

WORLD VEGAN DAY MENU



Introduction

This is a standalone task, not a full lesson, for KS4 Food Technology. It asks students to design a three-course menu for a World Vegan Day community celebration event – an occasion that is open to all ages and backgrounds and must therefore cater for a broad audience. Students will plan their menu against the key factors used in professional menu planning: nutrition, cost, seasonality, organoleptic properties, allergens and environmental considerations. The task draws on The Vegan Society's recipe database to inspire students.

The task builds from accessible dish selection through to written justification and nutritional analysis, with a structured design grid providing the main framework. It is suitable as a standalone homework, a lesson activity or a preparatory exercise ahead of NEA coursework.

Relevant Links

Recipe Database – [The Vegan Society](#)

TASK OVERVIEW

Timing

30-50
minutes

(flexible according
to your needs)

Setting

classroom
or set as
homework

Curriculum links

AQA GCSE Food Preparation and Nutrition (8585):

Plan a balanced meal for a specific dietary group including vegan; Factors influencing food choice (cost, seasonality, celebration); Food choices linked to ethical and moral beliefs; Micronutrients, NEA preparation.

OCR GCSE Food Preparation and Nutrition

(J309): Section A – Nutritional and dietary needs of different groups; Section B – Factors influencing food choice; food provenance.

WJEC Hospitality and Catering (Level 1/2):

Factors affecting menu planning (cost, nutrition, seasonality, organoleptic properties, environmental issues); Understanding the importance of nutrition.

Pearson Edexcel GCSE Food Technology:

Designing for specific dietary needs; nutrition; consumer requirements.

What you'll need

Student Task Sheet – World Vegan Day Menu.

Additional resources

Pens, laptop/tablet, coloured pencils.

Before the lesson

- Book laptops/tablets if required
- Print Student Task Sheet – World Vegan Day Menu on A3 paper (1 per student)

Learning objectives

1. To plan a three-course vegan menu that meets the brief
2. To justify dish choices using key terminology and knowledge of nutrients

Note on framing/context:

World Vegan Day takes place on 1st November each year. The Vegan Society, founded in the UK in 1944, is the oldest vegan organisation in the world. A community celebration event open to all ages presents a realistic professional catering brief: the menu must be fully plant-based, nutritionally balanced, visually appealing, allergen-aware and affordable.

THE TASK

Timings are a guide – adjust to suit your class.

Introduction – [3-5 minutes]

- Read the brief on the student task sheet aloud or ask students to read it independently.
- Students do not need detailed prior nutritional knowledge – the task sheet provides prompts, and they can use the Vegan Society recipe pages if devices are available.
- Avoid over-explaining the menu planning criteria at this point – students should encounter them through the task.

The brief

A community group is holding a World Vegan Day celebration event on 1st November. The event is open to everyone – all ages, all backgrounds, all dietary needs. You have been asked to design a three-course vegan menu for the occasion. Your menu must be fully plant-based, nutritionally considered, allergen-aware, visually appealing and affordable. Use the Vegan Society recipe database at vegansociety.com/resources/recipes for inspiration. Your menu will be judged against five criteria: nutrition – cost – seasonality – organoleptic properties – allergens

Suggested teacher script

- You are going to act as a caterer who has been asked to design a three-course menu for a World Vegan Day community event. The event is open to everyone – different ages, different backgrounds, different dietary needs. Your job is to plan a menu that is delicious, nutritious, affordable and inclusive. You will fill in the menu design grid on your sheet and then justify each of your choices in writing. You can use The Vegan Society website for recipe inspiration.

Task – [25-30 minutes]

- Students work independently using the student task sheet.
- The design grid asks students to name each dish, list the key ingredients, identify the main nutrients provided and note the cost per portion.
- The justification section below the grid asks students to explain their choices against five criteria: nutrition, cost, seasonality, organoleptic properties and allergens.

- Encourage students to think about variety across the three courses – colour, texture, flavour balance – see Appendix A for further suggestions of what students could be including as they complete their worksheet.

Potential probing questions

- You've chosen X dish for your [starter/main/dessert] ... what was the first thing you thought about when you made that decision – flavour, cost, nutrition or something else?
- Look at your three courses together. If I took the menu away and described each dish just by its colour would your courses sound different from each other?
- This event is on 1st November, if you walked into a supermarket in the lead up, would you actually find these ingredients, and would they be at their best?
- Based on evidence recognised by professional organisations, including the British Dietetic Association, The Vegan Society states that a well-planned vegan diet can meet nutritional requirements at all stages of life (British Dietetic Association, 2025). Looking at your menu, what nutrients might need consideration?
- If someone at the event has a nut allergy and asks you whether your menu is safe for them, what would you say?

Consolidation – class discussion – [5 minutes]

- Towards the end of the task bring the group back together and tie up.

Potential probing questions

- Can you share one dish from your menu and explain your justification for your choice?
- Which criteria was hardest to balance? Why?
- What have you learned while planning for this brief?

Differentiation

Support – Sentence starters are provided on the Student Task Sheet. If required, some students can focus on the menu grid only, not the full justification.

Stretch – Complete all five justifications on the Student Task Sheet in full. Students could further their analysis by adding approximate daily reference intakes for each course. There is a stretch question included at the bottom of the sheet for students to respond to on the back of their Student Task Sheet – Consider how some people choose to be vegan due to environmental reasons. How does your menu support their wishes? What changes might you need to make?

Appendix A

Criteria	Potential content
Nutrition	The menu should provide at least one good source of protein per course or across the menu (e.g. lentils, chickpeas, tofu, quinoa, nuts or seeds). Stronger responses will show consideration of a range of plant protein sources across the menu to support a balanced amino acid profile. Inclusion of vitamin C-rich foods alongside iron-rich ingredients is a good indicator of nutritional understanding.
Cost	Students should show awareness that this is a community event – affordable, accessible ingredients rather than expensive or specialist ones. Pulses, seasonal vegetables and grains are good indicators of cost-consciousness. Watch for menus that rely heavily on expensive free-from products without justification.
Seasonality	The event is on 1st November – autumn/early winter. Strong responses will identify at least one ingredient in season at this time (butternut squash, sweet potato, kale, leeks, parsnips, carrots, mushrooms, celeriac). Students should explain why seasonal ingredients are preferable: cost, freshness, environmental impact and reduced food miles.
Organoleptic properties	Three courses should offer variety in colour, texture and flavour – a menu that is all beige, all soft or all one flavour profile will not satisfy this criterion. Stronger responses will explicitly discuss contrast: for example, a crunchy element alongside a soft main, or a sharp dressing balancing a rich starter.
Allergens	Students should identify which of the 14 main allergens appear in their menu and note which dishes are free from them. The strongest responses will consider that a community event with an unknown audience requires proactive allergen labelling.
Environmental considerations	Stronger responses will note that a plant-based menu is itself an environmental choice and go further – seasonal and local ingredients, minimal packaging, portion control to reduce food waste. This is not a required element for all students but a strong stretch indicator.

British Dietetic Association. 2025. *Vegetarian, Vegan and Plant-Based Diet*. British Dietetic Association. Accessed July 15, 2026.

<https://www.bda.uk.com/resource/vegetarian-vegan-plant-based-diet.html>.