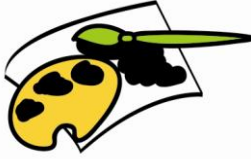





BANQUET

Age group	Primary School, Grades 6 – 9; Secondary School, Grades 1 – 4			
Competency features	Proactive approach and creativity 	Ability to shape ideas into plans and bring them to fruition. 	Personality make-up 	Ability to take risk 
Aims	<ul style="list-style-type: none"> ▪ to shoulder responsibility ▪ to find the best solution ▪ to learn about planning and calculating costs ▪ to learn how to assess one's performance 			
Timing	This is not a short exercise: 4 hours (lessons) at school, then students 2 hours of home preparation. Banquet lasts between 1 – 2 hours, clearing up afterwards takes about an hour.			
Location	Preparation – indoors, home; banquet – indoors, but may take place outdoors if advisable.			
Resources & materials	tables, chairs, table cloths, basin with warm water, soap, tea towels, towels, possibly a fridge glasses, plates, bowls, teaspoons, (paper) cups, openers, knives, cutting boards, (paper) trays, foodstuff, serviettes, cutlery, invitation cards, posters, camera, video camera			
Description				
<p>This project could well be engaged in towards the end of the school year in primary school, e.g. as the culmination of school leaving (Grade 9) or at secondary school. It may be linked with general education aimed at civilized behaviour, table manners, healthy nutrition, food processing and storage, proper handling (checking sell-by-dates), risks involved, etc.</p> <p>Lesson 1</p> <p>1) Teacher explains: <i>“At the end of the school year, it would be good to celebrate with a banquet. Your task is to set the day, time, and prepare invitations. You need to establish who is going to be invited, create posters, and get proper clothes for this social event. Of course, there must be food and drink and anything that goes with it, like a fridge!”</i> Teacher writes a list of major tasks on the board.</p>				

- 2) Next, teacher investigates whether any student has already been to a banquet. They may have at least seen one on TV, in movies, etc. It is time to understand what a banquet is about. Teacher may fall back on information provided by some students; he can use a book on manners and behaviour, showing a picture of what a banquet might look like; he may show an educational video. It is also possible to ask a restaurant for a demonstration.

Teacher's resource – Banquet:

Banquet represents a social event, e.g., at the end of a seminar or conference, where the participants meet one another at close quarters, eating, drinking, and having conversations. It is a stand-up occasion when participants help themselves to foodstuff presented as Swedish buffet; people walk about, holding their plates and glasses. Everyone help themselves to whatever they fancy.

- 3) Teacher tells students to try and come up with a date; he nudges them towards leaving enough time for event preparation, suggesting perhaps two or three weeks. He also asks them to tell their parents about it.

Lesson 2

- 1) Teacher tells students more about the event:
 - everyone will act as company directors
 - evening dress will be mandatory, also name tags (full name and company)
 - conversation will be formal, in foreign languages
 - no one is to sit down during the banquet

Students need to write down these rules.

- 2) Together with students, teacher makes up a plan containing a list of desirable items and arrangements to be made. A list of tasks is written up on a big poster and displayed in class. The teacher amends the list as he sees fit.

Teacher's resource – List of tasks:

classroom preparation; getting table cloths and table ware; purchasing and preparing food: drinks, milk products, creams, spreads, salads, sweets, wholemeal bakery, fruit and veg, fish, meat, condiments, spices, herbs, tea and infusions, dried food, preserves, honey products (as available and practicable).

- 3) Teacher tells students to suitably divide the tasks amongst themselves so they can manage it all.

Lessons 3 and 4

- 1) Teacher goes over the tasks in class, recommending recipes, food preparation, transport and display (boxes, bowls, glasses, etc.) Together with students, he formulates a letter to parents, asking for donations and support.

- 2) He keeps an eye on the budget, making sure everyone contributes in kind.
- 3) Teacher makes up a list of what every student will contribute, and at what cost (each equally).
- 4) He sets further tasks to students – who will prepare the invitations, who will distribute them, who will take pictures, make video, who will clean up (bringing the classroom back to order, dish washing, etc.).
- 5) At the end of the lesson, students will have a clear, detailed plan of what to do.

Lessons 5 and 6 – Banquet

Lesson 7 – Assessment

After the banquet, teacher evaluates the event (cf. Feedback). It would be good if one of the students reported the event in the school magazine, on radio, or web pages. Teacher reminds students that due thanks should be given to sponsors. Photos can now be exhibited as well.

Risks and recommendations	This is not an easy event, but students love it and visitors (the principal, parents, and others) tend to be pleasantly surprised. It is important to supervise the students continuously over the whole period of preparation (up to three weeks).
Feedback	<p><u>Questions for discussion:</u></p> <p>What went well for you? What would you do differently next time? What pleased you the most? Did the banquet meet your expectations? What did your parents say? Did you get any feedback from your classmates? Is there anywhere else we could make use of such an event?</p>
Application in classes	This exercise is closely linked with the basics of social sciences, health education, and other subjects.