your answers. * How could you improve on using the enterprising attribute/s for next time? * Can you transfer this learning to your other topics?   **Exploring further future focus issues**   * Explain why you were social entrepreneurs. * Explain why people provide a service such as your lunch, and not for a profit. * What values were important to your success?   **Possible assessment activities (Teacher)**  Learning outcome 2: Teacher assesses student’s ability to gather, present and interpret data on guests’ food preferences.  Learning outcome 3: Teacher assesses group’s achievements as they calculate the cost of a specific menu item. Does the group accurately gauge the required quantities of food? Do they source a range of prices and select the cheapest options? Do they make accurate calculations?  The following assessment tasks from the Assessment Resource Banks offer further opportunities to measure students’ abilities to make calculations with money:  **LEVEL 3 LEVEL 4**  NM 1075 NM 1105  NM 1070 NM 1057  NM 1066 NM 1040  NM 1027 NM 1038  NM 1014 NM 1000  NM 1012  Learning Outcome 5: Students record Māori cultural practices for catering on the marae.  **Handy hints**   * Always cater for a few extra people as it is customary to cater for these additional people. * For schools who do not have a strong connection with a marae, students can use another venue like a school hall and use the kawa that they have learned about to provide a kaupapa Māori meal and show. | |