My name is:____________________________
My teacher’s name is:__________________
My technology group is:________________
My target level is:_______________________

Final Assessment
Level achieved:_______________________
Effort (EGSP):________________________
Behaviour for learning (1,2,3,4):_______
## Self Managers

<table>
<thead>
<tr>
<th>What I should look for?</th>
<th>How have you achieved this?</th>
<th>Achieved?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seek out challenges or new responsibilities and show flexibility when priorities change.</td>
<td>Have I learnt any new skills?</td>
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<tr>
<td>Work towards goals, showing initiative, commitment and perseverance.</td>
<td>Have I completed my project? Am I working to my target level or above?</td>
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<tr>
<td>Organise time and resources, prioritising actions.</td>
<td>Can I manage my time effectively and finish tasks in the time allowed?</td>
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<tr>
<td>Anticipate, take and manage risks.</td>
<td>Do I work in a safe and hygienic way?</td>
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<tr>
<td>Deal with competing pressures, including personal and work related demands.</td>
<td>Have I met deadlines for all class work and ELTs?</td>
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<tr>
<td>Respond positively to change, seeking advice and support when needed.</td>
<td>Do I try my best and ask for help when I need it?</td>
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<tr>
<td>Manage their emotions, and build and maintain relationships.</td>
<td>Do I get upset when things don’t go right the first time. Do I work well with other students?</td>
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</tbody>
</table>

## Creative Thinkers

<table>
<thead>
<tr>
<th>What I should look for?</th>
<th>How have you achieved this?</th>
<th>Achieved?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generate ideas and explore possibilities.</td>
<td>Have I drawn at least four different design ideas for my project?</td>
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<tr>
<td>Ask questions to extend their thinking.</td>
<td>Have I asked questions when I don’t fully understand?</td>
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<tr>
<td>Connect their own and others’ ideas and experiences in inventive ways.</td>
<td>Have I developed my own ideas to produce an end product?</td>
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<tr>
<td>Question their own and others assumptions.</td>
<td>Have I asked the opinions of others to help me to evaluate my work?</td>
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<tr>
<td>Try out alternatives or new solutions and follow ideas through.</td>
<td>Have I used a suitable range of equipment to make my product?</td>
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<tr>
<td>Adapt ideas as circumstances change.</td>
<td>Have I changed my original design if I needed to?</td>
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</tbody>
</table>
## Targets and Assessment

### Target Statement

<table>
<thead>
<tr>
<th>Target Statement</th>
<th>1</th>
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<tbody>
<tr>
<td>I need to put more effort into my work</td>
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<tr>
<td>I need to make a greater effort to complete ELTs</td>
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<tr>
<td>I need to improve the presentation of my design work</td>
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<tr>
<td>I must try to be more accurate with drawing techniques</td>
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<td>I need to use ICT to present my work</td>
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<td>I need to improve the quality of my research</td>
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<td>I need to listen more carefully</td>
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<td>I need to be more confident using tools and equipment</td>
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<td>I must follow my instructions when making</td>
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<td>I need to improve the accuracy of my practical work</td>
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<td>I need to improve the finish of my practical work</td>
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<td>I need to evaluate in more detail</td>
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<td>I must record more details in my planner and be more organised</td>
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<td>I must improve my general behaviour</td>
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### My strengths are

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### My weaknesses are

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### Next

By when:

<table>
<thead>
<tr>
<th>Assessment no.1</th>
<th>Assessment no.2</th>
<th>Assessment no.3</th>
<th>Assessment no.4</th>
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<tr>
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Name: Group: Date:
Hygiene and Safety Rules of the Food Technology Area

Learning Objectives
To recognise the importance of health and safety rules in Food Technology.

Before you start the lesson
It is important that you understand the rules of the classroom before we begin. If you follow the instructions below then we shall all be safe and the chances of any accidents occurring are greatly reduced. If you are to participate in practical lessons you must follow the following rules:

- Line up quietly outside the room
- Do not enter the room without the teacher’s permission
- Remove your coat and bags from shoulders before entering the room
- Store food items from home in the place chosen by your teacher
- Put coats and bags out of sight in a safe place

During the lesson
There is a difference between hygiene and safety, although in some situations hygiene issues can affect your safety. Make sure you follow these rules:

<table>
<thead>
<tr>
<th>Hygiene</th>
<th>Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wash your hands before beginning practical work</td>
<td>Do not run</td>
</tr>
<tr>
<td>Tie back long hair</td>
<td>Take care when using knives</td>
</tr>
<tr>
<td>Do not wear nail varnish</td>
<td>Mop up spills immediately</td>
</tr>
<tr>
<td>Remove jewellery</td>
<td>Take care with electricity</td>
</tr>
<tr>
<td>Always wear an apron</td>
<td>Turn pan handles to the side</td>
</tr>
<tr>
<td>Do not cough or sneeze on food</td>
<td>Use oven gloves to remove food from the oven</td>
</tr>
<tr>
<td>Do not lick your fingers</td>
<td>Be aware of the emergency exits and the procedure should there be a fire</td>
</tr>
<tr>
<td>Make sure utensils and cutlery are washed and dried thoroughly</td>
<td>Report any problems to your teacher</td>
</tr>
<tr>
<td>Clean all worktops at the end of the lesson</td>
<td>If you are not involved in practical work you should not sit near pupils who are preparing food</td>
</tr>
</tbody>
</table>
Learning Objectives
To recognise the importance of health and safety rules in Food Technology.

There is a lot of dangerous equipment so it is very important that we act in a safe and careful way. Make a list of rules that you consider to be important in a food preparation area, give reasons for each rule and label the rules in order of importance:

<table>
<thead>
<tr>
<th>Safety rules</th>
<th>Reason for the rules</th>
<th>Order of importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always wipe up spills immediately</td>
<td>So that no-one slips and hurts themselves</td>
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At the end of the lesson
Just think about how you would like the room to be when you start your practical. Would you like your equipment to be dirty from the previous lesson? Would you like to work at a desk covered in bits of food? Probably not! In order to maintain the hygiene of the room it is important that you follow the rules below:

1. That your cooker has been turned off and wiped
2. Pack your food items away and make sure they are kept cool and covered
3. That the equipment box is clean and correct
4. That your floor area has been swept and checked
5. That all worktops and tables have been thoroughly cleaned
6. That your sink has been checked and wiped down
7. That all cloths and towels used during the lesson have been placed in the linen basket
8. Ask your teacher to check your working area
9. Return your apron and collect you coat and bag ready to be dismissed
Learning Objectives
To recognise the importance of health and safety rules in Food Technology.

Before you design and make any food product you need to know about
- Food Hygiene
- How to prepare and store food so that it is safe to eat
- Personal hygiene

<table>
<thead>
<tr>
<th>APRON</th>
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<th>CUTS</th>
<th>BLUE</th>
<th>CLOTHES</th>
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<tr>
<td>NAILS</td>
<td>WASH</td>
<td>CLEAN</td>
<td>STORE</td>
<td>WORKSURFACES</td>
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<tr>
<td>COUGH</td>
<td>LICK</td>
<td>USE-BY-DATE</td>
<td>EQUIPMENT</td>
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Wash and dry all ____________
Why?

Keep your ____________ short and clean.
Why?

Cover all ____________ and sores with a ____________ waterproof dressing.
Why?

Cover your ____________ with an ____________.
Why?

Don’t use foods which are past their ____________.
Why?

Use ____________ tea towels and dish cloths.
Why?

In the space below write a rule of your own and give reasons for your choice.

Learning Objectives
To recognise the importance of health and safety rules in Food Technology.

Before you design and make any food product you need to know about
- Food Hygiene
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Use ____________ tea towels and dish cloths.
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In the space below write a rule of your own and give reasons for your choice.

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To recognise the importance of health and safety rules in Food Technology.

Before you design and make any food product you need to know about
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Why?

Keep your ____________ short and clean.
Why?

Cover all ____________ and sores with a ____________ waterproof dressing.
Why?

Cover your ____________ with an ____________.
Why?

Don’t use foods which are past their ____________.
Why?

Use ____________ tea towels and dish cloths.
Why?

In the space below write a rule of your own and give reasons for your choice.
Washing Up

Learning Objective
To recognise the correct order and procedure for washing up after a practical session.

Washing up is very important. Would you like to use cutlery that had bits of old food stuck on them? Probably not! It is therefore important that you remember this when you are washing your dishes after a practical session.

Read the sentences below and then write them out in the correct order for washing up. Do it in pencil until you are certain you are right:

- Wipe down the draining board and clean the washing up bowl
- If necessary, change the washing up water
- Scrape any food scraps onto a paper and put in the bin
- Remove any food trapped in the plughole
- Stack clean, dry dishes on a clean surface
- Wash the cleanest dishes first and then the dirty dishes
- Empty the dirty water out of the bowl
- Put the clean dishes away in the correct storage area
- Put any really dirty pans to soak
- Collect a clean towel and dish cloth
- Dry dishes thoroughly with a clean tea towel
- Fill washing up bowl with hot water and washing up liquid

Order

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Name: ___________________________  Group: __________  Date: __________
Learning Objective
To recognise the correct order and procedure for washing up after a practical lesson.

Fill in the missing words. To wash up you will need:

1. A ____________________ and  ____________________ to kill bacteria and remove grease.
2. A ____________________ to scrub stubborn foods.
3. A ____________________ to wipe the equipment in the soapy water.
4. A ____________________ to help remove grease.
5. A ____________________ to dry the dishes.
6. Stack up all the dirty equipment at the side of the ____________________.
7. Fill the saucepans and cooking dishes with water and leave to ____________________.
8. Wash ____________________ and cutlery first so they do not smear.
9. Do not put ____________________ into the washing up bowl as you cannot see them when you fill the bowl.
10. Drain the dishes ______________________________________ on the draining board.
11. Wash all work surfaces with a ____________________ wrung in hot soapy water.
In food technology lessons you will be using a range of equipment to prepare and cook your recipes. Before we start we must make sure that we know what these pieces of equipment look like. Look at the pictures and fill in the boxes with the name of the item:
Learning Objective
To recognise the importance of health and safety rules in Food Technology.

I’m sure you’ll agree that you wouldn’t want to live in a house with a kitchen like this! See if you can spot all of the dangerous things in this kitchen and highlight them with a coloured pen:
Learning Objective
To understand the rules for the safe use of the cooker.

Cookers
The picture below shows an electric fan oven with a gas hob. Try to label as many parts as you can:

Hobs
There are a number of different types of hobs. Some hobs are attached to the top of the oven and some are mounted separately on a worktop. Label the types of hobs shown:

Ovens
There are a few different types of ovens—some ovens run off gas and some run off electricity. The diagrams below show the insides of three different types of oven. Name each of the ovens and label the key parts:
Learning Objective
To understand the rules for the safe use of the cooker.

Cookers
Draw and label one of the cookers in the classroom:

Parts of the cooker
Label the picture below showing where the following foods would normally be cooked:
Learning Objective
Use a selection of equipment safely to produce a healthy refreshing drink.

Ingredients
- 1 Lemon
- 1 Tablespoon of granulated or caster sugar
- 500ml Water

Equipment
- Grater
- Lemon squeezer
- Chopping board
- Vegetable knife
- Table spoon
- Measuring jug
- Wooden spoon
- Tablespoon
- Medium sauce-pan
- Sieve
- Large glass jug

Method
1. Collect ingredients
2. Wash lemon
3. Grate lemon rind and squeeze juice
4. Put rind and sugar into saucepan with 150ml and bring to the boil
5. Take the saucepan off the heat, pour into a measuring jug with the rest of the water and juice
6. Strain into the large glass jug
7. Top up to 500ml with cold water and ice
8. Serve chilled

Making with a liquidiser

Equipment
- Blender
- Chopping board
- Vegetable knife
- Table spoon
- Measuring Jug
- Sieve
- Large glass jug

Method
1. Collect ingredients
2. Wash lemon
3. Cut the ends off the lemon and chop into small pieces
4. Put the lemon, 250ml water and sugar into the blender
5. Blend for a count of six and repeat
6. Strain into the large jug
7. Top up to 500ml with cold water and ice
8. Serve chilled

Making in the traditional way

Equipment
- Grater
- Lemon squeezer
- Chopping board
- Vegetable knife
- Measuring jug
- Wooden spoon
- Tablespoon
- Medium sauce-pan
- Sieve
- Large glass jug

Method
1. Collect ingredients
2. Wash lemon
3. Grate lemon rind and squeeze juice
4. Put rind and sugar into saucepan with 150ml and bring to the boil
5. Take the saucepan off the heat, pour into a measuring jug with the rest of the water and juice
6. Strain into the large glass jug
7. Top up to 500ml with cold water and ice
8. Serve chilled
Learning Objective
1. Understand the importance of a balanced diet and healthy eating.
2. To be aware of the problems of eating too much fat, sugar and salt.

Proteins
Build and repair your body. They are the main component of muscle tissue and your organs.

Fats
Fats store energy and provide warmth and insulation for your body. Any energy which is taken in but not used is converted by your body into fat. This is why it is important not to eat more than your body needs.

Minerals and Vitamins
These are naturally occurring chemicals that your body needs in order to remain healthy. They are found in the foods we eat.

Water
Over 50% of our body is made up of water. We therefore need to make sure we drink enough water for us to be healthy.

Carbohydrates
The main function of carbohydrates is to give you energy. There are two types of carbohydrates—

Simple Carbohydrates (sugars)
These are found naturally in fruit and milk. Cakes and sweets contain refined sugars. They provide your body with a quick source of energy.

Complex Carbohydrates (starches)
These are found in potatoes, rice and oats. They provide your body with a longer term steady supply of energy throughout the day.

Fibre
Fibre is a type of indigestible carbohydrate. They are found in fruits, vegetables, beans and oat bran. It is needed to help your digestive system work properly.
Learning Objectives
1. Understand the importance of a balanced diet and healthy eating.
2. To be aware of the problems of eating too much fat, sugar and salt.

A Balanced Diet
As we have already seen, it is vital that we eat the correct balance of nutrients. Look at the foods in the box below and write the food types in the appropriate segment of the pie-chart:
A Balanced Diet

It is important to keep the balance of nutrients correct. Each day a healthy diet should include foods from different food groups in the proportions shown.

Any food that is not used can be stored as body fat. To stay at your ideal weight, the food energy you should eat should balance the amount of energy you use up.

Energy is measured in units called Kilojoules but usually we talk about energy in terms of Kilocalories.

Use the information from the previous page to help you answer the following questions:

**Question no.1:** Describe what type of food helps us to build our bodies and give five examples of foods that contain it.

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

**Question no.2:** What sort of carbohydrates should we get our energy from?

________________________________________________________________________________________

**Question no.3:** Why do we need to eat fibre?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

**Question no.4:** We all need water but some people never drink it. Which foods provide a source of water?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Learning Objectives

1. Understand the importance of a balanced diet and healthy eating.
2. To be aware of the problems of eating too much fat, sugar and salt.
Healthy eating means having small, regular meal that contain a great variety of foods. Eating snacks like chocolate and crisps between meals is unhealthy. Choosing the best foods to eat is sometimes hard. Butter, cream and meats such as bacon contain a lot of saturated fat. Saturated fat is more harmful to us than unsaturated fat found in food made from plants. It is more harmful because it can build up in our arteries and affect the health of our heart.

Too much fatty food causes people to put on weight. Obesity (being very overweight) causes blocked arteries and heart disease. Too many sugary carbohydrates cause obesity and tooth decay.

Too much salt causes high blood pressure and heart disease. Most people do not eat enough starchy carbohydrates or fibre-rich foods. Wholemeal bread, brown rice and wholemeal pasta are good sources of fibre as well as fruit and vegetables. Fibre is also good because it makes people feel full but does not make them fat.

**Question no.1:** What does healthy eating mean?

________________________________________________________________________________________
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**Question no.2:** What problems are caused by eating too much saturated fat?

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________________________________________________________________________________________
________________________________________________________________________________________
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**Question no.3:** Snack foods often contain lots of sugar or salt. Why is this bad for us?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

**Question no.4:** Most people need to eat more fibre. What would you suggest as suitable meals for breakfast and dinner?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

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**Learning Objectives**

1. Understand the importance of a balanced diet and healthy eating.
2. To be aware of the problems of eating too much fat, sugar and salt.

---

60% of adults and children in Rotherham are overweight!

Source: news.bbc.co.uk/1/hi/england/south_yorkshire/8345926.stm

---

Name:  Group:  Date:
Vitamins and minerals are found in fruits and vegetables. We need them for healthy growth. Only small amounts of vitamins and minerals are needed each day. Too much can be bad for us and too little can cause diseases. A balanced diet contains enough of these nutrients.

**Learning Objectives**
1. Understand the importance of a balanced diet and healthy eating.
2. To be aware of the problems of eating too much fat, sugar and salt.

Vitamin A helps us to see well.

Vitamin C helps to heal cuts and prevents scurvy.

Vitamin D helps our bones to grow strong and prevents rickets.

The 12 vitamins of the B group and vitamins E and K keep us healthy.

Calcium from milk, cheese and some cereals help us to have strong bones and teeth.

Iron from red meat or spinach, beans and lentils helps our red blood cells carry oxygen so that we are not anaemic.

**Question no.1:** What is the largest group of vitamins?

________________________________________________________________________________________

________________________________________________________________________________________

**Question no.2:** What foods prevent the disease called scurvy?

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________________________________________________________________________________________

**Question no.3:** If you were anaemic which foods should you eat more of?

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**Question no.4:** Vegetarians can sometimes become anaemic. What should a vegetarian eat to stop prevent becoming anaemic?

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________________________________________________________________________________________

**Question 5:** If a child used to enjoy fruit and vegetables but since starting school he refuses to eat any what would you advise his mother to do?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
Learning Objectives
1. Identify the different techniques used in the preparation of fruit salad,
2. To understand the role of fruit in a healthy diet.

Ingredients
- 125ml (1/4 pint) of fresh orange or apple juice or a tin of fruit in juice
- Up to four fresh fruits

Equipment
- Mixing bowl
- Chopping board
- Sharp knife
- Peeler
- Metal spoon

Method
1. Wash all fruits if the skin is to be eaten
2. Open juice and pour into bowl
3. Cut apple / pear into quarters, core and dice
4. Cut plums, peaches and apricots etc in half, remove stone and dice
5. Peel kiwi fruit, and remove seeds
6. Cut grapes in half and remove seeds
7. Slice both ends off the orange, cut off the peel and cut into segments
8. Stir each fruit into the juice straight away to prevent them from browning
9. Mix the ingredients together with a wooden spoon
Question no.1: What is meant by healthy eating.

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Question no.2: What are nutrients?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Question no.3: Why does your body need nutrients?

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________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Question no.4a: Explain two reasons why your body needs protein.

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________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Question no.4b: Name three animal proteins.

_____________________________________
_____________________________________
_____________________________________

Question no.4c: Name three plant proteins.

_____________________________________
_____________________________________
_____________________________________

Question no.5: Which vitamins are needed for healthy teeth?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
Question no.6: Which nutrients are needed for energy?
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Question no.7: Why is it important that we eat enough dietary fibre?
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Question no.8: Name three foods which contain dietary fibre.
____________________
____________________
____________________

Question no.9: Using the information from the food wheel, work out a day’s worth of healthy meals:

<table>
<thead>
<tr>
<th>Breakfast</th>
<th>Dinner</th>
<th>Tea</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name: ___________________  Group: ___________________  Date: ___________
**Learning Objective**
To understand the principles behind fair sensory testing.

When you design and make new food products you need to describe the appearance, colour, taste and texture of the food. These words are called *sensory descriptors* because they describe how our senses evaluate what we eat.

The tables below are tasting word banks which give examples of words we can use to describe the properties of food we are tasting. It is also possible for you to use your own words to describe the properties of the food. Some words can fit under one heading.

### Texture
(How food feels in your mouth)

<table>
<thead>
<tr>
<th>AIRY</th>
<th>CRUNCHY</th>
<th>BRITTLE</th>
<th>TRENDY</th>
<th>CHEWY</th>
<th>COLD</th>
<th>CRISP</th>
<th>CRUMBLY</th>
<th>SLIMY</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRUNCHY</td>
<td>DRY</td>
<td>FOAMY</td>
<td>FINE</td>
<td>GUMY</td>
<td>FIZZY</td>
<td>FIZZY</td>
<td>FLAKEY</td>
<td>SMOOTH</td>
</tr>
<tr>
<td>FLAT</td>
<td>HOT</td>
<td>JUICY</td>
<td>GOOEY</td>
<td>LUMPY</td>
<td>GREASY</td>
<td>GRITTY</td>
<td>HARD</td>
<td>THIN</td>
</tr>
<tr>
<td>SOFT</td>
<td>SWEET</td>
<td>SOGGY</td>
<td>SPRINGY</td>
<td>STICKY</td>
<td>MUSHY</td>
<td>POWDERY</td>
<td>RUBBERY</td>
<td>WARM</td>
</tr>
<tr>
<td>TENDER</td>
<td>THICK</td>
<td>TENDER</td>
<td>TENDER</td>
<td>TENDER</td>
<td>TENDER</td>
<td>TENDER</td>
<td>TENDER</td>
<td>STRINGY</td>
</tr>
</tbody>
</table>

**Other words I could use:**

### Appearance
(Looks—colour and aesthetics)

<table>
<thead>
<tr>
<th>APPETISING</th>
<th>CRUMBLY</th>
<th>HEALTHY</th>
<th>TASTY</th>
<th>ATTRACTION</th>
<th>CLEAR</th>
<th>COLD</th>
<th>COLOURFUL</th>
<th>GREASY</th>
<th>SMOOTH</th>
<th>SOGGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>DRY</td>
<td>HOT</td>
<td>FATTENING</td>
<td>MOIST</td>
<td>FRESH</td>
<td>SMOTH</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Other words I could use:**

### Taste, flavour and smell
(Orgonaleptic properties)

<table>
<thead>
<tr>
<th>ACIDIC</th>
<th>BITTER</th>
<th>FATTY</th>
<th>OLD</th>
<th>SOUR</th>
<th>SPICY</th>
<th>UNDERCOOKED</th>
<th>BURNNT</th>
<th>SALTY</th>
<th>SHARP</th>
<th>SICKLY</th>
<th>SWEET</th>
<th>CREAMY</th>
<th>DRY</th>
<th>SOGGY</th>
<th>TASTY</th>
<th>TASTELESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FATTY</td>
<td>OLD</td>
<td>SALTY</td>
<td>STALE</td>
<td>SHARP</td>
<td>SWEET</td>
<td>CREAMY</td>
<td>DRY</td>
<td>SOGGY</td>
<td>TASTY</td>
<td>TASTELESS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Other words I could use:**
Learning Objective
To understand the principles behind fair sensory testing.

Hygiene
Wash your hands before you start and work in a clean area.
Provide a serving spoon for food and give each person their own spoon or cup.
Use plastic bags for tasters to spit out unwanted food.

A fair test
Label food or drink samples with three random symbols.

Serve all food samples in the same way
At the same temperature
On the same plates, cups or bowls
Similar lighting conditions

Don’t let tasters talk as they taste as this could influence other tasters.

Tasting
Taste no more that four samples at one time.

Taste small samples and have a glass of water or dry biscuit ready so that you can clean your palate between each tasting.

To taste it properly chew the food or slosh the drink around your mouth and don’t swallow it too quickly.

Collecting and analysing data
Ask tasters to fill in their charts as they taste.

Make sure you collect the charts at the end of the tasting session.

Find interesting ways to present and analyse the data.
**Learning Objective**
To understand the principles behind fair sensory testing.

<table>
<thead>
<tr>
<th>Sample</th>
<th>Appearance</th>
<th>Smell</th>
<th>Taste</th>
<th>Texture</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><img src="image1.png" alt="Eye" /></td>
<td><img src="image2.png" alt="Nose" /></td>
<td><img src="image3.png" alt="Tongue" /></td>
<td><img src="image4.png" alt="Lip" /></td>
</tr>
<tr>
<td></td>
<td><img src="image5.png" alt="Triangle" /></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><img src="image6.png" alt="Square" /></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><img src="image7.png" alt="Circle" /></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Ingredients
- Small piece of white cabbage
- 2 Medium carrots
- 1/4 Onion
- 2 tablespoons of mayonnaise
- Salt and pepper

### Making in the traditional way

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laser knife</td>
<td>1. Collect ingredients</td>
</tr>
<tr>
<td>Chopping board</td>
<td>2. Scrub carrots and cut the ends off</td>
</tr>
<tr>
<td>Grater</td>
<td>3. Grate coarsely and place into the bowl</td>
</tr>
<tr>
<td>Tablespoon</td>
<td>4. Wash and cut stalk out of cabbage and cut into thick slices</td>
</tr>
<tr>
<td>Dish to serve</td>
<td>5. Put cabbage into bowl</td>
</tr>
<tr>
<td></td>
<td>6. Mix well</td>
</tr>
<tr>
<td></td>
<td>7. Add mayonnaise and seasoning and stir well</td>
</tr>
<tr>
<td></td>
<td>8. Serve in a salad dish</td>
</tr>
</tbody>
</table>

### Making with a food processor

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food processor</td>
<td>1. Collect ingredients</td>
</tr>
<tr>
<td>Vegetable knife</td>
<td>2. Scrub carrots and cut the ends off</td>
</tr>
<tr>
<td>Chopping board</td>
<td>3. Process carrots using the course grater</td>
</tr>
<tr>
<td>Tablespoon</td>
<td>4. Empty carrots into bowl</td>
</tr>
<tr>
<td>Dish to serve</td>
<td>5. Cut stalk out of cabbage and cut into thick slices</td>
</tr>
<tr>
<td></td>
<td>6. Process cabbage using slicer</td>
</tr>
<tr>
<td></td>
<td>7. Empty cabbage into bowl</td>
</tr>
<tr>
<td></td>
<td>8. Peel and chop onion into large pieces</td>
</tr>
<tr>
<td></td>
<td>9. Grate onion in the processor</td>
</tr>
<tr>
<td></td>
<td>10. Empty onion into bowl</td>
</tr>
<tr>
<td></td>
<td>11. Add mayonnaise and seasoning and mix well</td>
</tr>
<tr>
<td></td>
<td>12. Serve in a salad dish</td>
</tr>
</tbody>
</table>
### Learning Objective
To compare the differences between coleslaw made by hand and by machine.

<table>
<thead>
<tr>
<th>Sample</th>
<th>Appearance (1 to 5)</th>
<th>Smell (1 to 5)</th>
<th>Taste (1 to 5)</th>
<th>Texture (1 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="triangle" alt="Emoticon" /></td>
<td><img src="eye" alt="Eye" /></td>
<td><img src="nose" alt="Smell" /></td>
<td><img src="tongue" alt="Taste" /></td>
<td><img src="lip" alt="Texture" /></td>
</tr>
<tr>
<td><img src="square" alt="Emoticon" /></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Layered Pasta Salad

Learning Objective
Describe ingredients that could be used in a healthy salad.

Ingredients
- 50g pasta shapes
- 1/2 Carrot
- 50g Tuna
- 1/2 Baby gem lettuce
- 1/2 Tomato
- Small piece of cucumber
- 1 tablespoon of dressing

Making the salad

Equipment
- Vegetable knife
- Chopping board
- Tablespoon
- Dish to serve
- Colander
- Saucepan

Method
1. Half fill a pan with water and bring to the boil
2. Add pasta and simmer for ten minutes until tender
3. Drain pasta and rinse with cold water to cool
4. Shred the lettuce
5. Slice the tomato
6. Chop the cucumber
7. Peel and grate the carrot
8. Spoon the dressing over the pasta and mix well. Place into your container
9. Layer the remaining ingredients over the pasta and drizzle the last bit of dressing over it
Learning Objective
To plan a healthy salad.

Design Brief
A design brief describes the task you are setting yourself to complete. This could be a problem that needs to be solved or a product that must be designed to meet the requirements of a client or consumer. My design brief is:

Research
When designing a product it is important to gather research materials and information to help us guide the design of our product.
Learning Objective
To plan a healthy salad.

A specification is a list of requirements that your product must meet in order to be successful. When you have made your product you will look back at this to evaluate how well you think it turned out.

My product must..........

1. 

2. 

3. 

4. 

5. 

6. 

Learning Objective
To plan a healthy salad.

During the course so far you have made a range of dishes. You now have the knowledge and skills to be able to design a food product, using your research and following your specification. In each of the boxes draw an idea for your dish, remember to annotate your drawings:

Idea no.1

Idea no.2

Idea no.3

Idea no.4

Name:  
Group:  
Date:  

Year 7  
Food Technology
Design Development

**Learning Objective**
To plan a healthy salad.

We must now look back at our chosen ideas and develop it into a final solution. This design must match our specification.
Learning Objective
To plan a healthy salad.
To evaluate our work we must look at our finished product and compare it to our specification. Look at each point in your specification and describe how well you think your product matches it:

1. 

2. 

3. 

4. 

5. 

6. 

Name: 

Group: 

Date: 

Year 7 Food Technology
Learning Objective
Consider packaging and labelling implications on a healthy salad container.

The majority of food products you buy in the shops are packaged. Manufacturers design their packaging to protect the food from germs and damage, but they also use packaging to encourage you to buy their products.

Make a drawing of the packaging your product could come in when it is on the shop shelves. Make sure you include the following details:

- Name of the food
- Company logo
- Instruction for use
- How to store
- Weight of food
- Best Before date
- Ingredients
- Nutritional details
- Name of manufacturer
- Address of manufacturer
- Cost & any special claims

Explain your reasons for choosing the packaging you have designed

________________________________________________________

________________________________________________________
<table>
<thead>
<tr>
<th>Sample</th>
<th>Appearance (1 to 5)</th>
<th>Smell (1 to 5)</th>
<th>Taste (1 to 5)</th>
<th>Texture (1 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><img src="image" alt="Eye" /></td>
<td><img src="image" alt="Smell" /></td>
<td><img src="image" alt="Taste" /></td>
<td><img src="image" alt="Texture" /></td>
</tr>
</tbody>
</table>
Now you must look back at the practical work you have done in class and comment on how you think your product turned out overall. Use the following tips to help you:

- What did you make and what were the main ingredients you used?
- How well do you think you worked in the lesson: were you organised, tidy, quick enough and confident you knew the procedures?
- Did you work independently or did you need help?
- How did you apply hygiene and safety rules?
- What did you enjoy doing most?
- Describe your results: comment on the appearance, colour, texture, flavour and acceptability of your finished product? (Use descriptor words).
- What changes could you make to improve the way you worked?
- What changes could you make to improve the recipe and to improve the quality of the finished product?
- Which new skills do you think you have learned?