

Lesson Plan – The Cheese Wedge of Doom

Industry Sectors:

Construction

Hospitality

Two Primary Characters:

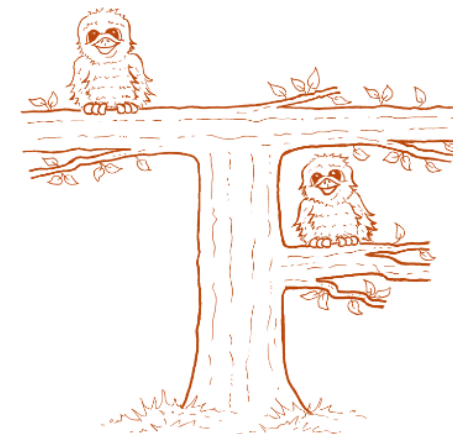
Bud – Chef / Cook / Baker (**brown** Lina)

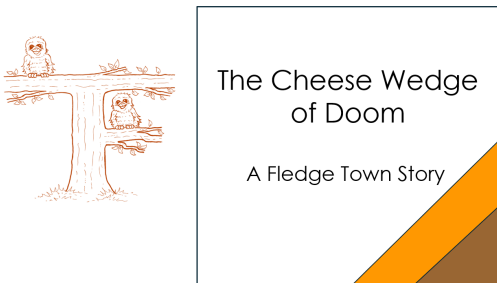
Otto – Builder (**orange** Lina)

Supporting Characters who also appear within other Fledge Town stories:

Navi – Navigation / Way-finder (**navy blue** Lina)

Bun – Chef / Cook / Baker (**brown** Lina)



PowerPoint - CWDppt	Slides and facilitation notes / prompts for discussion:
Slide-1 	Fledge Town is a huge nest area within a large tree, where colourful Lina birds live. All birds start off white and are called Fumfy. Fumfies explore the roles undertaken by birds throughout Fledge Town. Once they have found the role that is right for them, their feathers change from white to a colour that matches the role. They then pick a name that starts with the same letter as the colour e.g. a violet bird picked the name Voss / a green bird picked the name Gwana. TELL: Today's Fledge Town story is called – The Cheese Wedge of Doom TELL: We are going to learn about 2 roles within Fledge Town today ASK: Can you see their colours on the slide? = orange / brown.

Slide-2

Lina
Birds



There is also a character page at the start of the Cheese Wedge of Doom book.

Introducing Fledge Town

TELL: Each of today's characters have a role within Fledge Town.

ASK: Otto is orange. Can you guess what kind of skills that Otto uses?
What might be the name of Otto's role?

- Otto's role is within construction, building and fixing Lina dens.

TELL: There are two brown Lina birds called Bud and Bun.

ASK: Can you guess what kind of skills that Bud and Bun use?
What might be the name of their role?

- Their role is in hospitality, cooking and baking.

TELL: There is one other character who will be mentioned in the story – Navi, a navy blue Lina bird. Their role is a navigator or way-finder: guiding Linas who are landing or taking off from Fledge Town.

Slide-3

Otto's
Motto



**No plan is too big,
No job is too small,
Orange birds have the skills,
To fix them all.**

TELL: Otto has a motto that you will hear throughout the story.

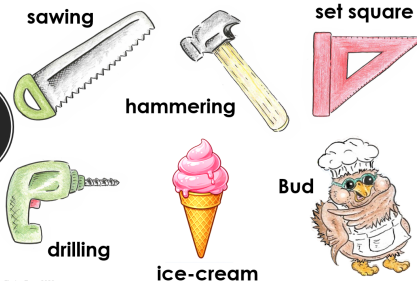
ASK: What is a motto?

- A motto tells you about what a person or organisation believes in.

Let us practice the motto together.

Slide-4

What
is the
Order?

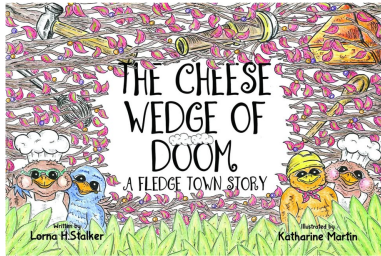


Slide: introduces a range of objects which will appear throughout the story. After the story learners are asked to recall the order.

TELL: In today's story you will hear or see the following things.

When you are listening to the story, try to remember the order in which each of these are mentioned.

Slide-5



TELL: There are 4 tools hidden in the front cover.

ASK: What tools can you see and who do they belong to?

Hammer = Otto

Spy Glass = Navi

Whisk = Bud & Bun

Wooden Spoon = Bud & Bun

READ the story – The Cheese Wedge of Doom

Slide-6



The slide is animated to reveal sequence of items.

ASK: What was the first item to appear in the story (etc...) :

- ice-cream
- Bud
- drilling
- hammering
- sawing
- set square

Slide-8



A flexible activity which supports story recall and encourages learner reflection.

The slide introduces the 'Ask Me Question ...'

See questions at the back of the book.

- Learners are invited to pick a number between 1-10.
e.g. "Ask me question 5."
- The question is asked, learner responds. Other learners can be invited to share their thoughts.
- Repeat with other question numbers.

Slides 8-18

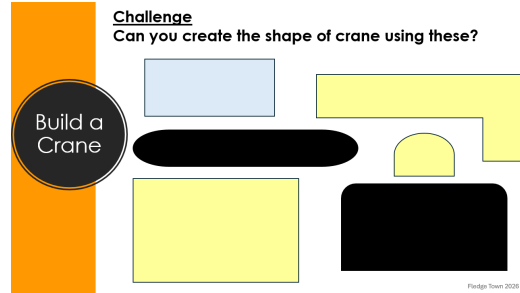
Slides 8 to 18, introduce 5 activities, plus a self-reflection worksheet.

You can choose which activities to include within your lesson:

- one / both character birds
(orange slides = Otto / brown slides = Bud)

Slide-8

Challenge
Can you create the shape of crane using these?



Fledge Town 2026

Resources required:

Word document – 'Build a Crane Templates'.

Activity 1 – Build a crane for lifting, moving or positioning heavy objects.

TELL: You are going to be given 6 shapes (shown on the screen).
Your challenge is to use the shapes to build the outline of a crane.

Please note: the template document has 3 pages. The number of sets varies in each page.
Please adjust amounts when printing:

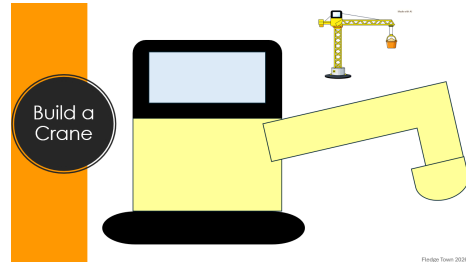
Page 1 – 4 sets

Page 2 – 5 sets

Page 3 – 15 sets

Slide-9

Build a Crane



Fledge Town 2026

Activity 1 – Build a crane.

Once the learners are finished, reveal the shape of a crane on the screen.

The learners may create their own/different design as long as they can describe its functionality.

Slide-10

Draw A Lina's Den

A den is shaped like the top of your head,
Or a hill, or bridge, or a loaf of bread.

The windows like eyes, slide open and shut,
It's all made from wood, like a garden hut,

Doors in Fledge Town are unusual in shape,
Their tops are wider like a garden gate,
They narrow a bit, nearer your feet,
Stand back and look, they're shaped like a beak.

Fledge Town 2026

Resources required:

Paper, pencils, rubbers.

Activity 2 – Draw (design) a Lina Den

TELL: You are a builder bird who has been given a description of a Lina den.

READ: *The rhyme on the slide.*

TELL: You now need to draw a plan for a Lina den.
The rhyme provides a description.

READ: *The rhyme on the slide again.*

- You may want to pause after line 2, so that the learners can draw the first part before moving on to the rest of the rhyme.

Slide-11

Activity 3 – Build a 3d Lina Den

The slide can be edited, to mention the building material(s) that you have chosen.

Build a 3d Lina Den

Example materials – twigs, building bricks, plasticine, paper, clay, paper-mache, straws.

a. 

b. 

c. 

A den is shaped like the top of your head. Or a hill, or bridge, or a loaf of bread.

The windows like eyes, slide open and shut. It's all made from wood, like a garden hut.

Dooms in Fledge Town are unusual in shape. Their tops are wider like a garden gate. They narrow a bit, nearer your feet. Stand back and look, they're shaped like a beak.

Fledge Town 2020

Resources required will depend on the building materials that you have chosen, for example:

- **Twigs, rolled up paper or straws woven together.**
- **Coloured building bricks.**
- **Papier-mache, which could be painted.**
- **Clay or modelling clay.**

Do not reveal this slide until the learners have finished drawing their dens.

TELL: You are now going to build the Lina den.
The images on the slide show 3 different examples of a Lina den.

ASK: Do any of the images look like yours?
One design has a mistake; can you spot it? = a. – the door is the wrong shape, it should be wide at the top, and narrower at the bottom (as in image b. and c.)

Invite some learners to show and tell the class about their designs.

TELL: You are now taking on the role of a builder and are to build a Lina den using ... *the material(s)*.

Slide-12

Like Me?

Story Title – The Cheese Wedge of Doom

Otto

Colour

Role

Tools

Skills

Are you like Otto?

not at all → yes, a lot

Fledge Town 2020

Resource required:

Handout:

Who did you meet today?
Otto / Bud

Worksheet - Who did you meet today?

The worksheet contains a self-reflection against each of the two characters.

After completing one or more of the activities relating to Otto (the builder bird), this worksheet helps learners to reflect on:

- the role and associated skills
- how much they are similar / dissimilar to Otto

TELL: We are now going to run through the worksheet – *Who did you meet today?*

ASK:

- What colour is Otto? = Orange.
- What is Otto's role? = Builder (avoid using specific job titles).
- What tools does Otto use? = hammer, saw, drill, nails, screws, set square, hard hat.

- What skills does Otto have? = measuring, fixing, building, joining materials together, solving problems, reading and understanding plans, following safety rules, good communication, working with their hands, learning new ways to do tasks.

SAY: let's work out how much you are like Otto.

TELL: Stretch your arms as wide as you can.

- This means that you are '**a lot**' like Otto – did you enjoy building a den from your drawing? Do you enjoy fixing things that are broken?
- Now bring your arms into the middle – this means you are '**sort of**' like Otto.
- Close your hands together – this means that you are '**not at all**' like Otto. (knowing that you are not like Otto is also a good thing).

SAY: Stretch out your hands again, now move them to show me how much you are like Otto. Look at where your hands are placed.
Now put an X on the line to show how much you are like Otto.

Slide-13



Create a list of roles found within the hospitality industry, who work with food and drink.



Resources required:
Pencils / Paper

Activity 4 – Naming roles

TELL: There are lots of different roles in the hospitality industry.

We are now going to think in more detail about roles within food and drink. For example ...

ASK: Where is the drink Iron Bru made? = Cumbernauld, Scotland (could point out on map).

TELL: The role within the Iron Bru factory responsible for the safe production of the drink is – a 'production operative'.

Working as a full class **or** in small groups **or** in pairs – create a list of roles found within the hospitality industry, but specifically working with food and drink.

*** Remember to think about roles outside of a kitchen.

Slide-14

Activity 4 – Naming roles

Compare the list(s) generated by learners to the list of roles on this slide.

Baker
Bar Person
Cake Decorator
Chocolatier
Cook
Food Scientist*
Nutritionist/Dietitian
Waiter/Waitress

Barista
Butcher
Chef
Confectioner
Fish Monger
Kitchen Porter
Sous Chef

* Video describing the role of a Biotechnologist
[Food and drink | My World of Work](https://www.myworldofwork.co.uk/food-and-drink)

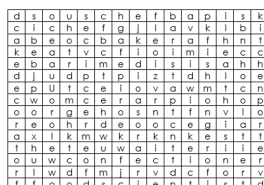
At the bottom of the slide is a link to a food science video (scroll down the webpage to biotechnologist and click play).

Web Link: [Food and drink | My World of Work](https://www.myworldofwork.co.uk/food-and-drink)
(myworldofwork.co.uk – Skills Development Scotland).

Discuss: the breadth of roles in the food and drink industry / what roles did learners not know about / using one or more roles discuss what is involved.

Slide-15

Wordsearch



baker
barista
bar person
butcher
cake decorator
chef
chocolatier
confectioner
cook
dietitian
fish monger
food scientist
kitchen porter
sous chef
waiter

Resources required:

- Pencils / Food and Drink Wordsearch

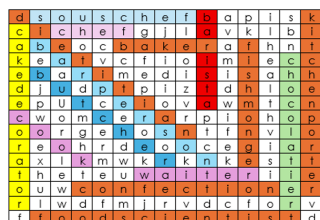
Activity 5 – Food and Drink Wordsearch

This wordsearch uses the food and drink roles listed on slide-14.

This wordsearch is also available in a 'word document' for easy printing.

Slide-16

Wordsearch - Answers



Activity 5 – Food and Drink Wordsearch - answers

This wordsearch answer sheet is also available in a 'word document' for easy printing.

Slide-17

Activity 6 – Cold Cookery

On slide-17 are two cold cookery examples: empire biscuit / marshmallow toppers.
The slide can be edited to include your own cold cookery examples.

Cold Cookery



Empire Biscuits: ingredients –

2 small plain biscuits, icing sugar, water (for making up the icing), jam, glacé cherries (cut in half).

Marshmallow toppers ingredients –

Mini marshmallows, melted chocolate, Smarties.

Small paper cases are required so that the chocolate dipped or covered marshmallows can be placed in them to harden.

Slide-18

Like Me?

Story Title – The Cheese Wedge of Doom	
	Colour
	Role
	Tools
	Skills

Are you like **Bud**?

not at all → yes, a lot

Who did you meet today?

The worksheet contains a self-reflection against each of the two characters.

After completing one or more of the activities related to Bud (the hospitality bird), this worksheet helps learners to reflect on:

- the role and associated skills
- how much they are similar / dissimilar to Bud

TELL: We are now going to run through the worksheet – *Who did you meet today?*

ASK:

- What colour is Bud? = Brown.
- What is Bud's role? = Cook or Chef or Baker.
- What tools does Bud use? = recipe book, wooden spoon, mixing bowl, whisk, scales to weigh, ingredients, cooker, oven, cook's hat, apron.
- What skills does Bud have? = following a recipe, measuring ingredients, working out cooking times, testing with new flavours, cake decorating, following safety rules e.g. when using a knife, food hygiene (cleanliness).

TELL: Stretch your arms as wide as you can.

- This means that you are '**a lot**' like Bud – you enjoy cooking, baking, following a recipe, measuring ingredients, tidying the kitchen.

- Now bring your arms into the middle – this means you are ‘**sort of**’ like Bud.
 - Close your hands together – this means that you are ‘**not at all**’ like Bud. (knowing that you are not like Bud is also a good thing).
- SAY: Stretch out your hands again, now move them to show me how much you are like Bud. Look at where your hands are placed.
Now put an X on the line to show how much you are like Bud.

Below are examples of experiences and outcomes achieved by pupils who participation in this lesson.

Source: Scottish Curriculum for Excellence

Experiences and Outcomes	Scottish Curriculum for Excellence Code:
“I am aware of and able to express my feelings and am developing the ability to talk about them.”	HWB 1-01a
“I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.”	HWB 1-10a
“Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others.”	HWB 1-19a

Source: Career Education Standard

By the end of the First Level: to the end of P4, but earlier or later for some.
I can describe different jobs in my community and some of the skills needed for these.
I can learn about the world of work from visits, projects and my experiences.
I can talk about the types of jobs that interest me.
I believe I can succeed in any area of work.
I can talk about my strengths, interests and skills and show evidence of my progress.

Source: Curriculum for Wales Framework

The purposes of the curriculum	Who ...
Ambitious, capable learners, ready to learn throughout their lives	• are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts • are questioning and enjoy solving problems • can communicate effectively in different forms and settings, using both Welsh and English • can explain the ideas and concepts they are learning about • can use number effectively in different contexts
Enterprising, creative contributors	• connect and apply their knowledge and skills to create ideas and products • think creatively to reframe and solve problems • express ideas and emotions through different media are ready to play a full part in life and work
Healthy, confident individuals	• have secure values and are establishing their spiritual and ethical beliefs • are building their mental and emotional well-being by developing confidence, resilience and empathy • have the confidence to participate in performance • face and overcome challenge are ready to lead fulfilling lives as valued members of society.
Mandatory cross-curricular skill	
develop listening, reading, speaking and writing skills	

Source: Career Development Framework – Handbook for Primary schools, Career Development Institute

Learning Area	Aims – early years	Aims – KS 1 (5-7)
Grow throughout life by learning and reflecting on yourself, your background and your strengths	• recalling what they have experienced and achieved • feeling positive about who they are	• feeling positive about people whose identities and backgrounds are different to theirs

Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces	- describing tasks that they have carried out - recognising jobs that involve harvesting, making, providing a service or finding out - identifying what the clothes and equipment that people use in their jobs are for	- being aware that jobs are made up of tasks - being able to give examples of jobs in different sectors - being able to explain their views about similarities and differences between jobs
Manage your career actively, make the most of opportunities and learn from setbacks	- being aware that they and other people like to enjoy the work they do - imagining different possibilities about who they could possibly become - exploring whether characters in stories made decisions in a good way	- recognising that they and other people like to choose the work they do - looking forward to what they are going to learn next - recognising that decisions can have unexpected consequences
Create opportunities by being proactive and building relationships with others	- inventing imaginary jobs - being aware that other people can help them meet their needs - recognising when they have achieved something for themselves - being able to carry out a delegated task	being able to describe what their needs are choosing what they want to achieve and the way they go about it
Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community	- recognising when they have done something to help others - being aware of health and safety rules at school	exploring the rewards they would like to get from paid work
See the big picture by paying attention to how the economy, politics and society connect with your own life and career	- recognising when work is depicted in a story recognising the difference between stories about work and factual information about work - exploring jobs that people do outdoors - exploring the jobs that people do to help them	- being aware of how work is portrayed differently in different stories - exploring the jobs that people do to help each other