

Year 10

Home Economics



Homework

- You will receive your homework booklet for this half term in today's lesson
- The homework tasks within this booklet relate to all of the lessons you will take part in between now and October half term
- It is your responsibility to make sure you do not lose your homework booklet between now and then – if you do lose your booklet you must ask your teacher for another before the homework deadline
- You must complete all homework set within this booklet by the following deadline :

Friday 21st October 2016

Overview of Year 10

Home and Family Life:

- Adulthood
- Parenting
- Pregnancy
- Food Around the World



Resource Management:

- Energy efficiency
- Running a home and budgeting
- Food Waste
- Food Miles
- Online Shopping



Diet and Health:

- Nutritional needs of adults
- Salt and Hypertension
- Food poisoning
- Sports Nutrition



Introductory Lesson 1 – Health and Safety in Home Economics



Learning Intentions:

We are learning about...

- Personal hygiene, safety and kitchen hygiene rules
- Potential hazards and how to minimise them
- What to do if an incident occurs in Home Economics



Kitchen Safety Rules



- Always wash your hands before and after handling food.
- Tie back long hair.
- Wear an apron and roll up your sleeves.



- Keep food preparation surfaces clean.
- Wash fruit and vegetables under cold water before use.



- Always ask an adult before handling knives or going near hot things.
- Handle knives and other sharp equipment with care.
- When using a knife, always cut away from yourself or downwards on a chopping board to avoid cutting yourself.



- Turn handles of saucepans away from the front of the stove when cooking.
- Use oven mitts when taking hot dishes from the oven or microwave.



- Do not run around the room where food is being prepared.
- Wipe up food spills immediately.

- Store food appropriately in sealed containers. Always keep raw meat away from cooked meat at the bottom of the fridge.
- Wash kitchen and eating utensils after use in hot soapy water.



Always use colour coded chopping boards for raw meats.
Tea towels and dish clothes must be clean before use.

You have **25 minutes** to design your own kitchen safety rules poster in your H.E. book.

Remember to make it bright and colourful

*At the bottom of the page write:

I understand these rules and will follow them at all times in Home Economics

Sign this statement as an agreement

What to do if an incident occurs during a lesson?

It is important to remember what should happen if something happens during a practical.

The most important things are to:

- Stay calm
- Report the incident to the teacher immediately

Think about what you need to report to a teacher...

- Burns
- Spillages
- Any breakages
- Anyone using equipment in an unsafe manner




Identify 5 potential risks in the Home Economics room and complete the following table in your books – 1st example completed for you

Risk	Actions that need to be taken to minimise risk	Any additional information
Cutting myself with a sharp knife	Point knives down when carrying back to desk and walk slowly.	Concentrate when cutting foods and always place flat side on chopping board.

Lets review our learning... have you...

Learnt about...



The importance of personal hygiene, safety and kitchen hygiene rules

Potential hazards and how to minimise them

What to do if an incident occurs in Home Economics

Lesson 2 - Adulthood



Learning Intentions:

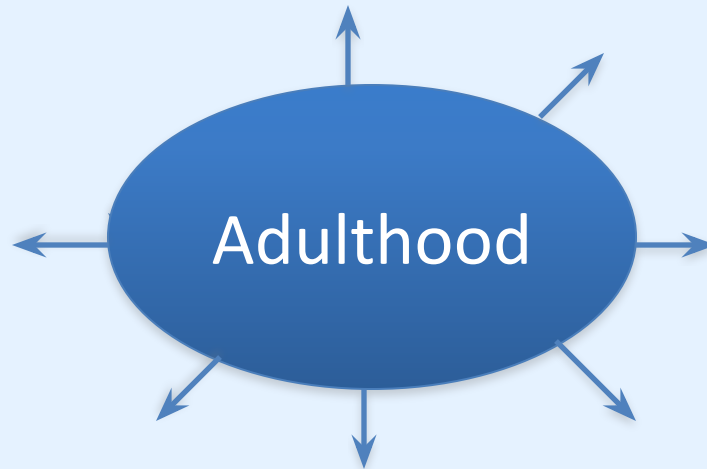
We are learning about...

- What adulthood is all about
- How your needs change in adulthood
- Life events that may happen in adulthood and coping mechanisms for dealing with these

Adulthood

What age are you an adult from _____ to _____.

Discuss with your partner for 2 minutes what you think adulthood is all about.



Take a note of these in your books.

What happens in adulthood?

- Pay taxes
- Get your driving licence
- Making decisions
- Get a job
- Owning a house
- Paying bills
- Old enough to vote
- Having children
- Getting married
- Gain intelligence
- Earning money/budgeting
- No longer a teen

Adulthood

Define each of the following needs:

(Drag statements to correct term and then copy into book)

Physical - These are the things our body needs to live in good health, such as food, clothing and shelter. These changes are those you can see happening.

Intellectual - These are the things we need to continue to develop and learn. It can include education or anything that stimulates you.

Emotional - These are the things we need this to feel safe and secure such as affection from others or having a sense of belonging.

Social – These are the things we need to feel connected to other people such as friendship and communication.

Colour code the following statements into PIES...

Physical

Intellectual

Emotional

Social

Many people retire from full-time employment in their 50s but most commonly in their 60s but still keep stimulated through crosswords & activities

Develop network of personal friends and working relationships

Having children means accepting new responsibilities and emotions.

Peak of physical performance between the ages of 18 and 28

Feel more confident and satisfied with their lives in their 30s and 40s than their 20s

Marriage and good friendships can help people through tough times in life such as bereavement and provide support

Women are most able to conceive children in late teens and early 20s, the risk of miscarriages and complications rise with age

Many new parents need to learn new skills when they first have children

Marriage and parenthood are important events in which you need to communicate well

May have slower reaction times but these skills and abilities may increase during adulthood if regularly exercised

Establish strong relationships and partnerships

In their 40's, many people may need to wear glasses for reading and their hair starts to thin



Cut and stick the statements into the correct section making a table like shown previously.

Discussion Point...



How would the social life of a person who is 22 be different from someone who is 62?

How would the physical needs of a person who is 22 be different from someone who is 62?

Discuss in your pairs for 5 minutes and be prepared to share your answers with the class

In pairs think of life events that happen in adulthood



These events can be expected or unexpected. Think of 5 of each and discuss how this would affect their needs in terms of PIES...

-
-
-
-
-
-
-
-



Take a note of these in your jotter with which of the PIES it will affect most

Strategies to resolve problems in adulthood



Discuss how you could try to resolve or help cope with these unexpected life events in adulthood.

-
-
-
-
- Communicate and listen to others
- Stay calm
- Apologise and compromise
- Counselling/external support

Lets review our learning... have you...

Learnt about...

What adulthood is all about

How your needs change in adulthood

Life events that may happen in adulthood
and coping mechanisms for dealing with
these



Lesson 3 - Cottage Pie



We are learning:

-how to make
cottage pie

Equipment



- 2 medium saucepans
- Vegetable knife
- Chopping board
- Potato peeler
- Pot stand
- Measuring jug
- Wooden spoon
- 2 foil containers
- Potato masher

Ingredients (between 2)



- 200g lean minced beef
- 1/2 an onion (chopped)
- 1 carrot, peeled and chopped very finely
- 1 tbsp plain flour
- 150ml vegetable stock
- 1 tbsp tomato puree
- 1/2 tsp dried mixed herbs
- Salt and black pepper

Potato topping:

- 2 large or 4 medium potatoes peeled and chopped
- Small handful cheddar cheese, grated
- Salt and black pepper

Method



1. Boil the potatoes in a saucepan until softened.
 2. Meanwhile, dry fry the mince, onion and carrots for 3-4 minutes. Add the flour.
 3. Make up stock using boiling water and gradually add to the mince together with the tomato puree and dried herbs. Bring to the boil and stir until thickened. Season and divide the mince mixture between the foil containers.
 4. Drain and mash the potatoes with half the cheese. Season and place on top of mince mixture in foil containers.
 5. Sprinkle with remaining cheese and bake in the preheated oven at 1800 C for 25 minutes until golden.
- Serve with a selection of seasonal vegetables

Evaluation



- What did you do well?
- What could have been improved?
- What skills did you develop when preparing this recipe?
- How would you rate the sensory properties of this recipe?

Lesson 4– Parenting



Learning Intentions:

We are learning about...

- How your life changes when you become a parent
- The skills and qualities of an effective parent
- The different childcare options and what to consider as a parent

Read the following case study:

Jessica is 31 and David is 34 and they have just had their first baby boy together. They both work full time and Jessica has taken 6 months maternity leave. David returned to work after his 2 weeks paternity leave and Jessica finds it hard at times being a new mum and getting all the tasks completed. Her parents live 30 miles away and they are the first couple out of their group of friends to have a baby.

Think of thoughts and feelings that Jessica and David may have.

A large, empty rectangular box with a black border, intended for the student to write their thoughts and feelings about the case study.

Case Study

- Tired
- Excited
- Depression
- Love
- Stressed
- Guilty
- Shocked
- Scared
- Responsible
- Upset
- Old
- Mature
- Worried



How does your life
change when you
become a parent?



Questions to Consider...



- What is the perfect age to become a parent and why?
- Do you think it is important to be married before you have children and why?



Discuss in pairs and be prepared to discuss in class

Remember - it is important to value each others
opinions



How do you think this girl felt when she found out she was pregnant?

'It could have been worse - she could have been doing drugs': Father of new mother, 12, says he is proud after she and boyfriend, 13, become Britain's youngest parents

- Mother met boyfriend a year ago and was 11 when baby was conceived
- Pair from London have combined age of 25 and 'intend to stick together'
- Girl's 'father' admits: 'It is heartbreaking, but you can't turn back time'
- Says there is 'no shame', 'we're not scroungers' and 'I'll support the baby'
- He didn't know couple were having sex, and says boyfriend is 'a great kid'
- Girl's 'father' phones LBC Radio and admits he 'broke down with emotion'
- Britain's previous youngest parents were 14-year-olds from Caerphilly

The 'proud' father of a 12-year-old girl who has become Britain's youngest mother insisted yesterday that he would rather she had fallen pregnant than 'find she is on drugs'.

The schoolgirl, who became pregnant by her 13-year-old 'boyfriend' when she was still in primary school at the age of 11, gave birth to a 7lb 4oz girl on Sunday.

The Year 7 pupil and the baby's father, who are said to be 'totally in love' and who have been going out for a year, are believed to be Britain's youngest parents.

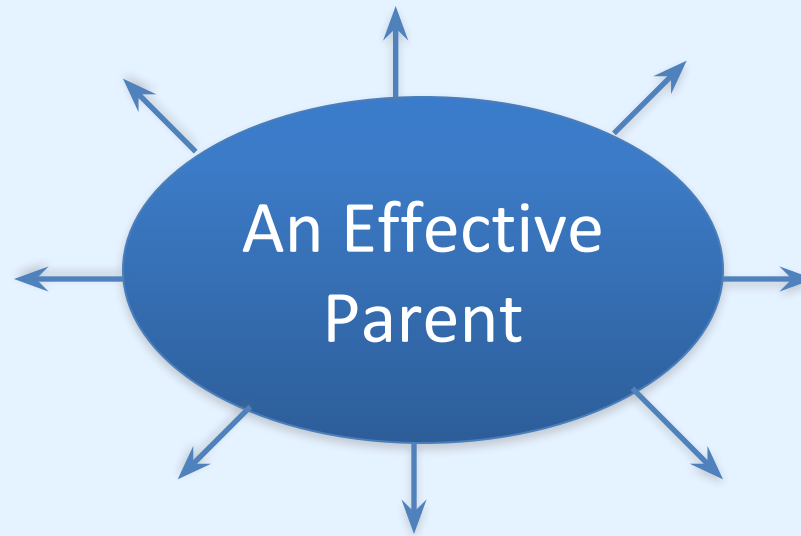


How to become an effective parent...

What skills and qualities are important?



Discuss with partner for 5 minutes and be ready to share...



Childcare



- Choosing the right childcare options for your child/children can be very difficult, especially for new mothers who may be very attached to their child.
- However, for most parents when they return to work their children are taken care of by others.
- The parental decisions of leaving a child with someone, and who that someone will be, are two of the most difficult decisions in the lives of most parents.

What types of childcare can you think of?

-
-
-
-
-
-

Diamond Ranking Activity – Childcare Options

Scenario 1: Anna is a single parent mother who has a two year old and a 6 month old. Her maternity is up in work in a local café and she is considering childcare options for her two children. Her parents live an hour away from her.

Place the cards in order of the most to least suitable for Anna.

Factors to consider:

- Cost
- Who is more experienced?
- Is your child going to be learning new skills such as sharing?
- Safety of child
- Would you like the child looked after in your own home or not?
- Is it close or on the way to work?
- What will happen if the child is ill?
- If you get delayed at work what will happen to the child?



Written Task – Marking for Improvement

- In your classwork book – you must write good reasons for your choice of the top 3 childcare options for scenario 1.
- Your teacher will mark this as your marking for improvement task so try to add as much detail and **justification** as you can.

Diamond Ranking Activity – Childcare Options

Scenario 2: Rebecca works in a bank and Josh is a Doctor. They have just had their first child and Rebecca is returning to work. Her parents live close by but they are quite old and Josh's parents live abroad.

Place the cards in order of the most to least suitable for Rebecca and Josh.

Factors to consider:

- Cost
- Who is more experienced?
- Is your child going to be learning new skills such as sharing?
- Safety of child
- Would you like the child looked after in your own home or not?
- Is it close or on the way to work?
- What will happen if the child is ill?
- If you get delayed at work what will happen to the child?



Childcare Options

- Scenario 1:
- I think the best option is _____
because...

- Scenario 2:
- I think the best option is _____
because...

Written Task – Marking for Improvement

- In your classwork book – you must write good reasons for your choice of the top 3 childcare options for scenario 2.
- Your teacher will mark this as your marking for improvement task so try to add as much detail and **justification** as you can.

Poster Task

- Produce a poster advertising one of the types of childcare that you have reviewed in this lesson
- Your poster must include the following:
 - Name of childcare service
 - Type of service e.g. childminder, nursery etc.
 - Location of service e.g. address/area
 - Hours the child will be looked after
 - Cost
 - Types of activity provided
 - If meals are included
 - Any other relevant information that you think parents would need

Lets review our learning... have you...

Learnt about...

How your life changes when you become a parent

The skills and qualities of an effective parent

The different childcare options and what to consider as a parent



Lesson 5 – Cheese Twists with Sweet chilli sauce



We are learning:

-how to make
cheese twists and
sweet chilli sauce

Equipment



- 1 medium saucepan
- Vegetable knife
- Chopping board
- Garlic crush
- Pot stand
- Greased baking tray
- Pastry brush
- Small plastic bowl
- Flour dredger

Ingredients (between 2)



- Puff pastry – one sheet
- 125g mozzarella cheese
- Handful mixed herbs
- 1 egg for wash

Sweet chilli sauce:

- 100g red chillies
- 1 garlic clove
- 250ml white vinegar
- 220g caster sugar
- 2 teaspoons cornstarch

Method

Watch how to make cheesetwists here: <https://www.youtube.com/watch?v=pUQZKbjPkC8>

1. Preheat oven to 200°C
2. Lightly flour your table. Unroll puff pastry onto table and brush with egg wash.
3. Mix cheese and mixed herbs in a small bowl.
4. Add half of the cheese on top of the pastry.
5. Fold in half and add the rest of the cheese.
6. Cut into 1cm strips and TWIST. Place on baking tray.
7. Bake for 10 minutes.

Sweet chilli sauce

1. Cut up chillies to small chunks
- *Make sure to wash your hands after touching the chilli or wear gloves*
2. Crush garlic using garlic press.
 3. Place crushed garlic, chillies and vinegar and sugar into the saucepan.
 4. Cook on a medium heat for about 5 minutes until the sugar is dissolved.
 5. Add in 2 teaspoons of cornstarch.
 6. Increase heat and bring to the boil until sauce starts to thicken. Leave to cool.

Evaluation



- What did you do well?
- What could have been improved?
- What skills did you develop when preparing this recipe?
- How would you rate the sensory properties of this recipe?

Lesson 6 – Parenting



Learning Intentions:

We are learning about...

- The skills necessary to be an effective parent
- Supernanny's rules and advice for parents

Take 5 minutes to look at your marking for improvement task and make changes to improve your justification on the options of childcare for each scenario.

Make changes in another coloured pen.



Supernanny

Jo Frost, known as supernanny is an experienced nanny who works with badly behaved children. She has her own TV programme and helps parents become more effective parents.

We are going to watch an episode of supernanny. You need to identify problems that the family are experiencing and the solution supernanny puts in place. **Copy out this table into your jotter neatly using a ruler and leave 3 lines between each new line.**

Problems	Solutions

The Minyon family

<https://www.youtube.com/watch?v=QN6xr9KAqUU>

The Gormley-Brickly family

<https://www.youtube.com/watch?v=d9AL34AGzEQ>

The Cooke family

<https://www.youtube.com/watch?v=ESVJE2EGHqw>

Lets review our learning... have you...

Learnt about...

The skills necessary to be an effective parent

Supernanny's rules and advice for parents



Lesson 7 – Pregnancy



Learning Intentions:

We are learning about...

- The different stages in pregnancy
- Nutritional needs during pregnancy

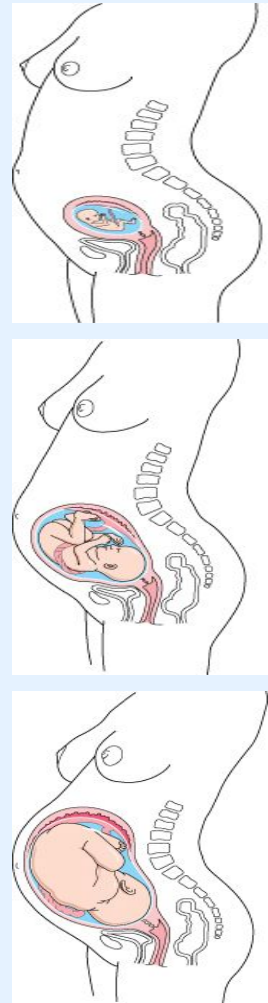
Pregnancy

There are three main stages of pregnancy –
1st, 2nd and 3rd trimester.

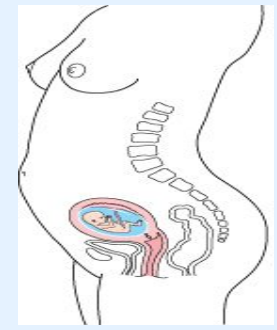
1st trimester is week 1 – week 12.

2nd trimester is week 13 – week 38.

3rd trimester is week 29 - 40.

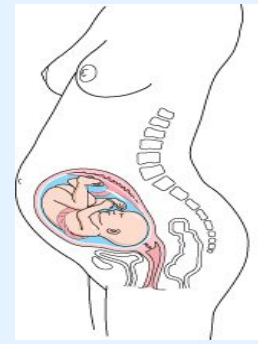


1st Trimester



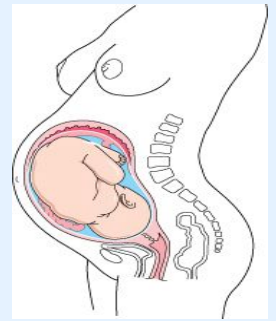
- The first trimester is the most crucial to your **baby's development**. During this period, your baby's body **structure and organ systems develop**. Most miscarriages and birth defects occur during this period.
- Your body also undergoes major changes during the first trimester. These changes often cause a variety of symptoms, including **nausea, fatigue, breast tenderness and frequent urination**. Although these are common pregnancy symptoms, every woman has a different experience. For example, while some may experience an increased energy level during this period, others may feel very tired and emotional.

2nd Trimester



- The second trimester of pregnancy is often called the "golden period" because many of the unpleasant effects of early pregnancy disappear and it is the most comfortable trimester. During the second trimester, you're likely to experience decreased nausea, better sleep patterns and an increased energy level. However, you may experience a whole new set of symptoms, such as back pain, abdominal pain, leg cramps, constipation and heartburn.
- Somewhere between 16 weeks and 20 weeks, you may feel your baby's first fluttering movements. Your abdomen will start to look pregnant as the uterus has grown rapidly.
- At your 20 week scan you can usually find out the sex of your baby.

3rd Trimester



During the third trimester you will start seeing your health care provider more frequently. Your doctor will regularly:

- test your urine for protein
- check your blood pressure
- listen to the fetal heart rate
- measure your fundal height (the approximate length of your uterus)
- check your hands and legs for any swelling
- Your doctor will also determine the baby's position and check your cervix in order to monitor how your body is preparing for childbirth.
- The third trimester is a good time to educate yourself about labour and delivery. Take time out to enroll in a childbirth class. Childbirth classes are designed to prepare you and your partner for labour and delivery.

Nutrients during pregnancy

Folate/Folic Acid



Folate is essential to have throughout pregnancy – especially in the first trimester to prevent neural tube defect.

It is also important to have folate in your diet in the form of supplements before conception as well as consuming foods rich in folate. You need 400mg daily.

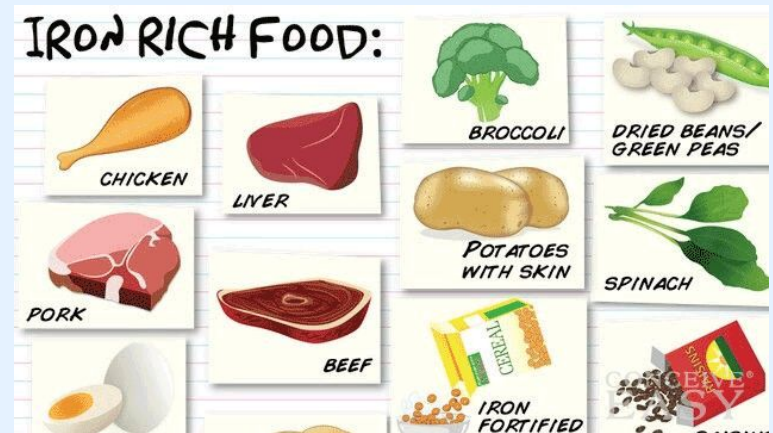
Nutrients during pregnancy

Iron

Adequate iron intake is essential to provide for new blood supply for the baby and to prevent anaemia.

The baby stores iron for the first few months so it is important to have enough in the diet to support the baby.

Vitamin C is also needed to help with iron absorption.



Nutrients during pregnancy

Vitamin A

Large intakes of Vitamin A are linked to birth defects.

It is important to avoid Vitamin A supplements and foods rich in Vitamin A such as:

- liver

- kidney

Nutrients during pregnancy

Protein

Protein is important for the mother and baby for growth and repair of cells.



Calcium

Calcium is important for the mother and baby for bones and teeth. Teeth have to be carefully monitored during pregnancy as they get weaker. Vitamin D is also needed for calcium absorption.

Nutrients during pregnancy

Wholegrain foods

Wholegrain foods are important to prevent constipation which is common during pregnancy. This is due to them having more fibre which is good for bowel movements.

What foods are rich in wholegrain?



Calories during pregnancy

During pregnancy you need to increase energy requirements.

You will have reduced energy expenditure as you will not be doing strenuous exercise during pregnancy.

In the second trimester you will need to increase it by about 300 more calories a day.

Foods to AVOID during pregnancy

- **Soft cheeses** - Although infection with listeria is rare, it is important to take precautions in pregnancy as it can cause miscarriage, stillbirth or severe illness in a newborn baby.
- **Pate** – can contain listeria also. Any products with liver as they are too high in Vitamin A.
- **Raw or undercooked meats and unpasteurised milk** or products made from it – can cause toxoplasmosis which can harm the unborn baby.
- **Foods containing raw eggs** – could contain salmonella.
- **Shark, swordfish or marlin** – This is because of the levels of mercury in these fish. At high levels, mercury can harm a baby's developing nervous system.
- **Caffeine** - High levels of caffeine can result in babies having a low birth weight, which can increase the risk of health problems in later life. Too much caffeine can also cause miscarriage.
- It is now advised to **eat peanuts** during pregnancy to try and decrease nut allergies – UNLESS you are allergic or a close family member.

Task

Write a summary of the nutritional needs of a woman during pregnancy and plan a healthy menu for the day.

- Breakfast
- Lunch
- Dinner



Identify why you have chosen these foods – why are they important for pregnancy?

Don't forget drinks

Test your knowledge - Pregnancy Quiz
Record **a, b or c** in your books and we
will check answers at the end.

Question 1

A pregnant women needs a good supply of calcium for...

- a) Healthy blood
- b) To prevent neural tube defects
- c) To help the unborn baby's bones develop

Question 2

Which of the following foods should be avoided during pregnancy?

- a) Tuna fish
- b) Unpasteurised milk
- c) Cake

Question 3

Which of the following foods is a good source of iron for a pregnant women?

- a) Liver
- b) Red meat
- c) Fish

Question 4

Which of the following foods can cause listeria?

a) Pate

b) Cheddar cheese

c) Bread

Question 5

Folic acid is most important to take until...

- a) 6th week of pregnancy
- b) 12th week of pregnancy
- c) 3rd week of pregnancy

Question 6

Pregnant women should be careful when taking supplements because...

- a) They are expensive
- b) They don't always contain all that is needed in pregnancy
- c) They can be dangerous in high doses

Question 7

Extra protein is needed during pregnancy for...

- a) To help the mother's bones
- b) To protect the mother's eyesight
- c) To help the mother and unborn baby grow

Question 8

Which of the following foods are good sources of folic acid?

- a) Fortified breakfast cereals and broccoli
- b) Cheese and yoghurts
- c) Apples and bananas

Answers

Question 1 - c

Question 2 - b

Question 3 - b

Question 4 - a

Question 5 - b

Question 6 - c

Question 7 - c

Question 8 - a

Lets review our learning... have you...

Learnt about...

The different stages in pregnancy

Nutritional needs during pregnancy



Lesson 8 - Apple Crumble



We are learning:

-how to make apple
crumble

Equipment



- Apple corer
- Vegetable knife
- Teaspoon
-
- Tablespoon
- Medium saucepan
- 2xfoil containers
- Chopping board
- Baking bowl

Ingredients (between 2)



- 2 large cooking apples
- 75g soft brown sugar
- 1/2 teasp ground cinnamon
- 2 tablespoons orange juice

For the Crumble

- 180g plain flour
- 60g caster sugar
- 90g butter
- pinch of salt

Method



- Pre-heat oven to 200 °C.
- Peel core and slice the apples.
- Place the apples in a medium saucepan and add the brown sugar, cinnamon and orange juice. Cook them until soft.
- Divide the apples into the two foil containers and make the crumble.
- Place the flour and salt into the baking bowl.

- Cut the butter into smaller pieces and add to the baking bowl. Rub in with your finger tips until the mixture resembles fine breadcrumbs.
 - Add the sugar.
- Sprinkle crumble on top of the apples. Do NOT press it down.
- Bake for 20 – 25 minutes until the top has browned.

Serve hot with custard or cream or ice-cream.

Evaluation



- What did you do well?
- What could have been improved?
- What skills did you develop when preparing this recipe?
- How would you rate the sensory properties of this recipe?

Lesson 9 – Food Around the World

Learning Intentions:

We are learning about...

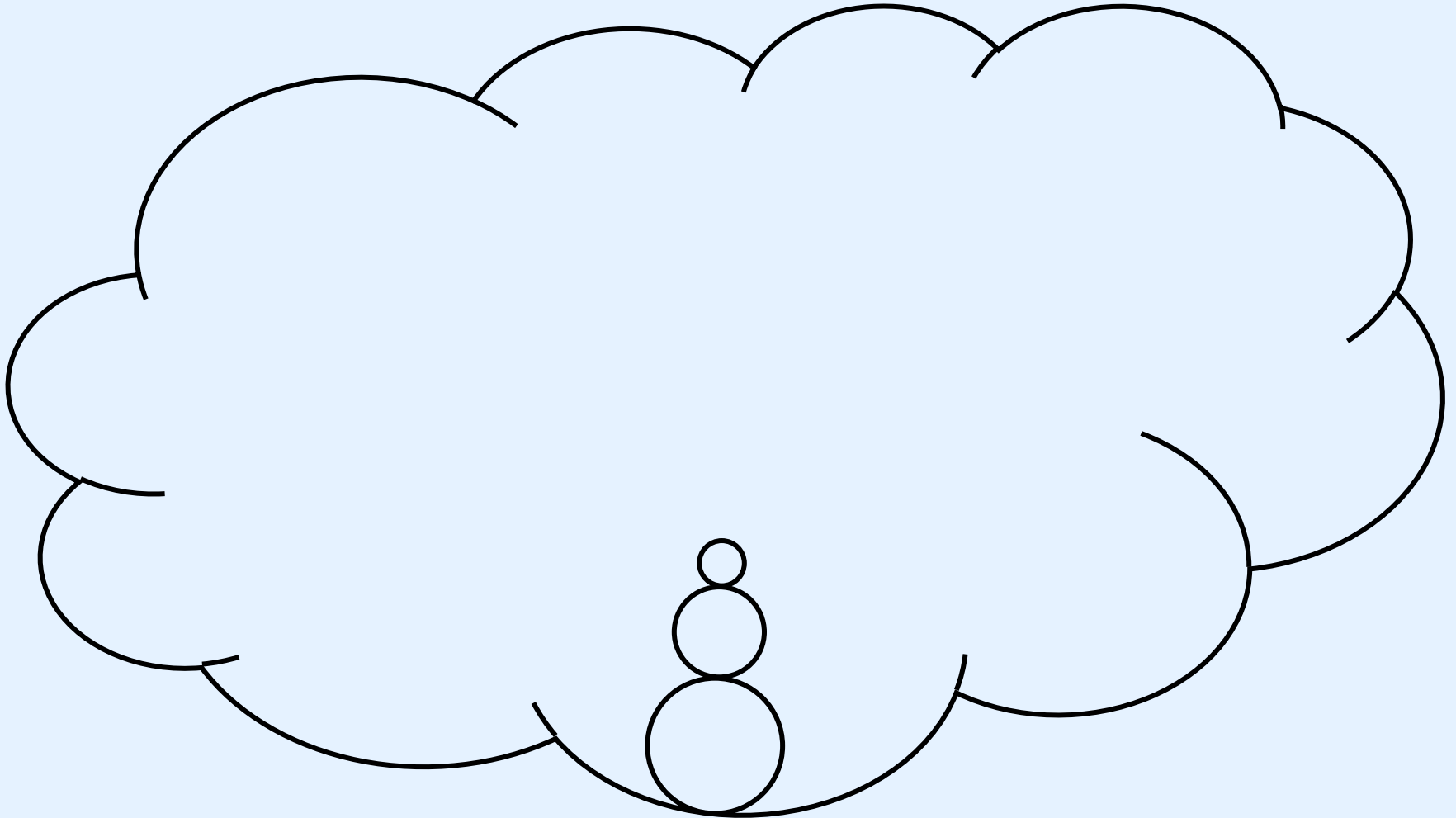
- **Why we eat a more varied diet including foods from around the world**
- **Different traditional foods from around the world**



Why do you think we now eat a more varied diet including foods from around the world in comparison to 100 years ago?



Discuss with your partner for 2 mins and share



Reasons for eating different foods from around the world can include..

- More people are travelling and going on holidays abroad.
- More people are moving to different countries and so the world is becoming more interconnected. This is called globalisation.
- People are more willing and open to try new foods.
- People now have more money to spend on foods that are from far away and are imported.
- Better transport to get foods to different countries faster.
- We see different cuisines from all over the world on television programmes.
- Many people born in this country have ethnic and cultural origins in other parts of the world.



Why different countries have traditional foods...

People choose lots of different types of food to eat depending on where they live and:

- what food is available to them – e.g. what they can grow there
- their likes and dislikes – e.g. some countries like very spicy foods whereas some do not
- time – how long do they have to cook, grow the food
- culture and religion – some religions will not eat certain meats or foods
- whether they can cook – e.g. knowledge of cooking techniques

Think about... What is your favourite dish for dinner?



Where does this come from?

Matching exercise – you have 15 cards of foods from around the world. In pairs you have to match the foods with the correct country.



Correct answers...

Frankfurter – Germany

Ulster fry – Ireland/UK

Hamburger – USA

Fijitas - Mexico

Couscous – Morocco

Frogs legs - France

Paella – Spain

Pizza - Italy

Chakalaka – South Africa

Curry – India

Spring rolls – China

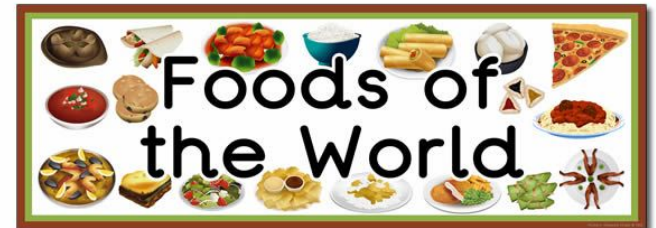
Borscht – Russia

Kroket – Netherlands

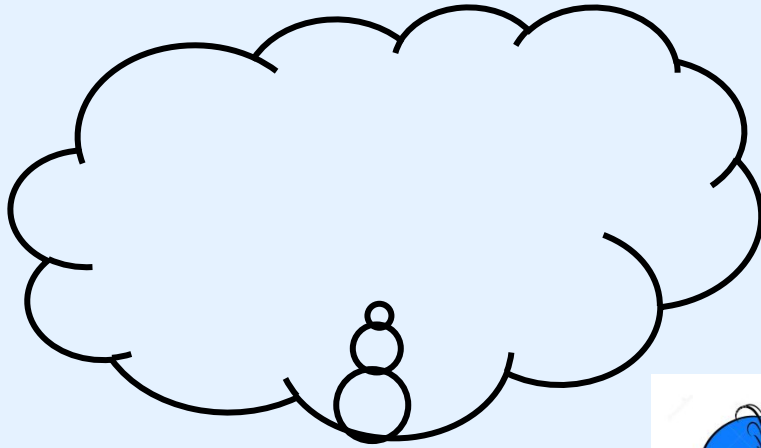
Kapusta – Poland

Feta cheese & olive salad – Greece

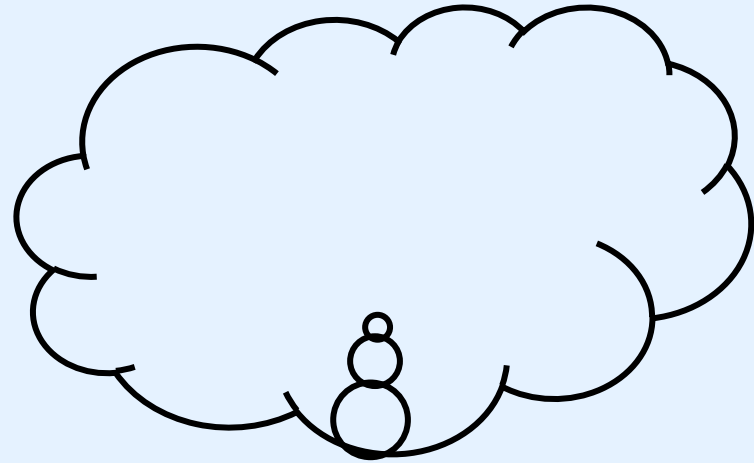
Take a note of these into your books



Cultures and Food – What do you know about the special diets of these religions...?



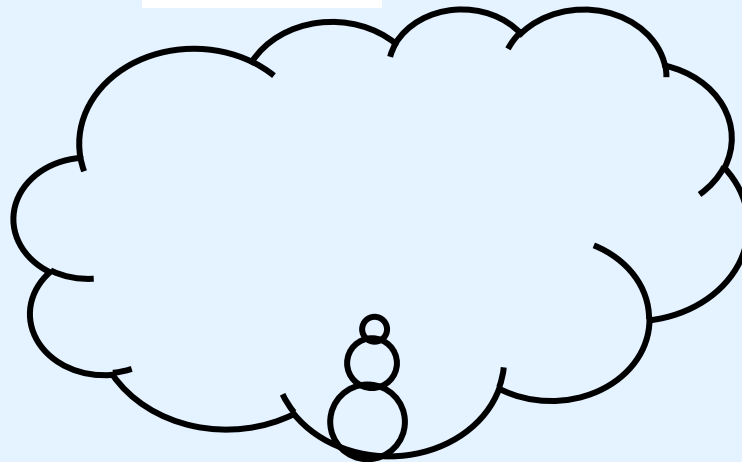
Muslim



Hindu



Jewish



Copy this table into your book

Religious Group	Pork	Beef	Lamb	Chicken	Fish
Hindu	X	X			
Muslim	X	Halal	Halal	Halal	
Sikh	X	X			
Jewish	X	Kosher	Kosher	Kosher	No Shellfish
Buddhist	X	X	X	X	X
Rastafarian	X	X	X	X	X

Judaism (Jewish)

- ☐ Kosher means that a food is permitted.
- ☐ Pork and shellfish are forbidden.
- ☐ Cannot mix or consume dairy products with meat.
- ☐ Jewish feast days include Rosh Hashanah and Passover.

Muslims

- ☐ Halal means that the food has been blessed.
- ☐ Some Muslims choose to fast on Mondays or Thursdays or both. ☐ The month of Ramadan requires fasting during sunlight hours.

Hindus

- ☐ People who practice the Hindu religion may choose not to eat meat (especially beef).
- ☐ Vegetarianism is encouraged, but not compulsory.

Kids trying dinners from around the world!

<https://www.youtube.com/watch?v=JmOGqOG8Sbl>

Question and Answer Time! 😊

Think of a challenging question about today's lesson.

Write it on a post it note and give them all to the teacher. You are only allowed to pack up when you have answered a question correctly.



First to put their hand up gets asked first so
... get ready and listen carefully!

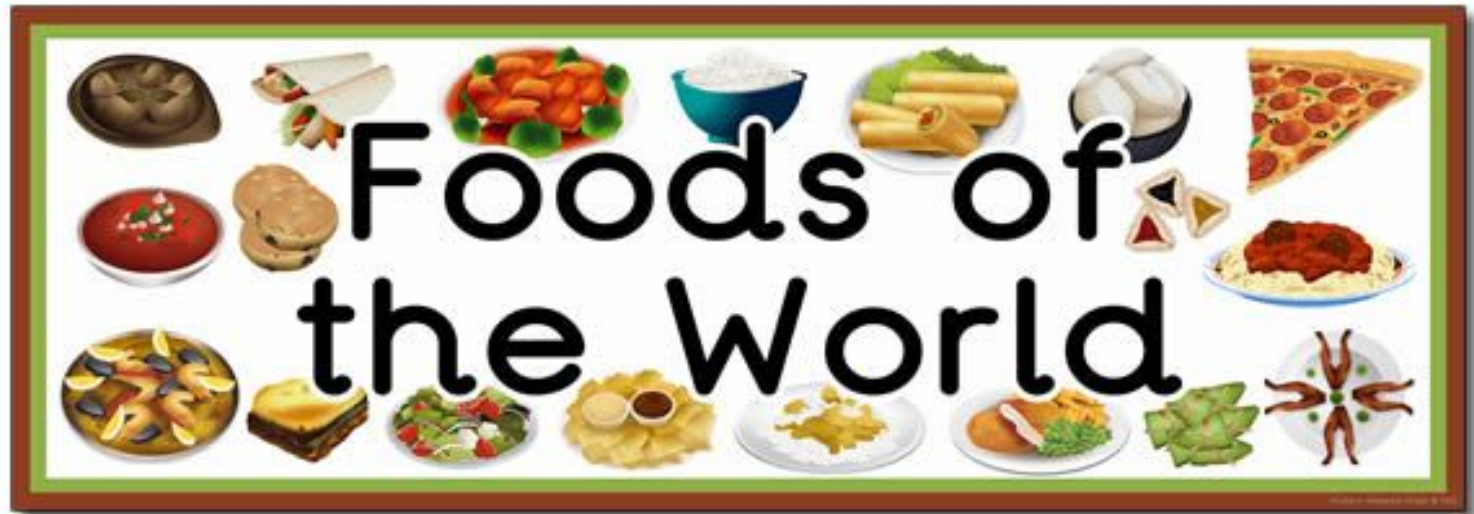
Lets review our learning... have you...

Learnt about...

- **Why we eat a more varied diet including foods from around the world**
- **Different traditional foods from around the world**



Lesson 10 – Food Around the World Tasting Session



During this tasting session you have to complete the table.

Lesson 11 – Energy Efficiency

Learning Intentions:

We are learning about...

- **How to be more energy efficient**
- **How to help save the environment**



Energy efficiency handouts.
Read the notes and complete.

You are a manager of an energy efficiency marketing company and you have been asked to promote a product.

This could include:



- Solar panels
- Wind turbine
- Insulation
- Energy efficient light bulbs

OR.. You can be inventive and create your own product such as a new energy efficient washing machine.

You are going to present this next theory lesson in a 2 minute presentation and should include: The new name of the product, how it helps to save energy, how much you will save per year, how much it costs/costs to install, what it looks like.

Lesson 12 - Chicken and broccoli bake



We are learning:

-how to make
chicken and
broccoli bake

Why would this dish be a good option for a pregnant women?

Equipment



- Frying pan
- Medium saucepan
- Large saucepan
- Chopping board
- Potato masher

Wooden spoon

Vegetable knife

Measuring jug

2 foil containers

Tablespoon

Ingredients (Between 2)



- 1 large chicken fillet
- 50g broccoli
- 1 tablespoon oil
- 4 large potatoes
- Knob of butter
- Handful of grated cheese

White Sauce

- 15gms butter
- 15gms plain flour
- 160mls milk

Method



4. Add the broccoli and cooked chicken and stir gently.
5. Drain and mash the potatoes.
6. Divide the mixture into two foil containers. Top with mashed creamed potatoes and sprinkle with grated cheese.
7. Place in the oven at 180° C for 15 – 20 minutes until golden.

1. Place potatoes in large saucepan with boiling water and boil for 10 minutes.
2. Stir-fry chicken for 5 minutes until golden brown
3. Make up the white sauce by adding the butter, plain flour and milk into a medium saucepan. Bring to the boil, stirring continuously until the sauce has thickened then add half the grated cheese, saving the remainder for garnishing.

Evaluation



- What did you do well?
- What could have been improved?
- What skills did you develop when preparing this recipe?
- How would you rate the sensory properties of this recipe?

Lesson 13 – Energy efficiency presentations.

Use marking criteria
grid.

**Lesson 14 – End of unit
assessment.**

**Exam and maths
questions.**

Lesson 14 - Christmas Cookery

White Chocolate & Cranberry Muffins



We are learning:

-how to make white
chocolate and
cranberry muffins

Equipment



- Baking bowl
- Teaspoon
- Measuring jug
- Wooden spoon

- Muffin cases
- Muffin tin
- Spatula
- Pot stand

Ingredients (between 2 – makes 12 muffins)



- 250g self-raising flour
- 1-teaspoon baking powder
- 100g caster sugar
- Pinch of salt
- 160ml milk
- 100g melted butter
- 2 eggs (beaten)
- 100g white chocolate chips
- 100g of cranberries

Method



1. Place the flour, baking powder, salt and caster sugar into the baking bowl.
2. Stir the white chocolate chips & cranberries.
3. Melt the butter using the microwave and add to the bowl together with the milk and beaten eggs.
4. Stir gently with a wooden spoon.
5. Carefully spoon the mixture into the muffin cases filling them to 2/3 full.
6. Bake for about 15 minutes at 180° C until well risen and firm to the touch.

Dust with icing sugar to serve

Evaluation



- What did you do well?
- What could have been improved?
- What skills did you develop when preparing this recipe?
- How would you rate the sensory properties of this recipe?

Lesson 15 – Running a Home & Budgeting

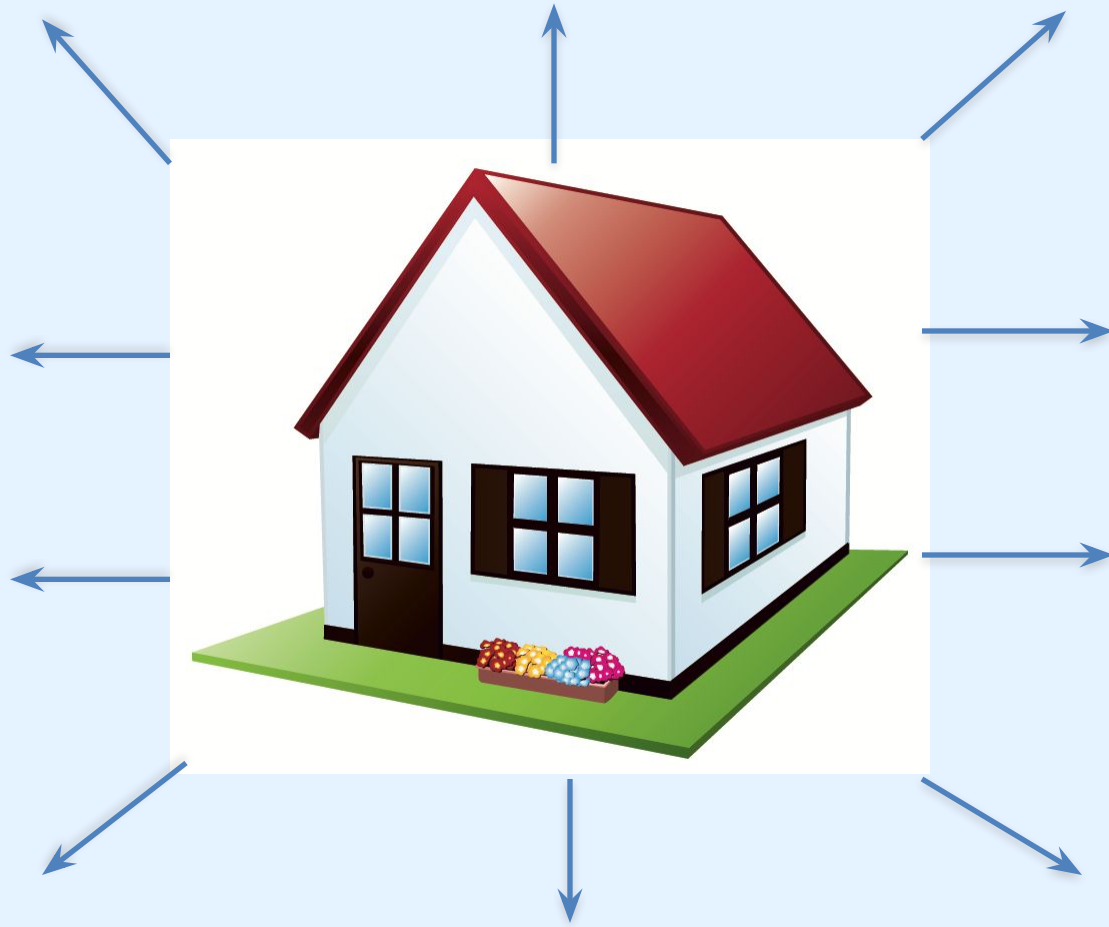
Learning Intentions:

We are learning about...

- **The costs involved in living alone**
- **Why it is important to manage our money and budget**



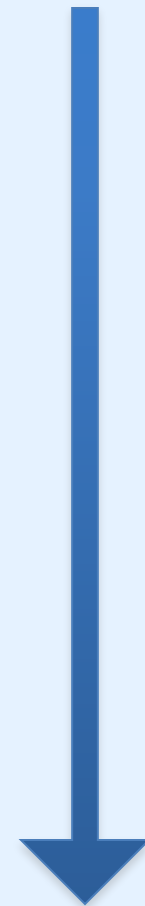
What costs are involved in living alone?



Discuss with your partner the 10 costs involved in running a home and rank them from the most to least expensive.

Estimate how much each bill would cost.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.



Most
expensive

Least
expensive

- When people go to buy their first house it is a big financial commitment that should be planned carefully.
- It can be a very stressful time and it is usually the first time you have to take responsibility of your own money.
- Paying for a home either means getting a **mortgage** or paying **rent**.

- A **mortgage** is... _____

- **Rent** is ... _____

Take a note of these terms in your book.



Discuss what the advantages and disadvantages are of getting a mortgage.

+

+

-

-

Discuss the advantages and disadvantages are of renting a house.

+

+

-

-



Take a note of these in your book.



BUDGETING

What does the term 'budget' mean?

A **budget** is a plan of the estimated money earned (income) and spent (outgoing) by someone over a set amount of time.



What are the benefits of having a budget?

-
-
-
-
-
-

Key terms...

Income – the money we earn or receive (coming in). This could be from _____.

Expenditure – the money we spend on things (going out). This will include _____.

Disposable income – this is the amount of money we have left after expenses have been paid. Therefore it is the:
Total income – total expenditure = disposable income.
This tells us how much money we have to spend on items we want (non essential items).



Income	Expenditure
Wage £1,500	Mortgage £500
Child benefit £150	Food £400
	Rates £100
	Car £100
	Non-essential items including clothing £150
Total: £1,650	Total: £1,250

What is the disposable income?

£400

How could this family reduce their monthly expenditure?

Why is it important to always have disposable income – what could this be used for?



DEBT

What is debt? _____

It is important to manage our money by budgeting so we do not get into debt. However, some people have difficulty paying their bills and get credit cards and run up debt. What are the consequences of getting into debt.



Discuss with your partner and be ready to share ideas with the class. List below.

-
-
-
-
-
-
-

Consequences of getting into debt...



Health – financial difficulty is a common cause of stress. Symptoms can include anxiety, feeling sick, headaches, trouble sleeping and even depression. It can impact your physical health and mental health.

Relationships - financial difficulty can put a lot of stress on families and relationships. It can cause arguments and it is one of the most common causes of relationship breakdowns. It also means you have less to go out and spend money on doing things together.

Accommodation – if you fall behind on rent or cannot keep up mortgage payments then you could lose your house. It may also mean it is more difficult to get another house in the future.

This is why budgeting is so important!!



Discussion point...



Do you get pocket money?

Why is it important that young people learn how to manage money?

Can you think of ways to get children to learn this skill?

Think of the last thing you saved for? How long did it take? Can you think of how you could reduce your spending to save for it sooner?

Task...



Ashleigh is only 20 and has already has two credit cards on top of her student loan. She is starting to get stressed about her situation as she keeps getting letters from the credit card companies about not paying them off and the amount of interest she is having to pay on them.

Write her a short letter to give her advice on what to do with her situation.

This task will be marked in your books by your teacher.

Extension task

- Write down two things you have learnt today that you think will help you in later life with your finances.
- Write down two terms you have learnt today and the meaning of each.



Lets review our learning... have you...

Learnt about...

- The costs involved in living alone
- Why it is important to manage our money and budget



Lesson 16 – Lasagne



We are learning:

-how to make homemade lasagne and are going to look at the cost involved

Equipment



- Medium saucepan
- Small saucepan
- Chopping board
- Vegetable knife
- Wooden spoon
- Foil containers x2
- Measuring jug

Ingredients (between 2)



- 4 lasagne sheets
- 1/2 an onion
- 200gms lean minced beef
- Small tin of chopped tomatoes
- A pinch of mixed herbs
- 1-teaspoon tomato puree
- 50gms cheddar cheese
- 2 mushrooms

White Sauce

- 20gms butter
- 20gms plain flour
- 250mls milk

Method



1. Pre-heat the oven to 190° C
2. Chop up the onion, slice the mushrooms and fry with the minced beef until brown (use a little oil if necessary)
3. Add the chopped tomatoes, mixed herbs and tomato puree. Simmer for 15 minutes
4. Make up the white sauce by adding the butter, plain flour and milk into a medium saucepan. Bring to the boil, stirring continuously.
5. Put a layer of mince in the foil container then a layer of lasagne followed by another layer of mince. Finish with a layer of lasagne and top with the white sauce.
6. Sprinkle with cheese.
7. Place in the oven for 35 minutes.

Evaluation



- What did you do well?
- What could have been improved?
- What skills did you develop when preparing this recipe?
- How would you rate the sensory properties of this recipe?

Lesson 17 – Running a Home & Budgeting – ‘Live Well for Less’

Learning Intentions:

We are learning about...

- **How to save money on food**
- **How to ‘Live well for less!’**



Take 5 minutes to look at your marking for improvement task and make changes to improve your letter to Ashleigh from the teacher's comments.

Make changes in another coloured pen.



Saving Money on Food

Food is one of the things that many young people living on their own have to pay and budget for. It is important to eat a healthy balanced diet and not live on super noodles as they are cheap!

Paul is moving out on his own for university and would like some tips on how to save money on food.

Write down 5 ways in your books and we can share ideas.



Saving Money on Food



Some ideas – make sure you have at least 10 points recorded in your books.

- Buy fruit and vegetables in season.
- Buy in bulk – e.g. a larger 4 pack of baked beans is cheaper than buying 4 separate cans
 - Buy offers – e.g. BOGOF
 - Buy foods reduced as going out of date and freeze
- Shop around – e.g. many bargain shops such as Home Bargains or Poundland do tinned foods much cheaper than Tesco
 - It is cheaper to make food yourself than buy convenience foods or takeaways
- Meat and fish are expensive so eat small portions of these with cheaper foods such as rice, potatoes and vegetables
- Try own brand foods opposed to known brands as these are usually more expensive
 - Write a menu and shopping list to avoid food waste
 - Use vouchers where possible – e.g. Tesco clubcard vouchers

Lesson 18 – Homemade Pizza



We are learning:

-how to make homemade
pizza at a low cost

Equipment



- Baking tray
- Measuring jug
- Tablespoon
- Chopping board
- Vegetable knife

- Baking bowl
- Flour dredger
- Table knife
- Rolling pin

Ingredients (between 2)



- 150g self-raising flour
- 1-tablespoon oil
- 90mls milk
- 2 tablespoons pizza topping
- 1/2 onion
- 2 slices ham
- 1/2 pepper
- 100g-cheddar cheese

Method



1. Pre-heat the oven to 220° C.
2. Grease a baking tray with a little oil.
3. Mix the flour, oil and milk to a soft dough using the table knife.
4. Roll the dough into two rounds, 1cm thick and place on the baking tray.
5. Spread the pizza topping onto the dough.
6. Chop the onion and pepper finely.
7. Put the onion, pepper and ham onto the pizza base.
8. Sprinkle with grated cheese.
9. Bake for approximately 20 minutes.

Evaluation



- How much do you think it would cost to make one pizza?
- What did you do well?
- What could have been improved?
- What skills did you develop when preparing this recipe?
- How would you rate the sensory properties of this recipe?

Lesson 19 – Online Shopping

Learning Intentions:



We are learning about...

- **Reasons for the growth of online shopping**
- **The advantages and disadvantages of online shopping**
- **How to shop online**

Why do you think there has been a growth in online shopping?



In your pairs think of 3 advantages and 3 disadvantages of online shopping.



+

+

+

+

+

-

-

-


-

-

Take a note of 5 of each in
your books

ANSWERS ON NEXT SLIDE



- + Available 24/7
 - + Can purchase products from the comfort of your own home
 - + A wider range of products from around the world
 - + Special discounts/Lower prices often as do not have to pay for a shop.
 - + Easier to compare prices of goods from a range of places
 - + Helps avoid the stress of busy shops, travel, parking etc.
- 
- Security issues (fraud)
 - Don't get to actually see or handle the product before buying it
 - May be extra costs involved – e.g. postage/delivery
 - Don't get the product immediately and delivery times can be slow over holiday periods
 - Limited personal contact and customer service
 - Older people may not be able to access it or people who do not have access to a card

How to stay safe when shopping online



- Try not to make purchases on public computers and never click to remember your passwords
- Use safe payment options – PayPal is a safe way to pay online as if an item does not arrive PayPal will investigate and get your money back.
- Also try to use a credit card opposed to a debit card if possible as this is safer as you can get money back if it is a fraud.
- Be wary of emails asking for your personal information – there was a fraud email in August 2016 sent to millions about iTunes that was not legit and it asked for your Apple ID info. which is linked to your bank. It is important to check an emails before clicking on them and giving personal information.

Online Shopping Task

- As we have been also looking at budgeting you have been assigned a task to combine online shopping with budgeting.
- You have to find the ingredients used to make homemade pizza for the lowest price possible.
- The pair in the class that can get the lowest cost for buying the ingredients to make a pizza are the winners! 😊
- You can use any website you can find but you need to prove your prices so keep a note of them!

Ingredients (will make a pizza for 4 people – roughly 2 x 12”)

- 1 small bag of self-raising flour
- 1-tablespoon oil
- Small carton of milk
- One small jar of pizza topping
- An onion
- A packet of ham
- A pepper
- A small bag/block of cheddar cheese

£ Price comparison £

- Look up Dominoes Pizza and find out how much it is to buy 2 normal 12" pizzas (not on offer) that is similar to the one we made in class.
- How much do you save by making a homemade pizza (remember those ingredients were between 4 so made 2 pizzas)?



£ _____

Discussion Point



- How does shopping online affect local shops and businesses?
- Discuss the positives and negatives.

Lets review our learning... have you...

Learnt about...

- **Reasons for the growth of online shopping**
- **The advantages and disadvantages of online shopping**
- **How to shop online**



Lesson 20 – Lemon Cheesecake



We are learning:

-how to make lemon
cheesecake

Equipment



- Baking bowl x2
- Yellow chopping board
- Rolling pin

- Wooden spoon x2
- Pot stand
- Lemon zester
- Lemon juicer

Ingredients (between 2)



- 150g biscuits
- 75g margarine
- 300g soft cream cheese
- 2 lemons
- 1 small lemon yoghurt
- 100g caster sugar

Method



1. Crush digestive biscuits in the plastic bag.
2. Melt the butter in the microwave for 30 seconds.
3. Mix the digestive biscuits and the melted butter in a baking bowl.
4. Tip the mixture of digestives and butter mixed into your tin/bowl of choice.
5. Push down to the bottom of the tin/bowl using the back of a spoon.
6. Put the base of the cheesecake (the digestives and butter) into the fridge.
7. Cut the lemon in half and using the lemon juicer squeeze as much lemon juice out as you can.
8. Zest the skin of the lemon.
9. Make the filling by mixing the cream cheese, lemon juice, lemon zest and caster sugar in a baking bowl.
10. Get the tin/bowl out of the fridge with the base.
11. Using a large spoon, spoon the mixture on top of the base.
12. Decorate the cheesecake.
13. Place back in fridge until end of lesson.

Tasks



1. Complete the most recent Marking for Improvement task in your book
2. Write your evaluation for lemon cheesecake:
 - What did you do well?
 - What could have been improved?
 - What skills did you develop when preparing this recipe?
 - How would you describe the outcome?
3. Produce a recipe and sketch for an alternative cheesecake

Evaluation



- What did you do well?
- What could have been improved?
- What skills did you develop when preparing this recipe?
- How would you rate the sensory properties of this recipe?

Lesson 21 – Food Waste

Learning Intentions:

We are learning about...

- **How to reduce food waste**
- **How our food waste can be reused**



Throwing away food is a waste in lots of different ways. We spend £12 billion a year on throwing away edible food! That's an average of £50 per family per month! (source: Love Food Hate Waste) But the cost is not just to our wallets, wasting food has huge costs for the environment too!



Why do we have so much food waste?

-
-
-
-
-
-
-
-

<https://www.youtube.com/watch?v=LjTW6UIoEss>

Watch the first 3 minutes of this video and take note on why we need to reduce food waste and ways in which we can reduce it.



Reduce food waste by putting it into your brown bin!



1. Any type of food waste can go into your brown food bin – meat, bread, plate scrapings, small bones, you name it!



2. Once your food scraps have gone into the food waste bin they will be collected by the recycling lorry.



3. The lorry will then transport the food waste to the anaerobic digestion plant which will be able to process 30,000 tonnes of food waste each year.



4. As the waste rots down it will create gas, mostly methane, which will be burnt to generate electricity! In addition to the gas some compost is left which can be used as a fertiliser.

Image courtesy of Ventrilock/
FreeDigitalPhotos.net

HOME COMPOSTING



Another option for food waste is to compost at home using a compost bin. Compost bins are a different type of composting as air is used in the process. In addition to veg peelings, fruit waste, old tea bags and the like, garden waste can also be composted. It is important to have a **good mix** of 'green' wet materials like fruit waste and grass cuttings and 'brown' materials like cardboard, sawdust, scrunched up paper and autumn leaves. You want a 50/50 mix of these 'green' and 'brown' materials. The 'browns' will help to soak up some of the moisture and help air to move around the compost bin. This is called **aerobic composting**. As the waste rots down it turn into compost which can be used on your garden to improve the soil and help plants grow.

Pros

- The waste doesn't have to be transported anywhere and you get a lovely compost you can use, made from your own recycled waste!
- It **saves money** and means you don't have to buy compost.
- It's satisfying and has great education potential!

Cons

- It's best to avoid composting meat and cooked food waste though as this can attract rats!
- Not everyone needs or can make compost. Only 40% of households generally compost and for those people living in flats and without gardens it's not really an option.

LANDFILL

The final option for dealing with food waste is to send it to landfill. This is the worst option and therefore comes at the bottom of the waste hierarchy.

Pros

- Landfill is a relatively easy process of tipping waste into a hole although the sites have to be built to a very high standard and monitored to ensure nothing escapes.
- The waste is disposed of relatively locally and doesn't have to travel too far.

Cons

- There is little air in a landfill site and any food waste will rot down in anaerobic conditions. This produces methane gas which is a greenhouse gas. Although some of this can be captured and burnt for energy a lot of this will escape into the atmosphere.
- It's expensive! Each tonne of waste that goes to landfill costs £72 in landfill tax (2013-14)
- We're running out of space! Our existing landfills are filling up, although this process has slowed down dramatically since recycling has increased, and it's very hard to find new sites. No-one wants to live next door to a landfill site!
- Landfill wastes resources—once waste is landfilled we lose all of its potential as a resource, whether that's as a source of energy or as something that can be recycled or reused.
- Landfill sites can be smelly and noisy places. It also means taking away habitats for wildlife although many landfill operators now seek to manage completed landfills to bring back wildlife. This happens at the Dimmer site where Carymoor has been working to create a range of new habitats to bring life back to the landfill site.

6 Tips to Reduce Food Waste

- 1. Get organised.** Planning a menu & grocery list means you know exactly what to buy and won't leave extra food leading to food waste.
- 2. Food storage.** This will save foods from going off and being wasted before they are eaten.
- 3. Freeze leftovers.** Do not throw it out, take it for your lunch or reuse it another day.
- 4. Make a compost heap in your garden!**
- 5. Shop at supermarkets that are encouraging foods that are imperfect.**
- 6. Use your green bags and put them in the brown bin to generate electricity or used as fertiliser.**

Take a note of these in your books



Lets review our learning... have you...

Learnt about...

- **How to reduce food waste**
- **How our food waste can be reused**



Lesson 22 – Herby Chicken Couscous



We are learning:

-how to make herby
chicken cous cous

Equipment



- Large bowl
- Measuring jug
- 2x chopping boards
- Vegetable knife
- Wooden spoon
- Garlic press
- Frying pan
- 2 foil containers

Ingredients (between 2)



- 110g couscous
- 150mls hot chicken or vegetable stock
- 1 large chicken fillet
- Salt and freshly ground pepper
- 15g butter
- 2 tablespoons olive oil
- Tablespoon of fresh mint, finely chopped
- Tablespoon of flat leaf parsley
- 1 celery stick finely chopped
- 1 garlic clove, crushed
- Tablespoon sultanas (optional)
- 1 tablespoon of lemon juice

Method



1. Put the couscous in a large bowl, add the hot stock and leave for five minutes.
2. Slice the chicken breast lengthways with diagonal cuts into thin slices and season.
3. Place butter and 1 tablespoon of oil into the frying pan and heat until the butter has melted. Add the chicken pieces and cook for 3-4 minutes on each side until cooked through.
4. Add the mint, parsley, celery, garlic and sultanas to the couscous and season. Toss the ingredients together.
5. Mix the remaining olive oil with the lemon juice.
6. To serve spoon the couscous onto plates, place chicken on
7. Top and drizzle with the lemon dressing.

Evaluation



- What did you do well?
- What could have been improved?
- What skills did you develop when preparing this recipe?
- How would you rate the sensory properties of this recipe?

Take 5 minutes to look at your marking for improvement task and make changes to improve your persuasive letter to the staff at Ulidia Integrated canteen.

Make changes in another coloured pen.



Lesson 23 – Food Miles

Learning Intentions:

We are learning about...

- To understand what food miles are
- To identify countries Britain get their food from



What does the term 'food miles' mean?

'The distance a food is transported from the time of its production until it reaches the consumer.'

Take a note of this in your books



How much of our food comes from
abroad?

Now

40%

80 years ago

80%

Experts say we should reduce the amount of food we import even further. Why do you think this is? Discuss with your partner for 2 minutes.



Why do we import food from abroad?

It is cheaper now
with lower transport
costs

People want to eat
out-of-season food all year
round.

People don't look
at where food
comes from.

More people
living here from
abroad and want
their traditional
foods

Some foods
can't be grown
in the UK

Improved
technology

Supermarkets want
bigger profits



Take a note of this in your books

Benefits:

+

+

+

Think!

What are some of
the benefits/problems
of food miles?



Problems:

-

-

-

Matching activity

Match the ingredients used to make herby chicken couscous with the country of origins for each food.

Then calculate the total distance for making this meal using the food miles calculator online.

<http://www.foodmiles.com>

How could we reduce the food miles of this dish?
Discuss for 2 minutes and share answers.



<https://www.youtube.com/watch?v=xS1SKiypHME>

Video on food miles and buying local foods.

The journey the fruit makes

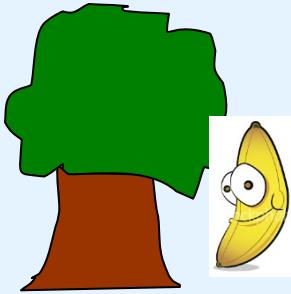
- Food miles are clocked up by the fresh fruit and vegetables arriving by plane from across the globe.
- Then the fruit gets loaded in to lorries and driven across various parts of the country to supermarkets
- Then once on a shelf the products are then bought by people who then drive it back home.

Meet Barry the Banana





Journey of Barry the Banana



Barry was growing on his tree Ecuador



Barry finishes his journey in my fruit bowl



Stages of your banana's Journey

- Growing on a tree in Ecuador.
- Being picked by the farmer.
- Transported from the farm to be packaged.
- Transported to the airport.
- Flown to England.
- Transported to supermarket.
- Brought by you.
- Transported to your home.

Your task



- You need to imagine that you are your chosen fruit you have been picked and transported to the UK
- You must create a storyboard write to explain your journey.
- You must describe being picked, the transported by **plane, lorry** and **car journey**.
- Be descriptive as you can and use your **imagination!**
- You then must write a short letter to your family back home and explain your journey - You must describe in detail being picked, the transported by **plane, lorry** and **car journey**.

How can we reduce food miles?

- Buy more British food
- Buy more local food
- Grow your own vegetables / fruit
- Use local shops rather than travelling to bigger supermarkets.
- Buy food in less packaging



Lets review our learning... have you...

Learnt about...

- To understand what food miles are
- To identify countries Britain get their food from



Lesson 24 – Banana Bread



We are learning:

-how to make
banana bread

Equipment

- Baking bowl
- Small plastic bowl
- Wooden spoon
- Spatula
- Whisk/fork
- Knife
- 2 loaf tins

Ingredients (between 2)



- 100g margarine
- 100g brown sugar
- 2 eggs
- 1 large banana
- 200g self raising flour
- 1 teaspoon of vanilla extract

Method



1. Cream margarine and sugar
2. Beat eggs and mashed bananas into a bowl
3. Sieve in flour and beat with a wooden spoon for 1-2 minutes
4. Put into prepared 500g loaf tin
5. Bake in the oven at 180c for approx 40-50 minutes until brown and firm to the touch.
6. Remove from tin and leave to set before cutting

Evaluation



- What did you do well?
- What could have been improved?
- What skills did you develop when preparing this recipe?
- How would you rate the sensory properties of this recipe?

Lesson 25 – Nutritional Needs of Adults and Athletes

Learning Intentions:

We are learning about...

- How to maintain a healthy balanced diet in adulthood
- Special considerations to take if involved in a lot of sport



Nutritional needs of adults

Diet through Life



Throughout our life our energy and nutritional needs change. They depend on our:

- age
- gender
- weight
- level of physical activity



Take a note of this in your books

Nutritional needs of adults

- Nutritional requirements do not change greatly throughout this stage(except during pregnancy and if breastfeeding), so adults should try to maintain a healthy balanced diet following the Eatwell plate and the 8 tips for eating well.
- As people age their metabolism (the rate at which they burn energy) starts to slow down so adults should be careful to not consume more energy than used as this can result in weight gain.
- In the U.K., 41% of men and 33% of women are overweight and an additional 26% of men and 24% of women are obese, according to Department of Health's Health Survey for England 2013.



Nutritional needs of adults

- Adults should aim to be active on a daily basis and achieve at least 150 minutes (2.5 hours) of moderate intensity activity spread over the course of a week. Being active on a daily basis delivers a range of health benefits, including helping to maintain a healthy weight and reducing the risk of coronary heart disease, stroke and type 2 diabetes.
- On average, the diet of UK adults provides more than enough of most nutrients, but intakes of some vitamins and minerals have been shown to be low in some age/sex groups e.g. iron in young women.
- The percentage of energy derived from saturated fatty acids is higher than recommended (although total fat intake is close to recommendations), and the average diet contains too little fibre and too much salt. Average intake of free sugars is also higher than the target.
- On average the fruit and veg. consumption for females is 4 pieces and 3 for males. This needs to be increased as research has shown it can help prevent many types of cancers.

Nutritional needs of athletes

5 Top Tips:



1. Load up on Carbohydrates – these are the best fuel source to provide power for your working muscles. Eating enough carbohydrate before, during and after exercise helps to maintain energy levels, delay fatigue during exercise and support a more rapid recovery. With carbohydrate or "carbs" as the main fuel source, you can maintain your activity for a longer period. Carbohydrate foods should make up more than half your total energy intake.

2. Get enough protein, but not too much - proteins are the building blocks of your body's muscles and tissues. Most athletes need only slightly more protein than non-athletes. You will usually meet your increased requirements through increased food intake. It is unlikely that you'll need protein supplements. Foods like meats, legumes and dairy products are good sources of protein.

3. Go easy on Fat - is important in the athlete's diet as it provides energy, fat-soluble vitamins and essential fatty acids. However, fat should be eaten in moderation. A low-fat diet is a good approach for everyone. Choose "good" fats such as polyunsaturated and monounsaturated fats found in fish, nuts, seeds, olive oils and

Nutritional needs of athletes

5 Top Tips:



4. Vitamins and Minerals are the "spark plugs" of physical activity. Some help your body use the energy from carbohydrate, protein and fat. Others help your muscles relax and contract. If you follow a balanced diet, you will generally take in enough essential vitamins and minerals.

5. Drink fluids often - it's important to make sure you get the right amount of water before, during, and after exercise. Water regulates your body temperature and lubricates your joints. It also helps transport nutrients to give you energy and keep you healthy. If you're not properly hydrated, your body can't perform at its highest level. You may experience fatigue, muscle cramps, dizziness, or more serious symptoms. You should get between 2-4 litres a day depending on amount of exercise and the amount of sweat lost.



Take a note of the 5 top tips in brief in your books

Using the 5 Top Tips for Athletes and your general knowledge, read the scenarios and write down a paragraph of advice you could give.



Michelle is a competitive hockey player. She trains every day. Michelle sometimes skips meals because she is so busy with hockey and school. She never has much time in the mornings and often skips breakfast. If her practice is around dinner time, she finds she is not really concentrating on the plays because her stomach is growling and she feels tired as she has not eaten since lunch.

What can Michelle do to increase her ability to concentrate while on the ice with the schedule she has?

Using the 5 Top Tips for Athletes and your general knowledge, read the scenarios and write down a paragraph of advice you could give.



Brad is on the school swim team. He trains in the mornings most days, but twice a week they race at night too. Brad goes to school in the morning after eating breakfast and swimming for 2 hours. By lunch time he is starving. His mum typically packs him a sandwich, a drink and fruit. Brad gobbles these down and by 2:00 is hungry again. Now he begins to snack – a chocolate bar after school, a bag of chips at home and maybe a couple of cookies before dinner. After dinner, it is time to get ready to go to the pool, but Brad doesn't feel like swimming. He feels tired and heavy, not full of the energy that he needs to race.

What can Brad do to feel better before races? How can his mum help?

Answers...

Michelle

Breakfast is important for everyone because it provides fuel for the body after its overnight fast. As a rule of thumb, a good breakfast includes food from 3 of the 4 food groups, which means there are many options for her to choose from. Michelle should ask her parents to stock the kitchen with foods she would like for breakfast. Some good choices include cereal, peanut butter, low-fat muffins, bagels, skim milk, yogurt and fruit. Michelle should plan to have a large snack or an early dinner about 1-1 1/2 hours before practice. Some ideas of foods she could bring include homemade shakes (banana, peanut butter, and milk), muffins, pasta salads or baked potatoes. Carbohydrate rich foods will give her energy.

Brad

Brad should have a snack after his morning practice because it will provide energy to get him through the morning and help him replace the energy (and his muscles' glycogen stores) that he used at morning practice. He should also plan a more nutritious snack for after school. Brad and his mom could pack healthy morning and afternoon snacks as part of his lunch .

Task ...

You have been asked to create a poster to be displayed in the Olympic village to the athletes to give them advice on their diet.

Include the 5 Top Tips and any other advice you can give them.

Remember to make it bright and colourful



Lets review our learning... have you...



- **Learnt about...**
- **How to maintain a healthy balanced diet in adulthood**
- **Special considerations to take if involved in a lot of sport**

Lesson 26 – Homemade, Healthy Burgers



We are learning:

-how to make
healthy burgers

**Would these be good for an athlete? Why? What
nutrients are in the ingredients?**

Equipment

- Health grill
- Vegetable knife
- Chopping board
- Baking bowl
- Dessert spoon
- Fork
- Flour dredger

Ingredients (between 2)



- 75g lean minced beef
- 1/2 cup brown breadcrumbs
- 1/2 small onion
- 1/2 a beaten egg
- 1 dessertspoon tomato ketchup
- Baps and salad to serve

Method

1. Finely chop the onion
2. Beat the egg in a small bowl
3. Mix the mince, breadcrumbs, tomato ketchup, onion and egg all together in the bowl.
4. Sprinkle a little flour from the flour dredger on to your table and turn the mince mixture out on it. Divide in two.
5. Turn health grill on to heat.
6. Shape mixture into 2 beefburgers.
7. Place burgers in the grill and cook for about 10 – 15
8. minutes until thoroughly cooked through and juices run clear.
9. Serve on a bap with lettuce and tomato.

Evaluation



- What did you do well?
- What could have been improved?
- What skills did you develop when preparing this recipe?
- How would you rate the sensory properties of this recipe?

Question



- **Would the burgers be good for an athlete?**
- **Why?**
- **What nutrients are in the ingredients that make them suitable?**
- **Would making the burgers fit in with the busy lifestyle of an athlete?**

Lesson 27 – Food Poisoning

Learning Intentions:

We are learning about...

- **How to stay safe when cooking and prevent food poisoning**
- **Different types of food poisoning bacteria**



Food Poisoning

What is food poisoning?

- Food poisoning is... **an illness caused by eating contaminated, spoiled or toxic food.**

Some professionals call it food borne illness – it is the same thing.



Take a note of this definition in your books

Symptoms of food poisoning include: vomiting, feeling sick (nausea), diarrhoea, stomach cramps and abdominal (tummy) pain, a lack of energy and weakness, loss of appetite, a high temperature (fever), aching muscles and chills

How can we **get** food poisoning?



How we can **avoid** food poisoning?



How we can avoid food poisoning?



Chicken, pork, burgers and sausages must be **cooked through**

Do set the **fridge** to 0-5C



Do **reheat** food thoroughly and stir halfway

Do **defrost** food in the fridge



Don't eat food after the **'use by' date**

Other ways you can help to prevent food poisoning?

Keep hot food steaming hot

Keep cold food refrigerated

Cook food properly

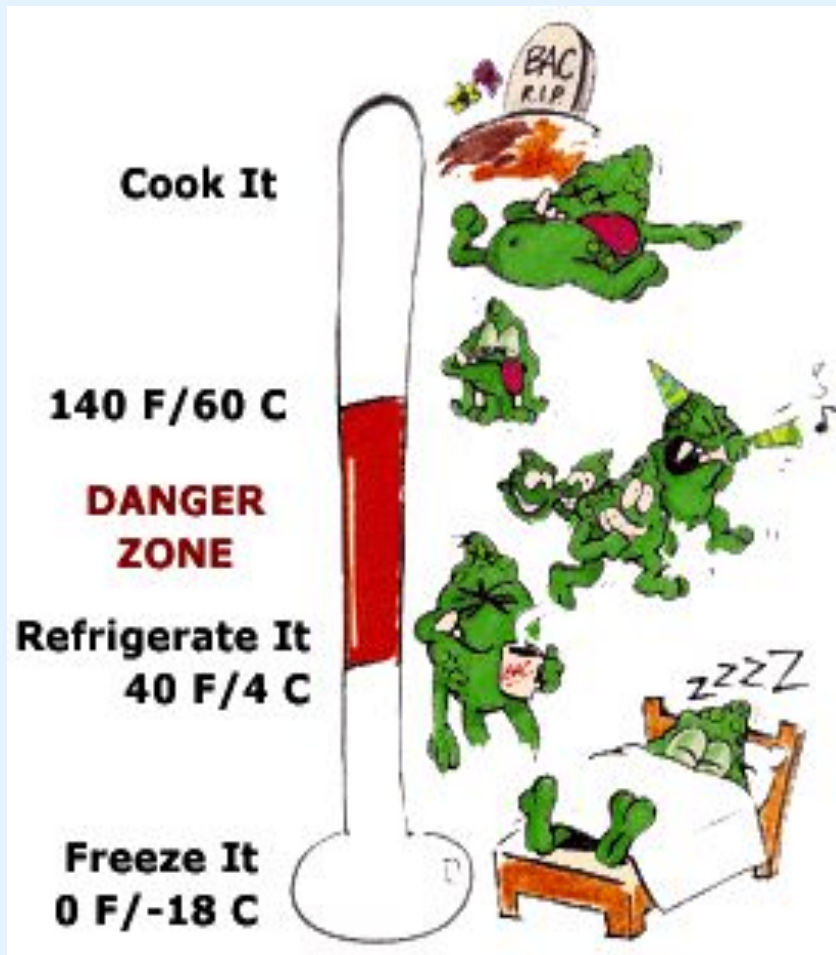
Separate raw and cooked foods - correct storage in the fridge

Keep kitchen and utensils clean

Wash hands with soap and dry thoroughly



Correct Storage of Foods is so Important.



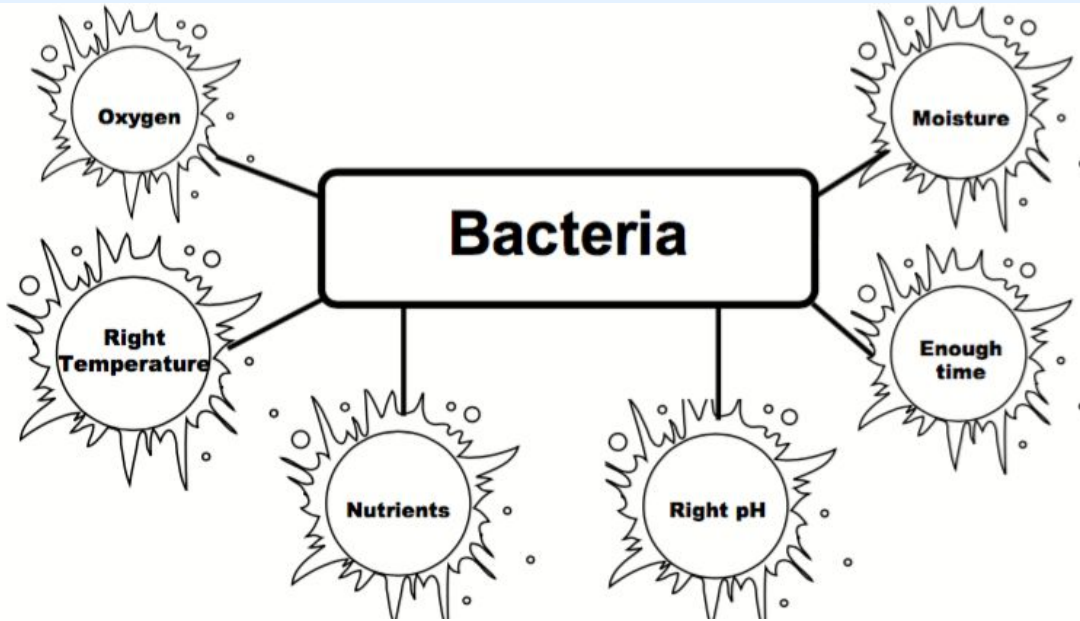
Food should be cooked to high temperatures normally 75°C

Bacteria loves temperatures between 5°C and 63°C this is the **DANGER ZONE!**

Food that goes into the refrigerator should be stored at 1 to 4°C

Food that goes into a freezer should be stored at -18°C

What bacteria need to grow and cause food poisoning



Fill in the requirements that is taken away and prevents bacteria growing and causing food poisoning...

Action	Requirement this action takes away
Wrapping in clingfilm	
Dehydrating	
Freezing	
Eating before the Use By date	
Cooking	
Refrigerating	
Pickling	
Adding salt	
Sealing in a can or jar	

What types of food can cause food poisoning?

- cooked meats and food containing meat, poultry or fish, pate, casseroles, curries, lasagne and meat pies;
- dairy products and foods containing dairy products, such as milk, cream
- seafood (excluding live seafood) and food containing seafood, such as seafood salad, fish cakes, cooked fish or shellfish;
- prepared fruits and vegetables, such as prepared salads, cooked vegetables
- cooked rice, pasta dishes and fresh pasta;
- gravies and sauces



Name of organism	Foods often involved	Incubation period	Symptoms
Salmonella	Undercooked chicken, turkey, eggs, meat	6-72 hours	Abdominal cramps, diarrhoea, fever, vomiting
E.Coli	Undercooked ground beef	12-72 hours	Abdominal cramps, diarrhoea, fever, vomiting
Campylobacter	Undercooked chicken or burgers, unpasteurised milk, contaminated water	1-10 days	Nausea, cramps, headache, fever, diarrhoea
Clostridium perfringens	Stews, meat pies, meat gravies not held at correct temp.	6-24 hours	Cramps, nausea, diarrhoea
Staphylococcus aureus	Foods not reheated correctly, foods touched with unclean hands as it is found on our skin and hair	1-6 hours	Nausea, vomiting, cramps, diarrhoea



Take a note of these in your books

Discussion Point...



Last year in the U.K. there were 500,000 cases of food poisoning a year from known pathogens. This figure would more than double if it included food poisoning cases from unknown pathogens.

<https://www.food.gov.uk/news-updates/news/2014/6097/foodpoisoning>

At least 40% of all cases were reported in summer months
– why do you think this is?

It is thought that a lot more people suffered food poisoning that is not included in this statistic why would this be?

Answers:

More recorded in the summer may be due to:

- More BBQs,
- More salads which may not be washed correctly
- More people on holiday – might get it and get recorded here
- More eating out
- Hotter weather and food may be left sitting out and in the danger zone for longer



More people may have had food poisoning but many may not have gone to their GP so therefore it is not recorded officially.

Video on Food Poisoning

<https://www.youtube.com/watch?v=Pq2me3r0cz4>



People who have to take extra care to not get food poisoning are:

CHILDREN

Young children are more at risk for foodborne illness because their immune systems are still developing.

ELDERLY

As people age, their immune system and other organs become weaker.

ILL PEOPLE

The immune systems of people with certain illnesses, such as **HIV/AIDS, cancer, and diabetes**, are often weakened from the disease process and/or the side effects of some treatments.

PREGNANT WOMEN

Changes during pregnancy alter the mother's immune system, making pregnant women more susceptible to foodborne illness. Harmful bacteria can also cross the placenta and infect an unborn baby whose immune system is under-developed and not able to fight infection. Foodborne illness during pregnancy is serious and can lead to miscarriage, premature delivery, stillbirth, sickness or the death of a newborn baby.

Its a mystery



- You have been asked to solve the mystery of how 20 people died in Wishaw Lanarkshire in 1996

You will be given a series of clues that will help you to solve:

a) How the outbreak happened

b) Which business caused the outbreak

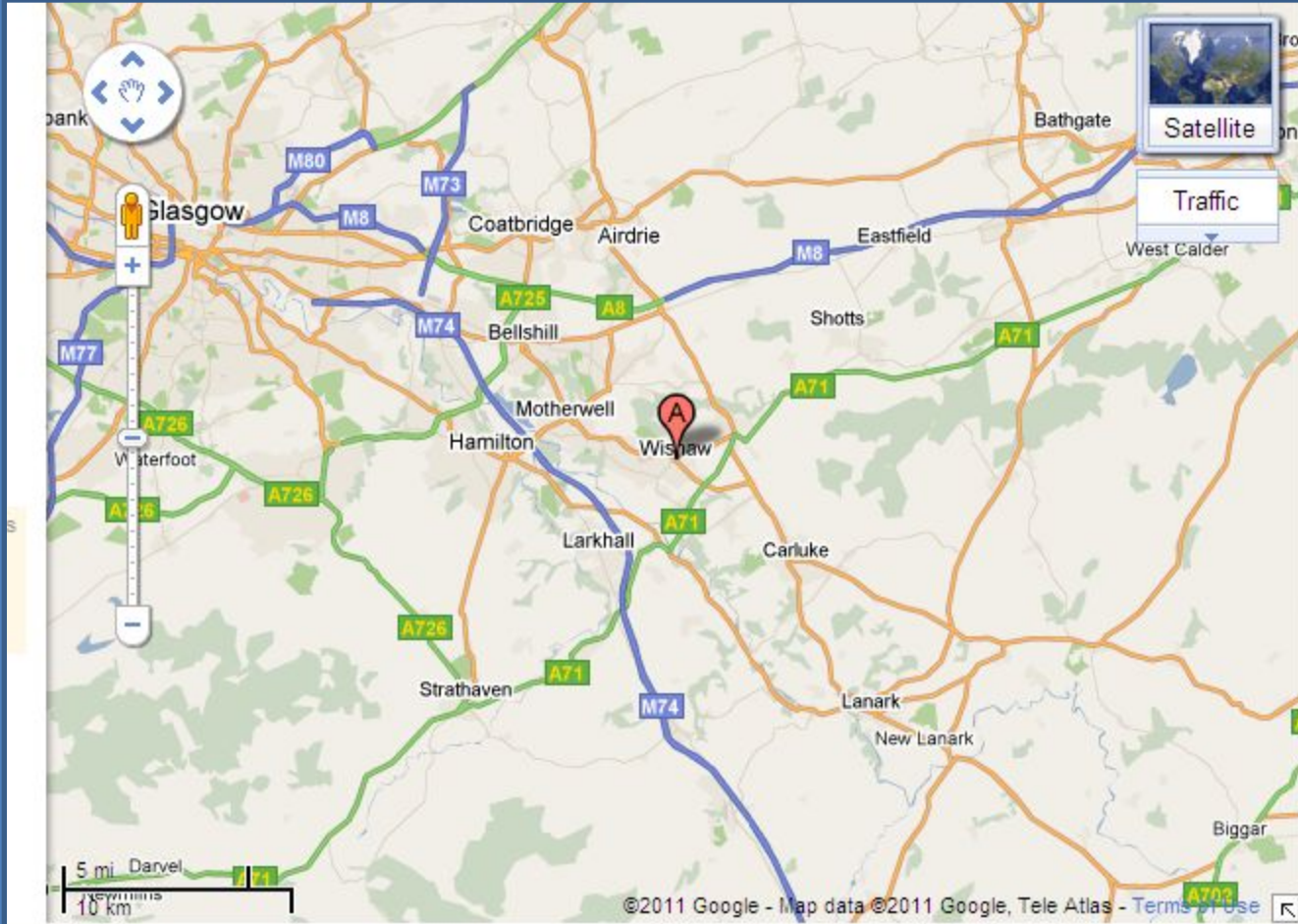
c) The type of food poisoning involved in the outbreak.

Work in pairs to solve the case.

NEWS FLASH!

IN A TOWN JUST OUTSIDE OF GLASGOW
16 YOUNG CHILDREN ARE ILL
2000 PEOPLE ARE ILL
20 PEOPLE ARE DEAD

BUT
WHY
??????????



USE THE FOLLOWING PIECES OF INFORMATION TO TRY AND SOLVE THE CASE.

INFORMATION ON FOOD POISONING

Campylobacter

Found in – Meat, poultry, raw milk, untreated water, chicken

Affects: all ages

Symptoms: diarrhoea, flu, headache, fever, abdominal pain.

Onset – 2-5 days

Duration of illness – 7-10 days.

Listeria

Found in – Pasteurised and raw milk, cheese, soft ice cream

Affects: particularly – pregnant women, unborn babies, diabetics

Symptoms: diarrhoea, flu, vomiting, nausea, may cause abortion, still birth, meningitis, septicaemia

Onset – 1-79 days

Duration of illness – Unknown.

Salmonella

Found in – raw meat, poultry, eggs, milk

Affects: particularly – pregnant women, infants, elderly

Symptoms: diarrhoea, vomiting, fever, headache, abdominal pain

Onset – 6-48 hours

Duration of illness – 1-8 days.

Clostridium

Found in – Meat, meat products and gravy

Affects: all ages especially elderly, infants, immune

Symptoms: diarrhoea, abdominal pain.

Onset – 8-22 hours

Duration of illness – 12-24 hours

E-Coli

Found in – sewage, soft cheese, minced beef and chicken

Affects: particularly – infants and people who have been to underdeveloped countries.

Symptoms: diarrhoea, nausea, abdominal pain

Onset – 12-24 hours

Duration of illness – 1-5 days

Staphylococcus

Found in – meat, meat products, poultry, salad

Affects: all age groups

Symptoms: diarrhoea, vomiting, abdominal pain

Onset – 1-7 hours

Duration of illness – 6-24 hours

Where did some of the people eat the infected food?

In November 1996, a group of pensioners gathered for lunch at the local church hall. They sat down to stewed steak and puff pastry. With various desserts. Within weeks, six were dead.

MacFarlane family threw an 18th birthday party for 106 guests at Wishaw's Cascade Bar. At the party guest ate 300 slices of roast turkey, baked ham and cooked meat. They ate cheesecakes. Shortly after, a Lanarkshire doctor telephoned Mr Bryceland to tell him that some of the guests had fallen ill.

20 people died from this food poisoning bug. Others suffered with diarrhoea, nausea, abdominal pain.

The facts

20 people died
16 children were ill
lots of pensioners got the
illness.

An elderly man who now lives with a colostomy bag; a young, once super-fit guy - football training five nights a week - who said he barely has the energy to walk to his lawyer's office; a middle-aged woman, Mary Cairns, who said her life has been ruined

Around 200 people were officially confirmed ill, but we also had between 1,500 and 2,000 who went through the clinic set up at the time. Some were fine, some were very ill.

A recent survey by the Scottish Food Co-ordinating Committee - an advisory body on food safety - found that 95 per cent of outlets were failing to comply with food safety regulations.

Mrs Cairns said she has been left partially disabled by the bug.
"I do not think my health will ever be the same again.
There's the physical pain and the memories of that terrible time."

Who supplied the party Food?

Both parties brought their soft drinks from Tesco's

The Pensioners had members bring in various desserts to eat at the party

The 18th Year old party made cheesecakes the night before. They were stored in a fridge.

Both parties brought Baked breads and cakes were brought from CS Holt the local baker

Both parties brought their meat from J M Barr the butcher in the village

**WHO DO YOU THINK WAS
RESPONSIBLE FOR THE FOOD
POISONING?**

**WHAT WAS THE TYPE OF FOOD
POISONING? HOW DO YOU KNOW?**



WHO WAS RESPONSIBLE?

JOHN M BARR

It took only days, however, for environmental health officers backed by a crisis committee to link the source of the food poisoning to one predominant source: John Barr's Wishaw butcher's shop. Mr Barr had never heard of E.coli, but when visited by Graham Bryceland, head of protective services at North Lanarkshire council, he agreed to stop selling cooked meat. Mr Bryceland could have served Mr Barr with an emergency prohibition notice which would immediately stop the sale of cooked meat from his shop. He chose not to.

After discussions with the Crown and the Barr family lawyers, Mr Barr's firm pleaded guilty to two charges relating to hygiene and the sale of contaminated meat. Four other charges, which named Mr Barr, his wife and his son – the three partners in the firm - were dropped. Mr Barr's firm was fined £2,250. There was widespread political outcry.



Do you think this was fair? Should he have been forced to shut down? Should he have even been fined? Why?

Food Poisoning Quiz

Write **true** or **false** beside the number of each question and we can check the answers at the end.

1. You can reheat leftovers as many times as you like.
2. If something is cooked on the outside it will definitely be cooked on the inside.
3. You only need to wash hands and clean kitchen surfaces with look warm water.
4. Raw meat should be stored at the top of the fridge.
5. You should wash chicken and other poultry before cooking.
6. Chicken is a common food to cause E.Coli.
7. Not washing your hands can cause Staphylococcus aureus
8. You can see most bacteria with the naked eye.
9. A fridge should be stored between 1-10°C.
10. A freezer should be stored at -18°C.

Lets review our learning... have you...



- **Learnt about...**
- **How to stay safe when cooking and prevent food poisoning**
- **Different types of food poisoning bacteria**

Lesson 28 – Homemade Chicken Nuggets



We are learning:

-how to make
healthy chicken
nuggets

Equipment



- Plastic bag
- Baking tray
- Teaspoon
- Fork
- Red chopping board
- Palette knife
- Vegetable knife

Ingredients (between 2)



- 100gm bread (brown or white)
- 1/4 teasp garlic powder
- Pinch of paprika
- 1/2 an egg
- 60mls milk
- 200gms diced chicken

Method



1. Lightly toast the bread and break it into pieces crusts and all. Make this into fine breadcrumbs in the food processor.
2. Add the garlic powder and paprika and whiz again.
3. Place the breadcrumbs in the plastic bag (a freezer bag is ideal)
4. Beat the egg in a large bowl with the milk.
5. Add the chicken pieces to coat with the egg mixture.
6. Transfer the chicken pieces to the bag of breadcrumbs and toss to coat evenly.
7. Arrange the crumbed chicken on a lightly greased baking tray and bake in a
8. pre-heated oven at 200 °C for approx 10 minutes until brown and crisp. Use a palette knife to remove the nuggets from the baking tray.

Evaluation



- What did you do well?
- What could have been improved?
- What skills did you develop when preparing this recipe?
- How would you rate the sensory properties of this recipe?

Lesson 29 – Salt and Hypertension

Learning Intentions:

We are learning about...

- **Our recommended daily salt intake**
- **Why it is bad to consume too much salt**
- **How to cut down on salt in our diet**



Why is too much salt bad?

- The amount of salt you eat has a direct effect on your blood pressure (hypertension).
- Salt makes your body hold on to water. If you eat too much salt, the extra water stored in your body raises your blood pressure. So, the more salt you eat, the higher your blood pressure.
- The higher your blood pressure, the greater the strain on your heart, arteries, kidneys and brain. This can lead to heart attacks, strokes, dementia and kidney disease.



How much salt should we include in our diet each day?

6g per day for adults (2.4g sodium)

1 to 3 years – 2g salt a day (0.8g sodium)

4 to 6 years – 3g salt a day (1.2g sodium)

7 to 10 years – 5g salt a day (2g sodium)

11 years and over – 6g salt a day (2.4g sodium)

Only about 50% of the population in the U.K. are meeting this target.

Take note of this in your books.


Foods high in salt include:

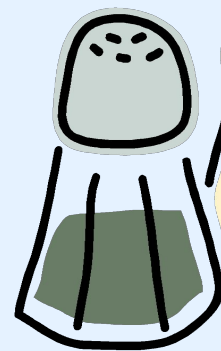
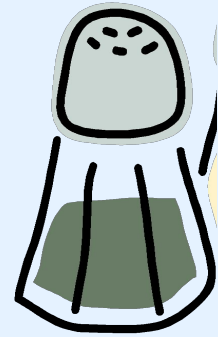
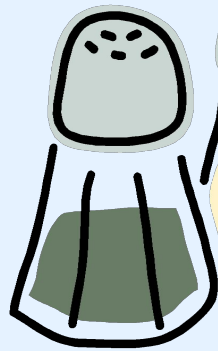
- bread products such as crumpets, bagels and ciabatta
- pasta sauces
- crisps
- pizza
- ready meals
- soup
- sandwiches
- sausages
- tomato ketchup, mayonnaise and other sauces
- breakfast cereals

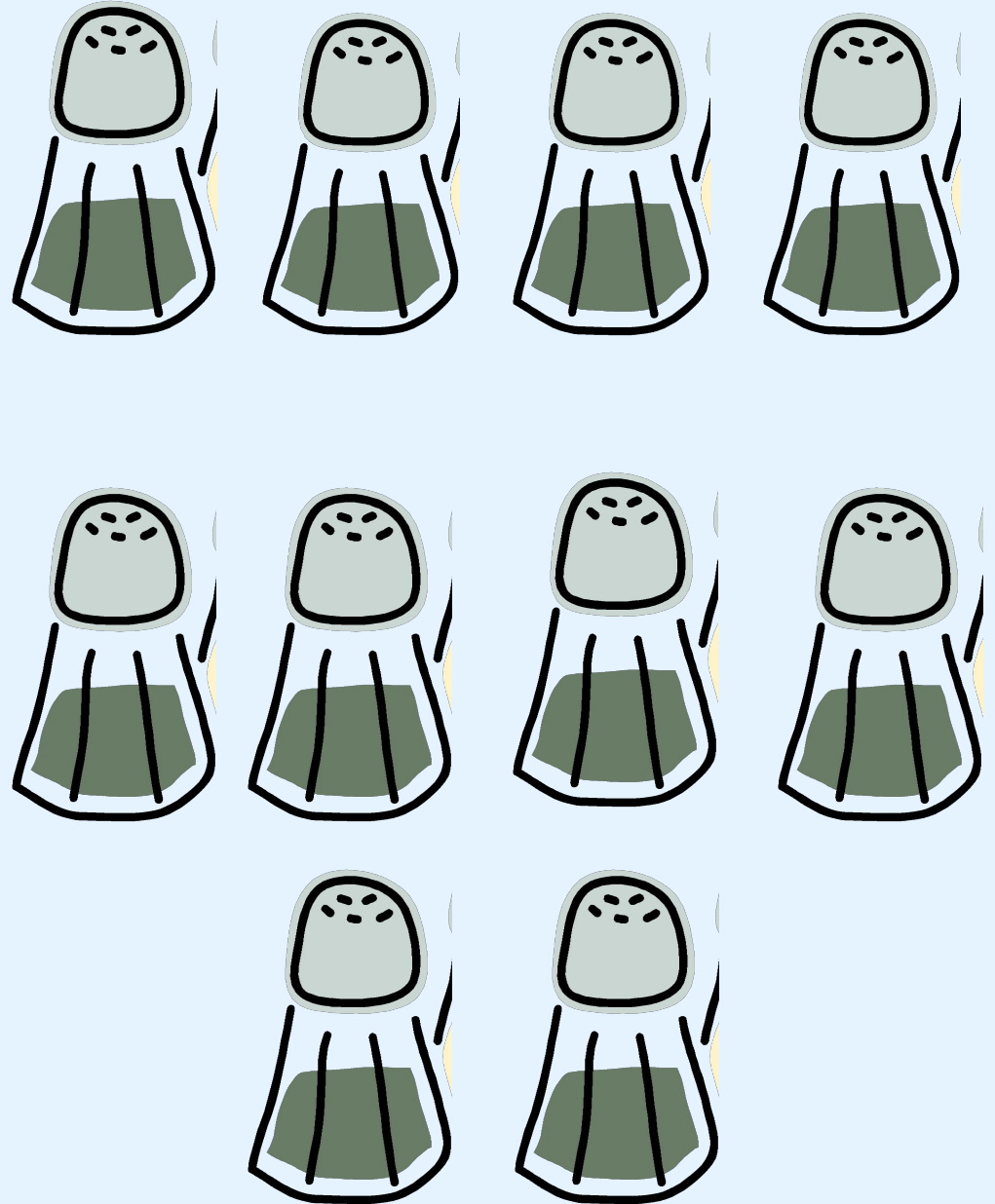


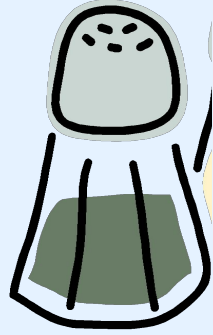
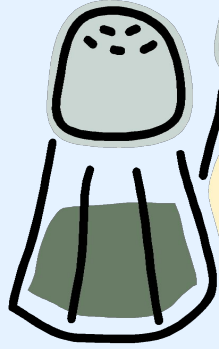
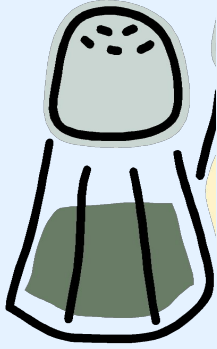
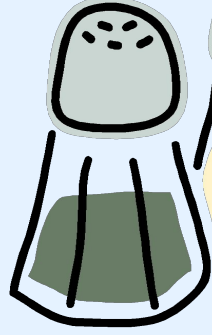
Guess the amount of salt quiz!

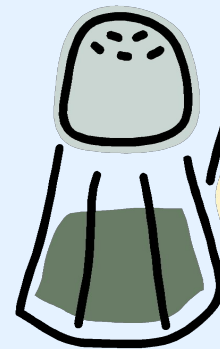
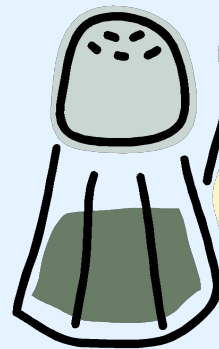
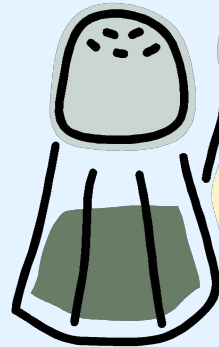
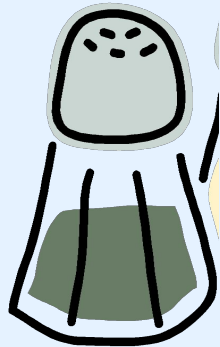
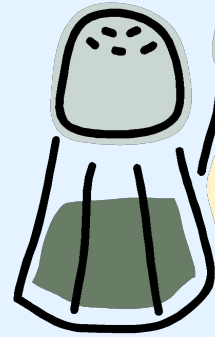
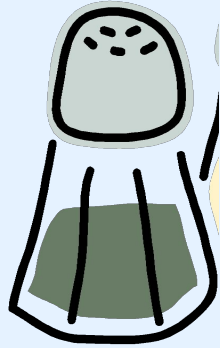
How many grams of salt are in these foods?

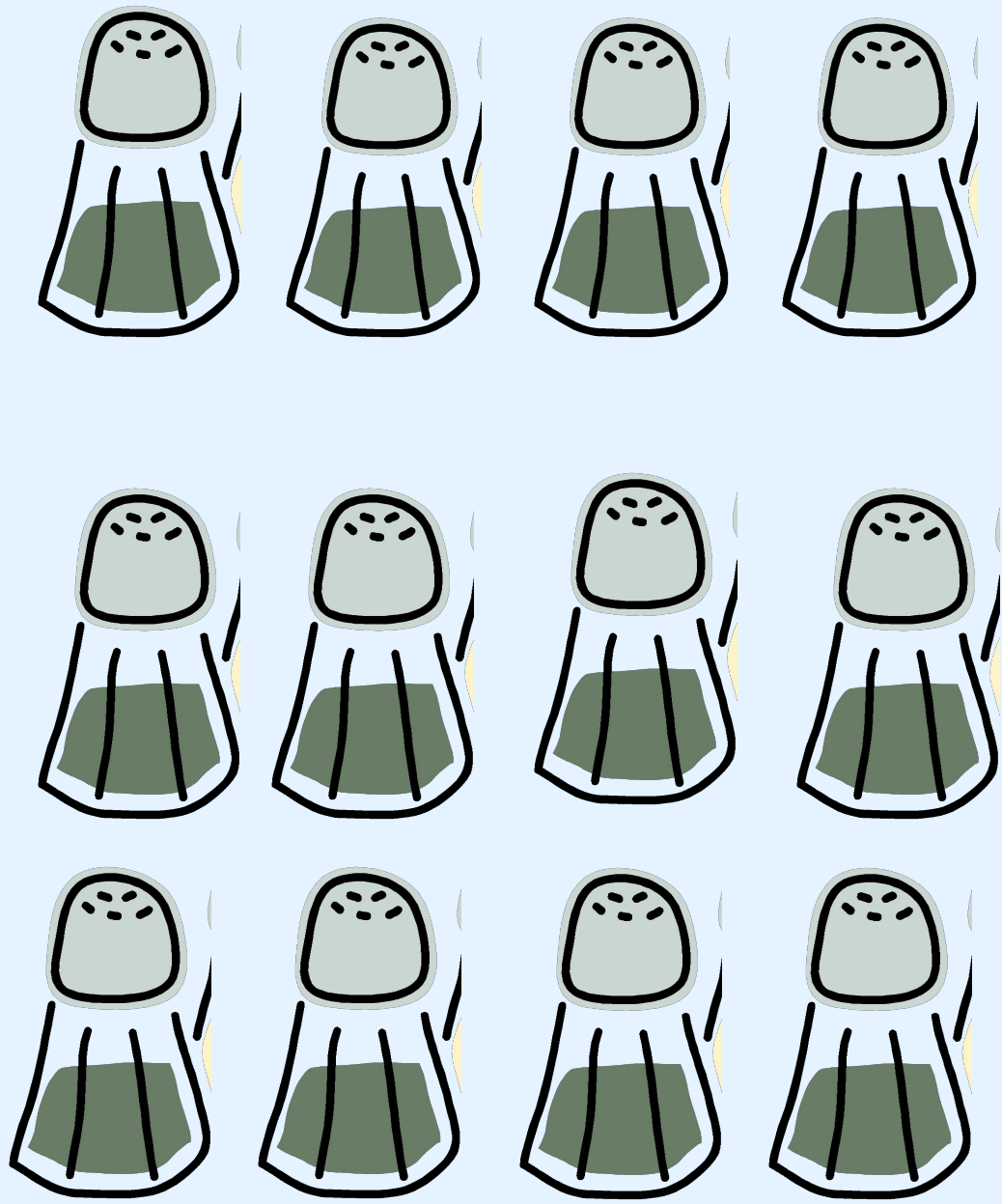
1 gram = 

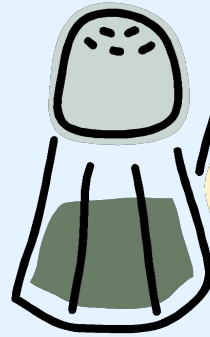


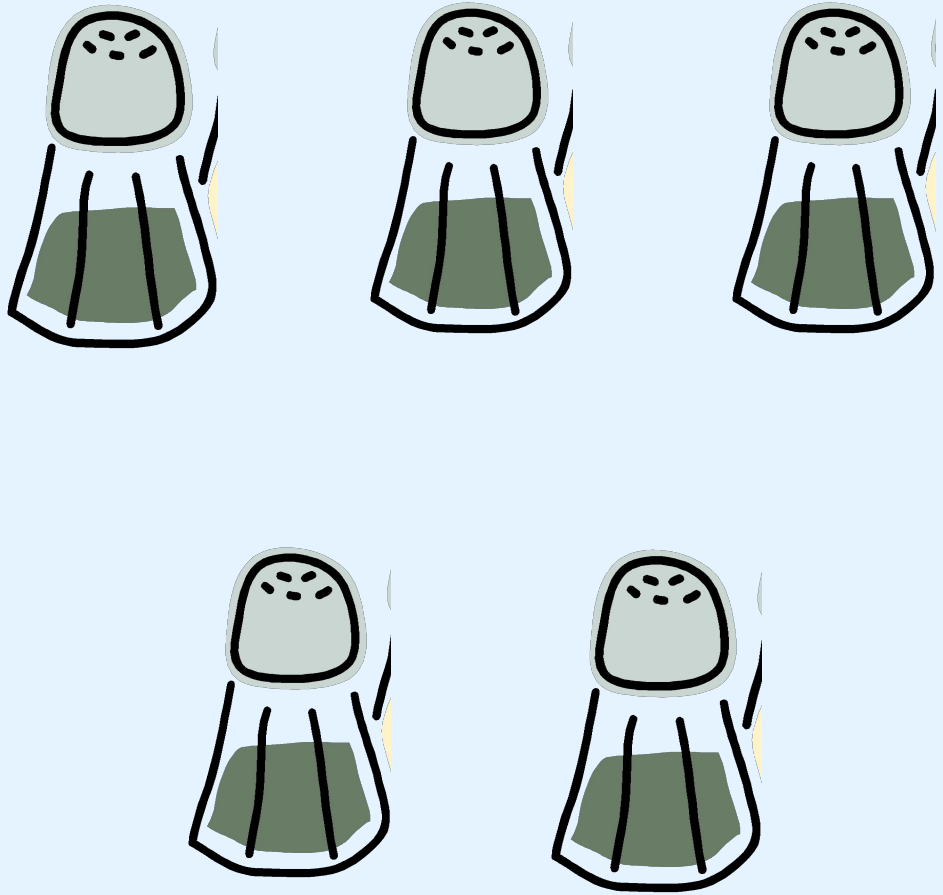


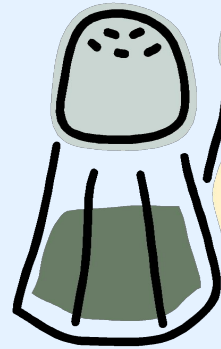
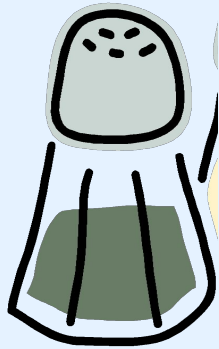
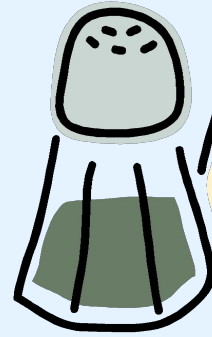
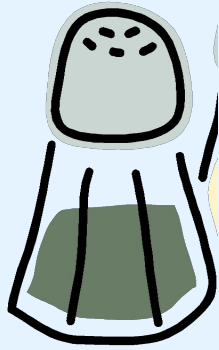


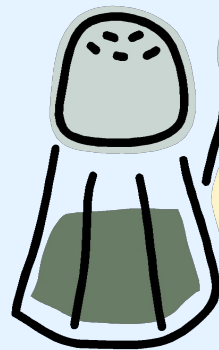
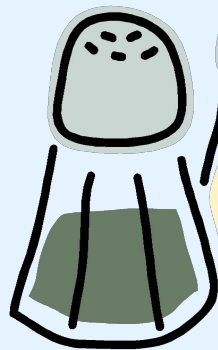
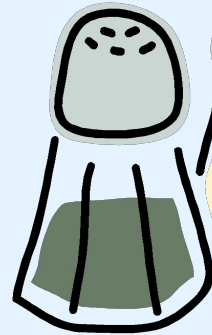
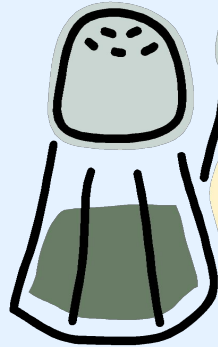


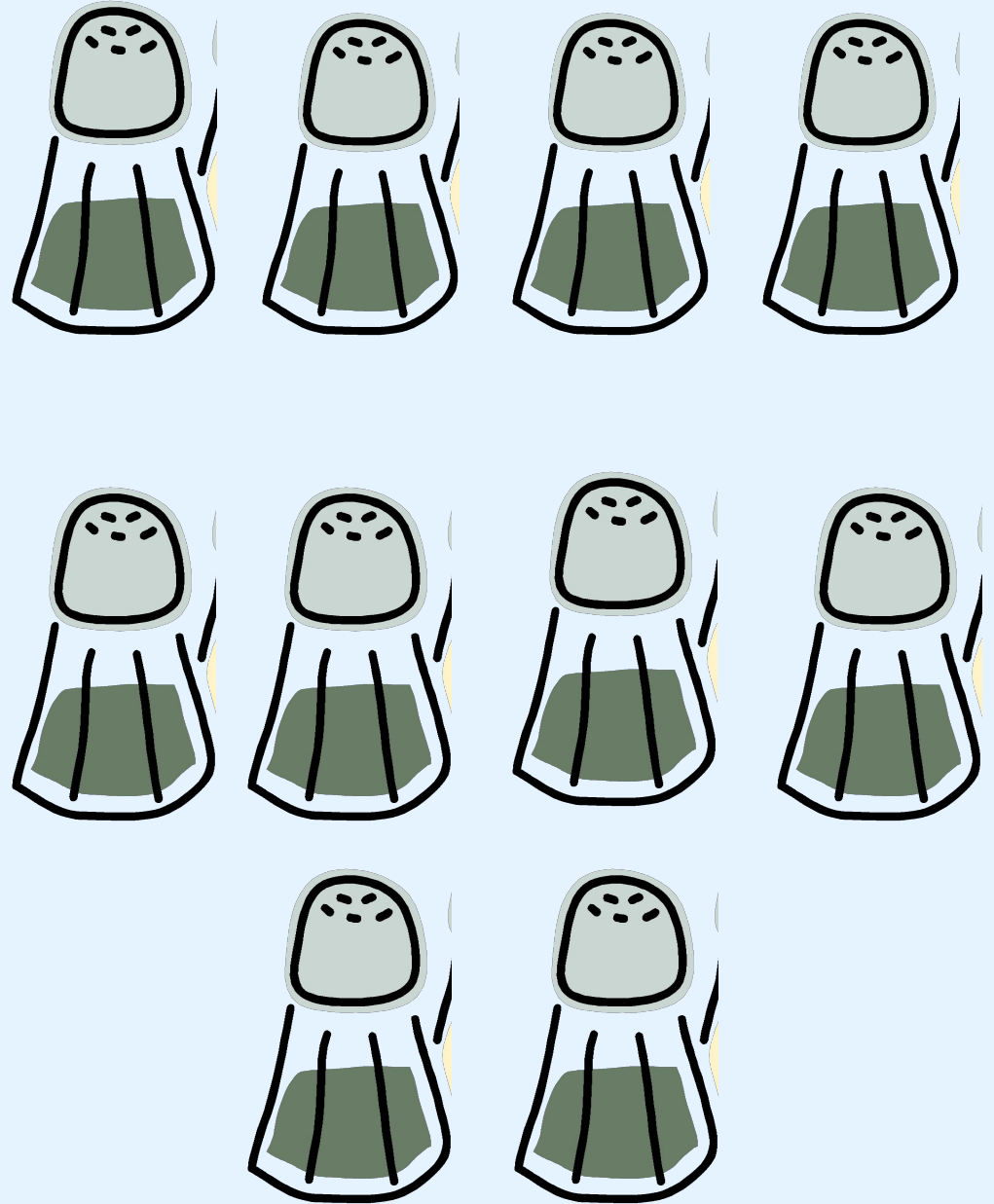


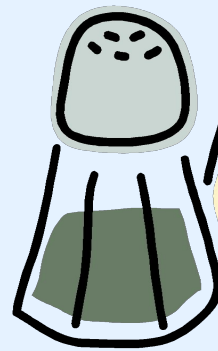
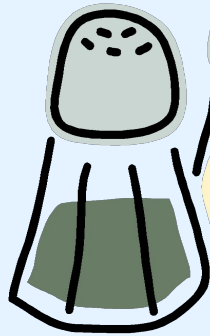
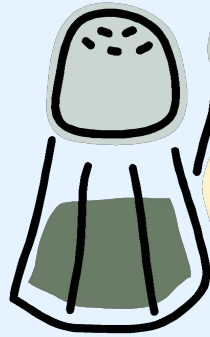
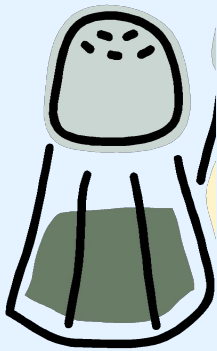


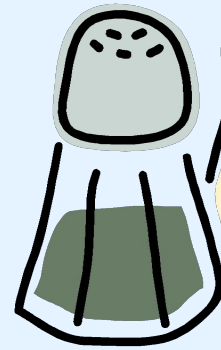
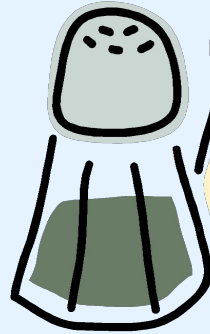












How to cut down on salt...



1

When food shopping, check the label and choose the food that's lower in salt. Look at the figure for salt per 100g (see example food label below):

- High is more than 1.5g salt per 100g. May be colour-coded red.
- Low is 0.3g salt or less per 100g. May be colour-coded green.
- Medium is between 0.3g and 1.5g salt per 100g. May be colour-coded amber.

Each serving contains:

ENERGY 2551kJ 605kcal 30%	FAT 18.7g MED 28%	SATURATES 4.4g LOW 22%	SUGARS 8.9g LOW 10%	SALT 0.3g LOW 5%
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% of an adult's reference intake.

Typical values per 100g: Energy 479kJ/114kcal

How to cut down on salt...

2

Eat foods high in salt less often and in smaller amounts.

Go easy on condiments and sauces such as ketchup, mustard, soy sauce and pickles as they are high in salt.



3

Cook with less salt.

- When seasoning, use black pepper, fresh herbs and spices instead.
- Make your own stock and gravy instead of using cubes or granules.
- Make sauces with fresh ingredients such as ripe tomatoes and garlic.

Some more advice on how to cut down on salt intake:

Check food labels to see how much salt is in the food

Eat plain biscuits instead of chocolate ones

Eat fresh fruit and veg instead of tinned

Eat cooked meat in packets instead of fresh from the deli counter

Have plenty of ketchup and brown sauce with your dinner

Don't add salt to your food at the table

Only have salty snacks like crisps once a week

Try to add in less salt to food when cooking

Choose unsalted breads and breakfast cereals

Task

You have been asked to design a health promotion campaign to get pupils in Ulidia Integrated College to cut down on their salt intake and inform them of the negative health impact of consuming too much salt.

In groups of 3-4 you have to present a large A3 poster.

You must include:

- A slogan/catchy title for your campaign
- Information on how much salt we can consume a day and foods high in salt to avoid
- Three key messages about why we should cut down on salt
- How young adults could cut down on salt

You have the rest of today's lesson and one full lesson to plan.

- Remember to make it colourful and interesting *
- Aim for a 3-5 minute presentation – that is about 1 minute each

The health campaign poster presentation will be marked out of **30**, as follows:

Category	Scoring Criteria	Total Points	Score
Organisation (15 marks)	The type of presentation is appropriate for the topic and audience.	5	
	Group has clearly worked well together and know their parts to present and individually you have contributed to the group poster.	10	
Presentation (10 marks)	Three key messages on how to cut down on salt and well explained with examples.	5	
	Poster is interesting and colourful and gains the attention of the target audience.	5	
Delivery (5 marks)	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	5	

Chocolate Cake

Equipment

- Mixing bowl
- Large plastic bowl
- Wooden spoon
- 2 cake tins
- Baking tray
- Cooling tray
- Palette knife
- Pot stand

Ingredients

- 3 eggs
 - 150g caster sugar
 - 150g margarine
 - 150g self raising flour
 - 2 dessertspoons cocoa powder
 - 1 teaspoon baking powder
- For the buttercream:
 - 50g margarine
 - 50g caster sugar
 - 1 dessertspoon cocoa powder

Method

1. Line cake tins with greaseproof paper
2. Cream together margarine and caster sugar
3. Mix in 3 eggs
4. Mix in flour
5. Spoon in to cake tins, making sure mix touches the edges
6. Bake in oven for 25mins

Lesson 30 – Apricot Chicken curry



We are learning:

-how to make
apricot chicken
curry

Equipment

- Red chopping board
- Yellow chopping board
- 2 vegetable knives
- Frying pan
- Colander
- Teaspoon
- Dessertspoon
- Measuring jug
- Saucepan
- 2 pot stands

Ingredients (between 2)



- 1/2 onion, chopped
- 1 tablespoon sunflower oil
- 1 teaspoon brown sugar
- 1 dessertspoon lemon juice
- 1 dessertspoon curry powder
- 1 dessertspoon tomato puree
- 100ml chicken stock
- salt and pepper
- 1 chicken breast
- 1/2 small tin apricots, drained and pureed
- 75ml light mayonnaise
- 60ml half fat cream

Method



- Cut the chicken breast into small cubes and cook in some oil until brown.
- Add the onion in the pan with oil until soft.
- Stir in the lemon juice, curry powder, tomato puree, chicken stock, and seasoning
- Mix well and simmer gently for 10 minutes
- Boil the rice in boiling water in a separate saucepan
- Stir in the apricot pieces, mayonnaise and cream to the pan with the chicken and onion
- Heat through but do not boil
- Drain rice with colander
- Serve with boiled rice

Evaluation



- What did you do well?
- What could have been improved?
- What skills did you develop when preparing this recipe?
- How would you rate the sensory properties of this recipe?

Lesson 31 – Salt and Hypertension Health Campaigns

Pupils to work in groups for their health campaign poster



Task

You have been asked to design a health promotion campaign to get pupils in Ulidia Integrated College to cut down on their salt intake and inform them of the negative health impact of consuming too much salt.

In groups of 3-4 you have to present a large A3 poster.

You must include:

- A slogan/catchy title for your campaign
- Information on how much salt we can consume a day and foods high in salt to avoid
- Three key messages about why we should cut down on salt
- How young adults could cut down on salt

You have the rest of today's lesson and one full lesson to plan.

- Remember to make it colourful and interesting *
- Aim for a 3-5 minute presentation – that is about 1 minute each

The health campaign poster presentation will be marked out of 30, as follows:

Category	Scoring Criteria	Total Points	Score
Organisation (15 marks)	The type of presentation is appropriate for the topic and audience.	5	
	Group has clearly worked well together and know their parts to present and individually you have contributed to the group poster.	10	
Presentation (10 marks)	Three key messages on how to cut down on salt and well explained with examples.	5	
	Poster is interesting and colourful and gains the attention of the target audience.	5	
Delivery (5 marks)	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	5	

Lesson 32 – Salt and Hypertension Health Campaigns PRESENTATIONS

Use the following marking criteria

Category	Scoring Criteria	Total Points	Score
Organisation (15 marks)	The type of presentation is appropriate for the topic and audience.	5	
	Group has clearly worked well together and know their parts to present and individually you have contributed to the group poster.	10	
Presentation (10 marks)	Three key messages on how to cut down on salt and well explained with examples.	5	
	Poster is interesting and colourful and gains the attention of the target audience.	5	
Delivery (5 marks)	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	5	

Lesson 33 – Smartie Cookies



We are learning:

-how to make
Smartie cookies

Equipment



- Baking bowl
- electric mixer
- Tablespoon
- Wooden spoon
- Baking tray, greased
- Cooling rack
- Spatula

Ingredients (between 2)



- 100g butter
- 100g light muscovado sugar
- 1 tbsp golden syrup
- 150g self-raising flour
- 1 tube of Smarties

Method



1. Preheat the oven to 180° C
2. Beat the butter and sugar in the baking bowl until light and creamy, then beat in the syrup.
3. Work in half the flour.
4. Stir in the Smarties and the remainder of the flour. Work together to form a dough with your fingers.
5. Divide into 14 balls.
6. Place them well apart on the greased baking tray.
7. Do not flatten them.
8. Bake for 12 minutes until pale and golden at the edges.
9. Cool on a wire rack.

Evaluation



- Do you think these taste as good as bought smartie cookies?
- What did you do well?
- What could have been improved?
- What skills did you develop when preparing this recipe?

Lesson 34 – Food Additives

Learning Intentions:

We are learning about...

- **Health implications of food additives**
- **Pros and cons of using food additives**



Food Additives

What are they???



Discuss with partner what you think they are and if you know of any food additives...

Food additives are substances added to foods to preserve it or to enhance its flavour or appearance.



Take a note of this definition in your books

Main types of Food Additives

Antioxidants – prevent the oxidation (deterioration of foods)

Artificial sweeteners – make a food sweeter with less calories than sugar

Colourings – add or restore the colour of a food

Emulsifiers – prevent oil and water from separating into layers

Flavour enhancers – improve the flavour of a food (and the aroma)

Preservatives – protect against foods going off from growth of microorganisms



Take a note of these in your books

Do you know of any benefits or concerns about using food additives in our food?



Discuss in pairs for 2 minutes and be ready to share...

Benefits:

-
-
-
-

Concerns:

-
-
-
-

Benefits of Food Additives

It keeps our food safe to eat and keeps our foods for longer.

It makes our food more appealing by making it taste and look better.

You can add vitamins into food to make them healthier.

Without emulsifiers you couldn't have mayonnaise or ice cream or any foods with waters and oils.



Take a note of these in your books

Concerns of Food Additives

E numbers (colourings) – can cause hyperactivity in children. E.g. sunset yellow colour used in sweets.

Sweeteners - Carcinogenic properties (can cause cancer) in high doses from research. E.g. aspartamine used in Diet Coke

Preservatives can have carcinogenic properties – E.g. nitrates used in ham and bacon

Some people have allergic reactions to food additives



Take a note of these in your books

Food Additives removed from foods

That's a Smarties move! Nestle becomes first confectioner to ditch all artificial additives from its products.



<http://www.dailymail.co.uk/news/article-2109025/Nestle-ditches-artificial-additives-products.html>

Nestlé has become the first major confectioner to remove artificial colours, flavours and preservatives from its entire range. The company, which is behind leading brands including KitKat, Smarties and Quality Street, has changed the recipe of 79 products to remove suspect chemicals.

In total, more than 80 ingredients have been replaced with alternatives, mostly from natural sources such as carrot, hibiscus, radish, safflower and lemon.

This is due to some colours being banned: The colours involved were tartrazine (E102); quinoline yellow (E104); sunset yellow (E110); carmoisine (E122); ponceau 4R (E124); and allura red (E129).

Subsequently, the Food Standards Agency announced a voluntary code calling on all food manufacturers to stop using these chemicals.

However Nestlé has gone further and removed all artificial additives from its range. The changes meant that blue Smarties disappeared for a time until a natural colouring could be found.



Food Additives removed from foods

ROI 1850 924 632
NI 084 537 80388

What is 100% Natural Ingredients Ham?

100% Natural Ingredients

Denny is the only ham available that has 100% natural ingredients. What this means is that Denny's Deli Style Ham has ingredients in addition to pork and all of them are completely natural.

Denny 100% Natural Ingredients Ham

The only Ham with no artificial additives or preservatives

<http://www.denny.ie/Natural/WhatIsHam.aspx>

At Kerry Foods, we have developed a cooked ham using only natural ingredients that delivers a superior flavour and eating experience.

Most commonly used ingredients in converting pork to ham are phosphates, sodium nitrite, sodium chloride, sodium ascorbate, dextrose, flavourings.

To produce a 100% Natural Ingredients Ham, all the ingredients listed above have to be removed or replaced with natural sources.



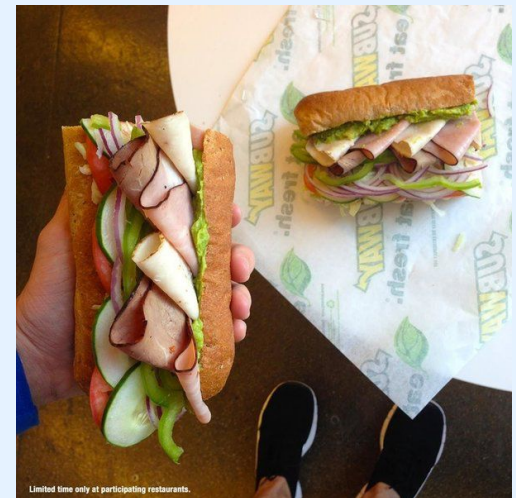
Food Additives removed from foods



Subway will gradually make changes to the menu over the next 18 months to remove artificial colors, flavors and preservatives.

For example, instead of serving turkey preserved with propionic acid, within two years Subway will carry meat kept fresh with natural ingredients like vinegar.

The company says the process is more difficult for the chain than many other quick service restaurants, due to the chain's size and breadth of ingredients. To kick off the process, Subway is introducing a new roast beef recipe, roasted with garlic and pepper, which the company describes as the latest example of menu improvement at the chain.



Food Additives removed from foods

General Mills

While 60 percent of General Mills cereals – including Cheerios, Wheaties and Kix – are free of artificial ingredients, the company will target the remaining 40 percent over the next two years, using fruit and vegetable juices and spice extracts to mimic the once artificial colours it was well known for.



Food Additives removed from foods

Kellogg's

Kellogg Co. said it has been working to remove artificial colors and flavors from Froot Loops, Apple Jacks and other branded cereals by 2018. Rival General Mills announced a similar initiative in June.

The move is part of Kellogg's ongoing efforts to restore growth in its cereal business, which has struggled in recent years on weaker consumer demand.

This is a positive move as one brand starts to remove food additives more rival companies will have to do the same to stay in competition and business.



Food Additives removed from foods

McDonald's

The company announced Monday that it is removing artificial preservatives from the iconic Chicken McNuggets as well as from breakfast items such as pork sausage patties, omelet-style eggs and scrambled eggs. Additionally, the company has removed high-fructose corn syrup from its hamburger buns this month, and they have completed a commitment, a year early, to only serve chicken free of antibiotics that are important to human medicine.



Are you **FOR** or **AGAINST** Food Additives?



Discuss with your partner if you think food additives are worth it? Would you rather your food look nice and colourful or to possibly get ill from eating it?

Lets review our learning... have you...

Learnt about...

- **Health implications of food additives**
- **Pros and cons of using food additives**



Lesson 35 – Food Additives Debate

In pairs you will be given a scenario of someone who is for or against food additives for a particular reason.

If you are strongly for or against let your teacher know so they can give you a card in which you can argue more for.

You will have 20 minutes for you and your partner to come up with arguments based on your card.

This will form a class debate.

