

Year 8 Home Economics



Half Term 1

September – November

In this half term you are learning:

- How to maintain high levels of personal hygiene and safety in the HE room
- How to weigh and measure practical ingredients
- How to use the oven
- Where our food comes from
- How to use descriptive words during practical lessons
- What is included in one portion of fruit
- The origins of common fruits
- What we mean by eating fruit 'in season'

Lesson 1

Introduction to Home Economics



What is Home Economics?

- Home and Family

- Diet and Health

- Managing resources

Vitamins and minerals

Family conflict



Diabetes

Fat, salt and sugar



Heart Disease

Marriage



Obesity

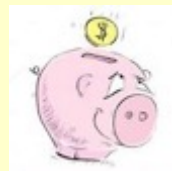


Energy efficiency

Siblings



Types of family



Family meals

Hygiene and safety



What is Home Economics?

- Home and Family:
 - Family conflict
 - Types of family
 - Siblings
 - Marriage
 - Family meals
 - Having a baby
- Diet and Health:
 - Vitamins and minerals
 - Diabetes
 - Obesity
 - Fat, salt and sugar
 - Heart disease
- Managing Resources:
 - Hygiene and safety
 - Time
 - Recycling
 - Energy efficiency
 - Food waste
 - Shopping for food
 - Equipment

Classroom Rules

- In our next lesson we will learn about the range of hazards in the HE room
- As our rooms are different from every other room in the school we need to have specific rules
- As a class, come up with a list of rules that you are agreeing to stick by
- Record these in your book and sign the bottom of the page to show you agree

Exit Task

- Name the three strands of Home Economics
- Name one classroom rule we agreed upon today
- Tell me where these items are:
 - Saucepans
 - Wooden spoons
 - Baking trays
 - Palette knives
 - Plastic bowls
 - Colanders



Lesson 2 - Kitchen Safety Passport



Student name: _____

How to get your passport

- In today's lesson you will carry out a series of short tests relating to kitchen safety and food hygiene
- You must pass each test in order to receive your 'Kitchen Safety Passport' – the test is marked out of 20 and you must get at least 15/20 to pass
- Your passport will enable you to cook in the next lesson – without a passport you cannot cook!





Spotting hazards in the HE room

- Now you have practiced identifying hazards on the whiteboard you are going to do the same thing in your HE room
- Your room has been set up as an unsafe kitchen for you to complete the following task
- Task:
 - Move around the room looking at the range of hazards that have been set up for you
 - Spot at least 3 hazards and record them on the table provided for you
 - Explain why each hazard poses a risk
 - Explain how each hazard could be prevented

Hazard

**Why is this a risk
in the kitchen?**

**How could it be
prevented?**

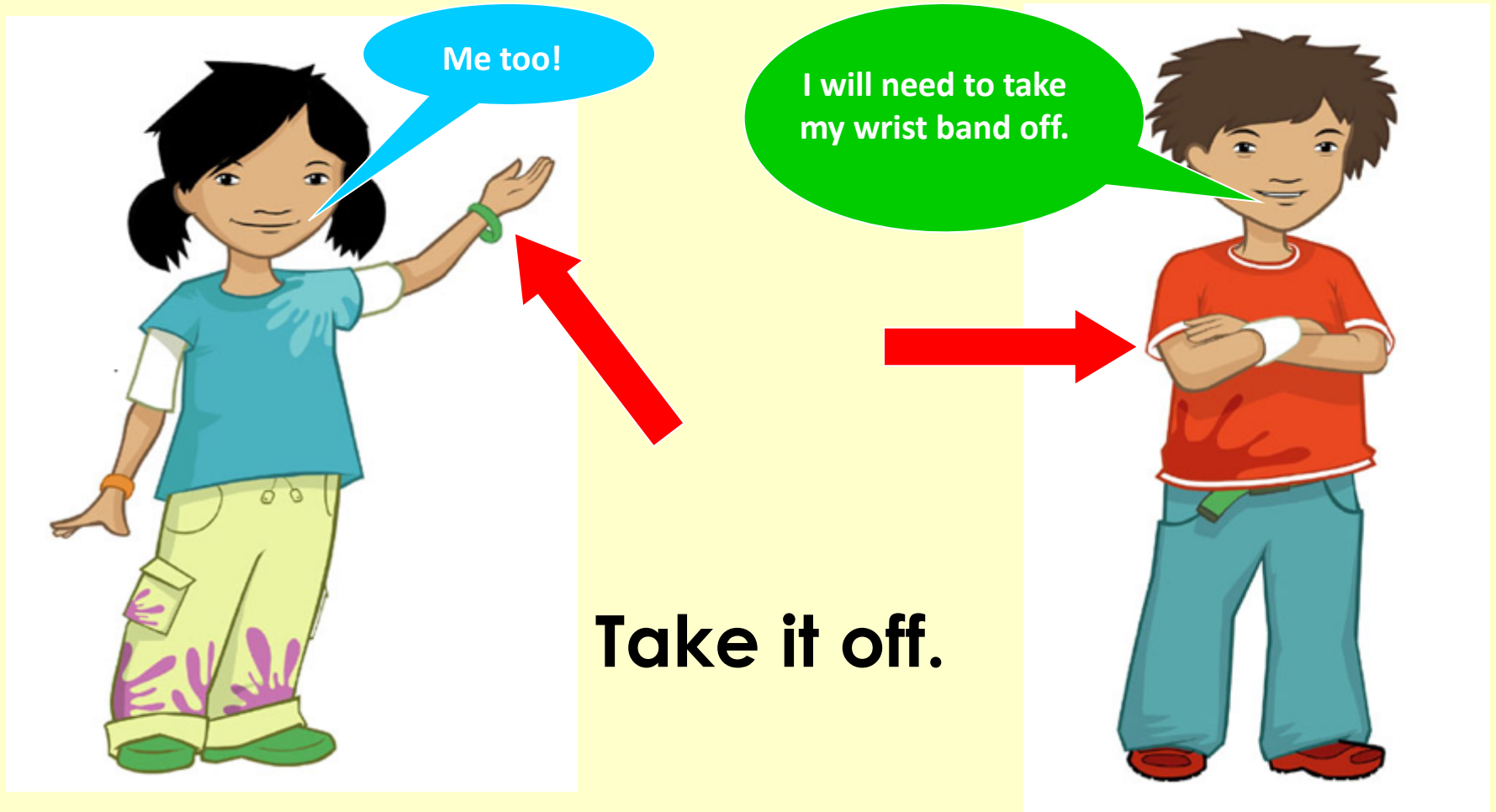
What must you do with your hair?

I need to tie my hair at the back of my head.



If you have long hair, you need to tie it back.

What must you do if you are wearing jewellery?



Me too!

I will need to take my wrist band off.

Take it off.

What must you do with long sleeves?

My sleeves are above my elbows, so they will be OK.



If you have long sleeves, you must roll them up.

What must you do to your hands?

If you are wearing nail varnish, take it off.



Wash your hands really well with soap and warm water and dry them properly.



I do not wear nail varnish so that will save me a job!

What must you do about your clothes?

Wearing an apron will keep the food safe and my clothes clean.



You must put an apron on.

What must we do to get ready for cooking?



**Tie long hair
at the back
of your head.**

**Take off
jewellery**

**Remove
nail
varnish**

Roll sleeves up

Put apron on

**Wash
hands**



Bacteria on a hand after touching an old dishcloth



Bacteria on a hand after using the toilet and before washing hands



Bacteria on a hand after handling raw chicken



Bacteria on a hand after handling raw meat



See how by washing your hands thoroughly,
the bacteria is removed



Notice how people often miss their thumbs when washing hands



Always wash hands in warm soapy water



1,000 times as many germs spread from damp hands than dry hands. Dry hands thoroughly using a clean dry towel, paper towel or air dryer; it doesn't matter which



This special UV light shows where bacteria that can cause food poisoning can lurk on badly or unwashed hands



This special UV light shows where the bacteria that can cause food poisoning could lurk on hands



Successful Hand Washing



Exit Task



- Today you have learned a range of safety tips for keeping yourself and others safe in the Home Economics room
- On the Exit Card provided for you, choose one tip that you feel is most important and explain why

(Teacher note – print out Exit Cards for the lesson)

- Most important safety tip:

- Why I feel it is most important:

Name: _____

Lesson 3 – Measuring Liquids



Starter Task - Measuring Liquids

- Liquids can be measured in HE in one of two ways. Can you name them?
- When we measure liquids during food prep we use certain units of measurement. What are the units we use?



Measuring Spoons – match the correct spoon to the correct measurement

15ml

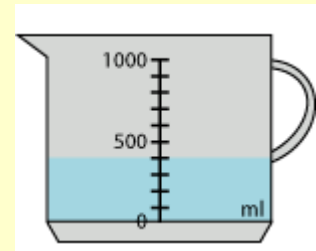


10ml

5ml

Teacher Demonstration

- When using a measuring jug you must follow these guidelines to ensure your measurements are accurate:
 1. Find the mark you need on the measuring jug before beginning to pour the liquid in
 2. Set the measuring jug on a flat surface so your measurement is even
 3. Get down to eye level so you can accurately see when the liquid meets the desired measurement



Strawberry Milkshake



Equipment

- Each pupil collect:
 - Glass
 - Measuring jug



- Get one of these between two:
 - Rotary whisk



Ingredients (per person)

- 200ml semi-skimmed milk
- 2 teaspoons strawberry milkshake flavouring
- 1 digestive biscuit



Method

1. Measure 200ml of milk into the measuring jug
2. Measure 1-2 teaspoons of strawberry flavouring (depending on how strong you want it to be)
3. Mix with the rotary whisk
4. Pour into your glass
5. Drink!



Washing Up

- Wash up in pairs – one partner washes, the other partner dries
 - Wipe your table down with a damp dishcloth
 - Stack your clean and dry dishes on the desk for your teacher to check
 - Check your sink area is clean and free from food or bubbles
 - DO NOT put any dishes away or remove your apron until told to do so by your teacher
- Follow the steps below to wash your dishes in the correct way:
 - Scrape any leftovers in to the bin/wash liquid leftovers down the sink
 - Fill the sink with warm water and a small squirt of washing up liquid
 - Wash dishes in the following order:
 - Glasses
 - Cutlery
 - Cleanest dish
 - Dirtiest dish
 - Pots/pans



Lesson 4 – Weighing and Measuring Practice



Weighing Ingredients

START

- When we weigh ingredients during food prep we use certain units of measurement. What are the units we use?
- There are three types of scales that can be used to measure ingredients during food prep. Can you name each type of scale shown below? Record the answers in your book:

Spring Balance

Balance Scale

Digital Scale



Let's Get Practicing!!

Group 1

- Complete the worksheets provided for you on weighing and measuring
- These must be completed to a high standard, as they will be marked by your teacher and will go towards your Using Maths level

Group 2

- In pairs, move around the workstations provided for you and practice weighing the correct amount of each ingredient as shown on the card
- It's ok to get it wrong first time – keep trying until you get it right!

Workstation A

Use the scales provided
to measure 150g pasta



Workstation B

Use the scales provided
to measure 300g flour



Workstation C

Use the scales provided
to measure 200g sugar



Exit Task



- Explain to your partner why the actions of each of the characters in these photographs is incorrect:



Lesson 5

Couscous Salad

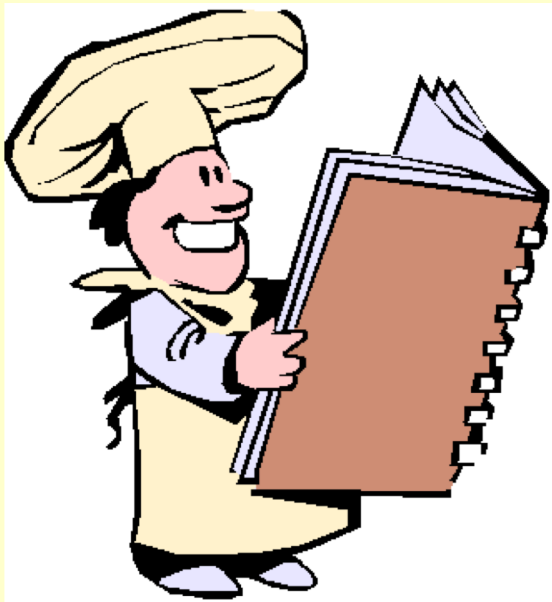


Equipment (between 2)

- Teaspoon
- Tablespoon
- Mixing bowl
- Measuring jug
- Yellow chopping board
- Red chopping board
- Vegetable knife
- Wooden spoon
- 2 tinfoil dishes



Ingredients (between 2)



- 100g couscous
- ½ tsp paprika
- 1tbsp oil
- 1 stick celery
- 5 cherry tomatoes
- ½ red pepper
- 1 spring onion
- 200g cooked chicken
- ½ tablespoon vinegar

Method



Partner A

1. Measure 100g couscous in mixing bowl
2. Stir in $\frac{1}{2}$ teaspoon paprika
3. Dice celery, tomatoes, pepper and spring onions and add to couscous once cool

Partner B

1. Boil kettle, then measure 150ml boiling water in to measuring jug
2. Add boiling water in to couscous along with $\frac{1}{2}$ tablespoon vinegar
3. Cut chicken into bite sized pieces and add to couscous

Both Partners

1. Divide couscous evenly in to tinfoil dishes
2. Collect a plastic fork to eat (5p per fork!)

Evaluation

1. What did you enjoy about this lesson?

2. What could have been improved?

3. What skills did you develop when preparing this recipe?



Lesson 6 – Where Does Food Come From?

Focus on Fruit



Food can be produced in one of 3 ways –
look at the pictures below to see if you can guess what these
3 methods are:



Where does food come from?

- For the next two lessons we are going to be working with fruit

Record the following in your book:

- Food is either:
 - Grown
 - Reared
 - Caught
- Fruit is _____

Fruit Taste Testing

- In this lesson we will be tasting a range of fruits
- Your task is to taste each one and use a range of descriptive words to describe the different fruits
- You must not use words like 'nice', 'good', 'bad', 'horrible' as these are personal opinions that do not really describe the properties of the fruit

Fruit Taste Testing

- When we are describing foods we need to look at 4 different characteristics:
 - Taste: How a food tastes on your tongue e.g. flavoursome, sweet, sour, spicy
 - Texture: How a food feels in your mouth e.g. hard, rubbery, chewy
 - Aroma: How a food smells e.g. fragrant, sweet, citrus, zesty, fresh, off
 - Appearance: How a food looks e.g. juicy, soft, colourful, bright, dull



Describing Fruit

Appearance and Colour

Attractive

Orange

Healthy

Red

Bright

Yellow

Dull



Taste and Flavour

Fruity

Sweet

Sour

Bitter

Zesty

Bland

Cool



'Mouthfeel'/Texture, Consistency

Hard

Waxy

Soft

Rubbery

Crisp

Smooth

Tender

Juicy



Smell/Aroma or Odour

Fragrant

Floral

Pungent

Sweet

Strong

Citrus



Exit Task

- Complete the Exit Card provided for you to explain which of the fruits you tasted today was your favourite and why
- Remember to use descriptive words in your explanation and avoid saying 'because its nice'



- My favourite fruit today was:

- I liked this fruit the most because:

Name: _____

Lesson 7

Using the Grill



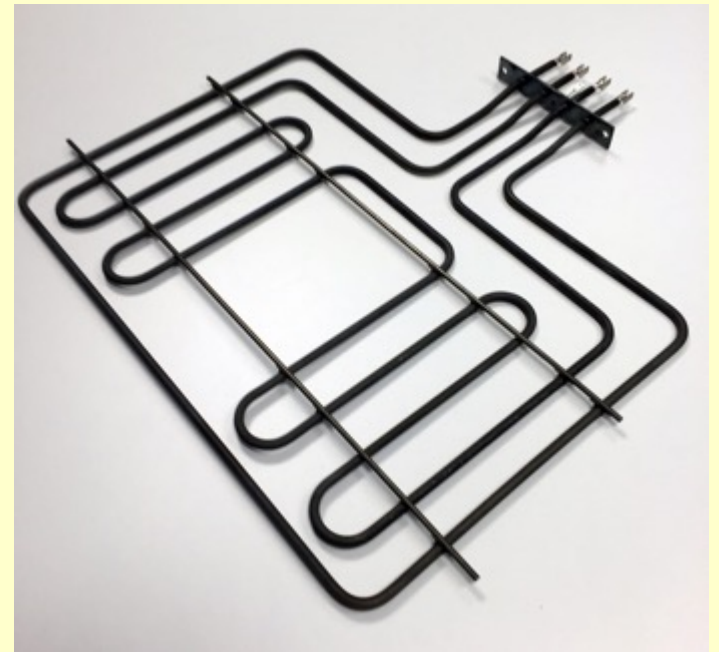
Foods that can be grilled

- Make a list of foods that can be cooked under the grill
- Share your list with your partner
- Share both lists with the table next to you



Extended Writing Task

- You will now be given 10 minutes to produce a long written description of how the grill works in your own words
- You can use some of the images on the next slide to help you
- You can also go back to look at the grill in your classroom to refresh your memory on how it works



Safety Rules for Using the Grill

- As a class, come up with a list of safety rules for using the grill:



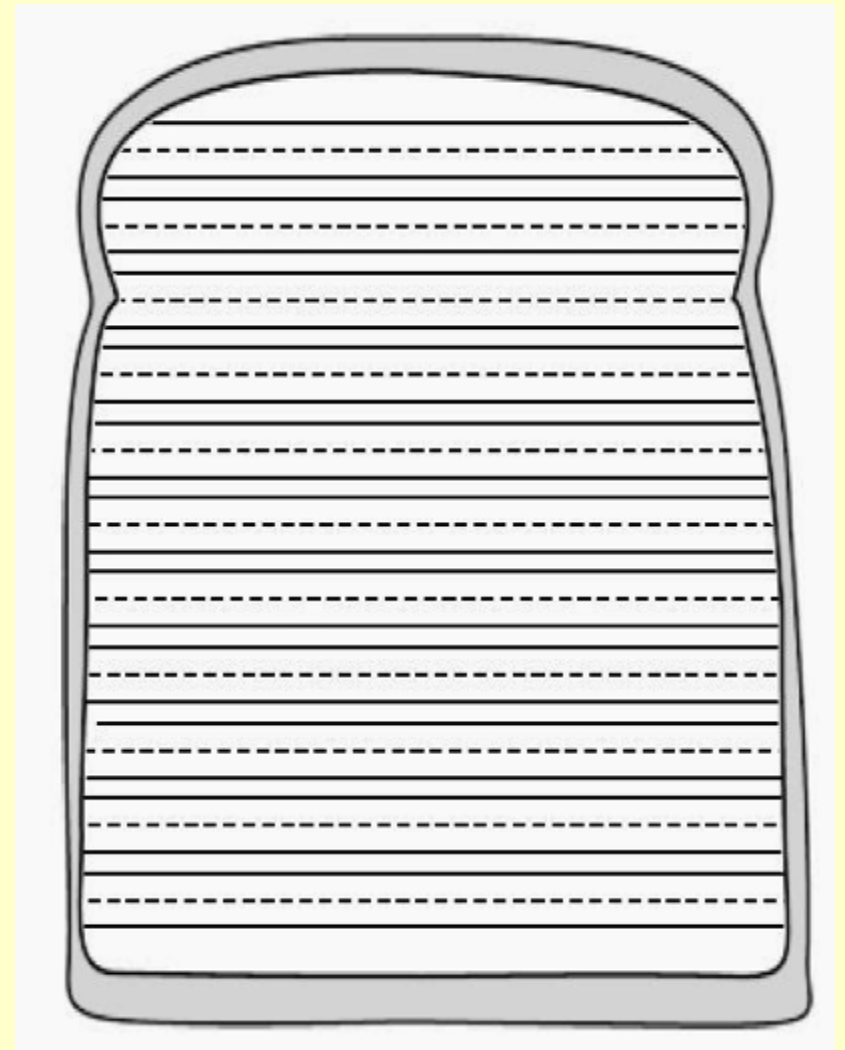
Plan your own toastie

- In your next practical lesson you will be making a toasted sandwich
- Use the template shown on the next slide to plan your own toastie in your classwork book



Plan your own toastie

- In your book, draw out the template you see here
- Record your chosen toastie ingredients inside the template



Plan your own toastie

Choose your bread:

- White bread
- Wholemeal bread
- Granary bread

Choose your spread:

- Butter/margarine
- Mayonnaise
- Sweet chill sauce
- Southwest sauce

Some examples of toastie fillings:

- Ham
- Cheese
- Tomato
- Cooked chicken
- Onion
- Pineapple
- Baked beans
- Sweetcorn

Exit Task

- In our next lesson we will be comparing the use of the cooker grill with a health grill for making toasties
- Decide now with your partner which piece of electrical equipment you will use – one of you must choose the cooker grill and the other must use the health grill



Lesson 8

Toasted Sandwiches



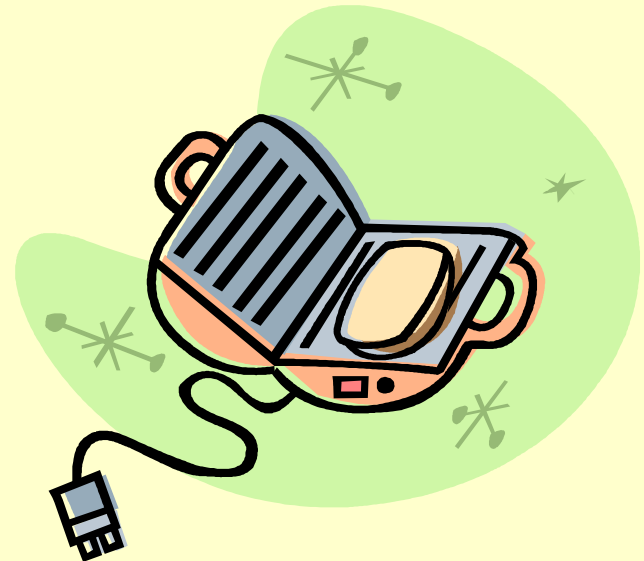
Equipment List



- Read through the ingredients list and method for making toasted sandwiches
- Think about the equipment you will need to make your toastie
- As a class, make an equipment list for this recipe

Ingredients

- 2 slices brown or white bread
- 25g butter
- Filling of your choice:
 - Ham & cheese
 - Cheese & tomato
 - Ham & pineapple



Method

Using the Grill

1. Preheat the grill.
2. Place both slices of bread on to the grill pan and grill until browned to your liking.
3. Remove toasted bread from grill and place fillings on top of one slice.
4. Return to the grill to melt cheese/heat filling ingredients.
5. Remove from grill once complete and place other slice on top.

Using the Toastie Machine

1. Turn on sandwich maker
2. Butter one side of each slice of bread.
3. Place the filling on the unbuttered side & place the second slice on top with the unbuttered side down.
4. Place the sandwich into the sandwich maker & close the lid tightly.
5. Cook until brown and crisp.

Comparison Task

- Compare your toastie with your partners
- Consider the CHARACTERISTICS of both toasties:
 - Appearance
 - Texture
 - Aroma



Comparison Task

- Draw the table below in to your book and fill it in based on your findings on the two toasties:

Cooking Equipment	Appearance	Aroma	Texture	Any other comments
Grill				
Toastie Machine				

Exit Task

- Complete the Exit Card provided for you to explain which of the pieces of cooking equipment you would prefer to use in future
- Remember to use words that justify your choice in your answer



- My choice of cooking equipment would be:

- I would choose this method because:

Name: _____

Lesson 9

Muffin Design Task



Starter Task

- Look at the photos on the next couple of slides of muffins that have been presented in an appealing way
- Choose the photo which you feel is the most appealing
- **Justify** your choice



How to JUSTIFY your choice

- The word JUSTIFY means to explain or defend your choice
- You can use some of the following words or phrases to help you justify your choice:

Appetising

Golden

Fluffy

Effort

Well risen

Tasty

Better size

Presentation dishes

More appealing

Moist

Colourful













Design Task

- In your next practical lesson you will be preparing Toffee Apple Muffins and you will be asked to present them in an appealing way.
- Your task is to draw four different design ideas for presenting your muffins on the A3 sheet provided.
- You should draw your designs in pencil and they should be coloured in.
- Each design should also be labelled to explain your choice of colours/decorations etc.

Peer Assessment Task



- When you get a peer to assess your work you ask them to give you their honest opinions on the strengths and the weaknesses of your work
- Rules for peer assessment:
 - You cannot be unkind
 - You should not be overly judgemental or too hard on your peer
 - The suggestions you make should help your peer to make improvements
 - It is ok to say you don't think a certain part of the work has been done well, as long as you can think of a way to help your peer improve their work

Peer Assessment Task



- Words to use when peer assessing someone else's work:

Appealing

Bigger

Clear labelling

Rushed

Different

Unique

Realistic

More labelling

Smaller

Neat

More effort

Untidy

Exit Task

- Complete the section of the Design Task sheet which asks you to choose one of your design options as your final design and justify your choice
- Remember to use words that justify your choice in your answer



Lesson 10 – Halloween Cookery

Toffee Apple Muffins



Starter task - label the parts of the cooker shown below:



Safety Rules for Using the Oven

- Always use oven gloves when putting food into the oven and when taking it out of the oven
- One partner holds the door while the other lifts the food in and out of the oven
- Always set hot dishes from the oven on a pot stand when you bring them back to your table
- Keep the oven door closed when in use – do not open the oven door to check your food before the cooking time is up
- Do not adjust the oven temperature unless told to do so by your teacher

Equipment (between 2)

- Mixing bowl
- Wooden spoon
- Measuring jug
- Vegetable knife
- Yellow chopping board
- Plastic bowl
- Dessertspoon
- Teaspoon
- Muffin tin
- 12 paper cases
- Pot stand
- Cooling tray



NB - Preheat oven to 200°C/Gas Mark 6

Ingredients (between 2)

- 180g plain flour (pre-weighed)
- 1 dessertspoon baking powder
- 40g margarine (pre-weighed)
- 30g demerara sugar
- 1 large egg
- 150ml milk
- 1 small eating apple
- 60g fudge



Method

Partner A

1. Place margarine in mixing bowl and melt for 1 minute in the microwave
2. Measure 150ml milk in to measuring jug
3. Add the flour, baking powder and sugar in to the mixing bowl
4. Add the melted margarine and milk and mix to form an even consistency

Partner B

1. Peel the apple and dice in to small cubes
2. Cut the fudge in to small cubes
3. Once cut, add in to the mixing bowl with the flour mixture

Both Partners:

- Half fill the paper cases with the muffin mixture
- Place in the oven to cook for 15-20mins until muffins have risen and are golden in colour
- Remove from oven and leave to cool on cooling tray

Evaluation

1. What did you enjoy about this lesson?

2. What could have been improved?

3. What skills did you develop when preparing this recipe?



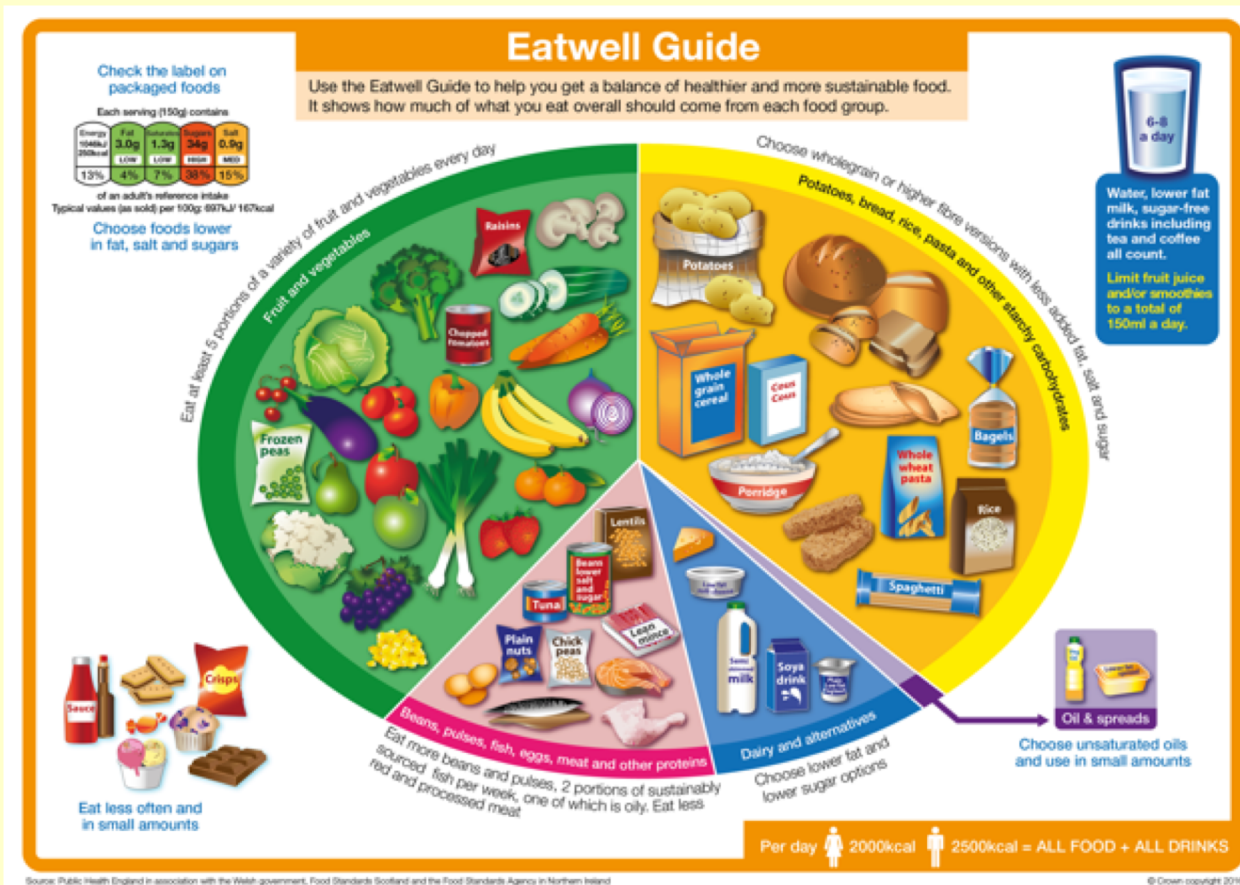
Half Term 2

November – December

In this half term you are learning:

- To evaluate advice provided by the Eatwell Plate and Eatwell Guide
- The benefits of the major nutrients provided by food
- To interpret the dietary advice provided under the five main dietary goals
- How to use the hob and grill

Lesson 1 – Eat Well Advice



Eatwell Plate vs Eatwell Guide

- Today you will be shown two versions of dietary or 'Eat Well' advice that has been provided by the UK government
- One is a new 2016 version, one is an older version from 2008

Eatwell Communication Task

- In groups, you must do the following:
 1. Work out which is the 2016 Eatwell advice and which is the 2008 version
 2. Make a list of at least 3 differences between each piece of Eatwell advice
 3. Make a list of at least 3 positives for each version of Eatwell
 4. Make a list of at least 3 negatives for each version of Eatwell
 5. Decide as a group which version of Eatwell you feel is the most useful
 6. Nominate a spokesperson to explain your opinion to the class

The eatwell plate

Use the eatwell plate to help you get the balance right. It shows how much of what you eat should come from each food group.

5-8 portions

Fruit and vegetables



7-8 portions

Bread, rice, potatoes, pasta and other starchy foods



2-3 portions

Meat, fish, eggs, beans and other non-dairy sources of protein



2-3 portions

Milk and dairy foods



1-2 portions

Foods and drinks high in fat and/or sugar



The Eatwell Guide

- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/528193/Eatwell_guide_colour.pdf

Both guides have been divided up to show the percentage of daily food intake that should come from each group:

Eatwell Guide

- Potatoes, bread, rice, pasta and other starchy carbohydrate foods = 38 %
- Fruit and vegetables = 40 %
- Dairy and alternatives = 8%
- Beans, pulses, fish, eggs, meat and other protein = 12 %
- Oils and spreads = 2%

Eatwell Plate

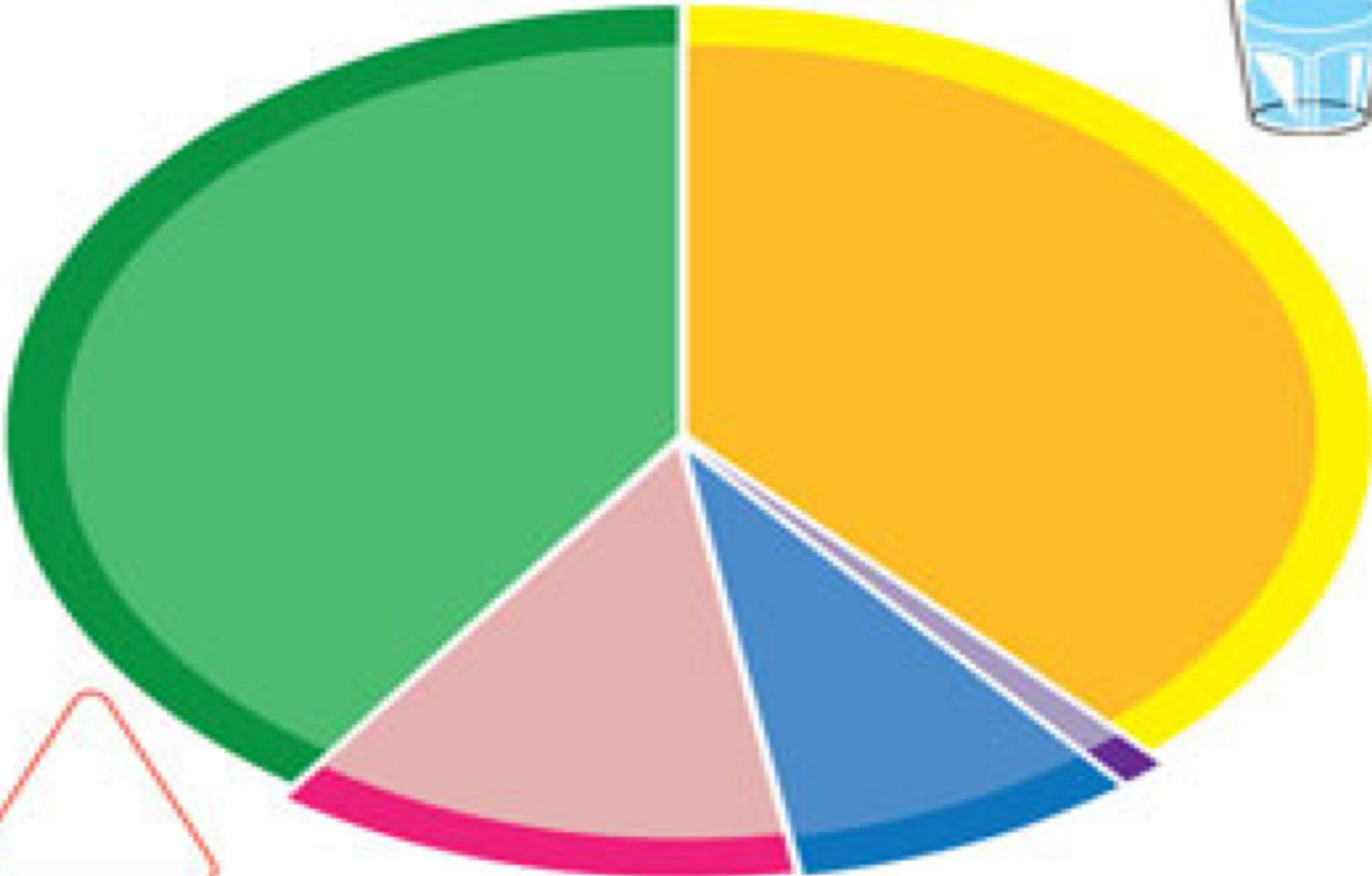
- Bread, rice, potato, pasta = 33%
- Fruit and vegetables = 33%
- Milk and dairy foods = 15%
- Meat, fish and alternatives = 12%
- Foods containing fat and sugar = 8%

Exit Task



- As a class, record as much information as you can remember on the blank copy of the Eatwell Guide shown on the next slide
- You will be allowed to leave the lesson when your teacher is satisfied that the Eatwell Guide has been filled in to a good standard!

eatwell guide



Lesson 2 – Crispy Topped Cod



In today's lesson you will:

Turn this:



Into this:



Using these:



Safety Rules

For the hob:

- Always turn your saucepan handle inwards
- Do not set anything other than a saucepan or frying pan on the hob
- If your saucepan begins to boil over, simply turn the temperature down
- Always use the correct sized saucepan for the ring

For the grill:

- Do not shut the grill door when in use
- Always watch your food when it is under the grill
- Use the plastic handle or oven gloves to remove your food from the grill



Equipment

- Vegetable knife
- Yellow chopping board
- 2 x tinfoil dishes
- Saucepan
- Wooden spoon
- Colander
- Baking tray

NB – oven needs to be preheated to 200°C



Ingredients (per person)

- 1 cod portion
- $\frac{1}{4}$ can condensed mushroom soup
- $\frac{1}{2}$ packet crisps (crushed)
- Handful grated cheese
- Handful green beans



Method

Partner A

1. Place both cod portions in tinfoil trays
2. Pour the soup over the cod and top with crushed crisps and cheese
3. Place foil tray on baking tray and cook for 20 minutes until golden

Partner B

1. Prepare the beans by cutting off the tops and tails using your vegetable knife on the yellow chopping board
2. Rinse in the colander
3. Place in saucepan of boiling water from the kettle and place on to hob to boil
4. Cook until beans have softened (approx. 10mins)

Both Partners:

- Drain the beans using the colander
- Remove fish from oven and serve with beans

Evaluation



1. What did you do well in this lesson?
2. What could you have improved?
3. What skills did you develop when preparing this recipe?
4. Describe the dish you have made, using a range of descriptive words for the taste, texture, aroma and appearance

Why do we eat food?



- Choose one food and drink item from the pictures below that would be your preferred option
- Explain your choice to your partner



Nutrients

- In addition to food tasting good, food provides our bodies with essential nutrients
- There are a range of different nutrients in food and each one has a different role in keeping the body healthy



What are nutrients?

- The word *nutrients* refers to all the things that make up how healthy food is
- They are substances which:
 - play an important part in keeping our bodies healthy
 - are all needed in different amounts



Research Task

- Today you will be working in groups of 4, using a range of sources to help you find out about some key nutrients:
 - Protein
 - Fats
 - Carbohydrates
 - Vitamin C
 - Calcium
 - Iron



Research Task

- In order to speed the task up, two members from your group will research the following nutrients:
 - Protein
 - Vitamin C
 - Iron
- The other two members will research the remaining nutrients:
 - Carbohydrates
 - Fats
 - Calcium
- Once you have gathered the information you need you will share your findings with your group members so you can all complete the task together



Protein

- Needed for growth of body tissues and cells
- Needed to repair damaged cells or muscles
- Also provides some energy



Fat

- Fat is needed to:
 - Provide energy for the body
 - Form a protective layer around organs
 - Keep the body warm
 - Add flavour to food



Fat

- Having too much fat in the diet can lead to overweight and obesity
- Having too little fat in your diet and on your body can lead to problems with being underweight



Carbohydrate

- Fibre or NSP:
 - Keeps your digestive system healthy
- Starchy carbohydrates:
 - Provide energy for the body



Carbohydrate

- Not having enough fibre in your diet can lead to:
 - Constipation
 - Bowel cancer
 - Diabetes
 - Haemorrhoids
 - Varicose Veins
 - Diverticulitis





Vitamin C

- Forms collagen in the body – this is the connective tissue which heals your wounds and holds your teeth in place



Vitamin C

- Not having enough vitamin C can lead to scurvy:
 - Bleeding gums
 - Wounds fail to heal





Calcium

- Not having enough calcium can lead to:

Osteoporosis



Normal bone



Bone with
Osteoporosis



Iron

- Needed to form haemoglobin
- Haemoglobin:
 - Transports oxygen around the body
 - Gives red blood cells their colour



Iron

- Not enough iron can lead to **anaemia**:
 - Pale skin
 - Extreme tiredness
 - Nausea





Exit Task

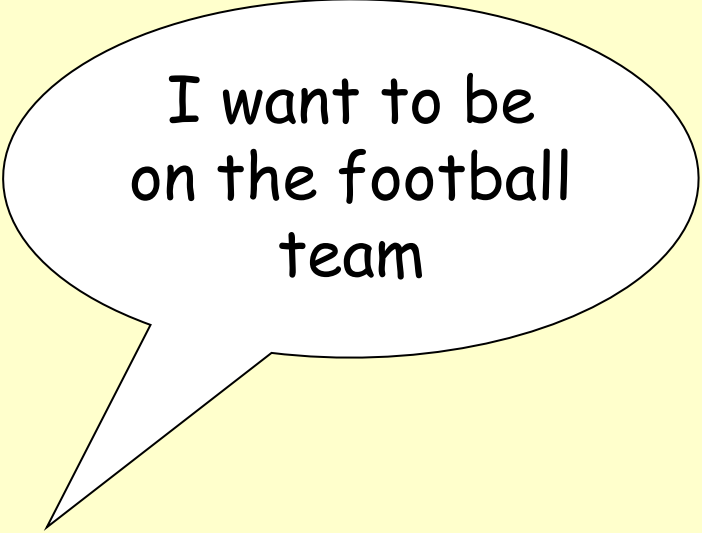
- Glue the table in to your book
- Show your completed nutrient table to your teacher
- Be prepared to answer a question on any of the nutrients on the table



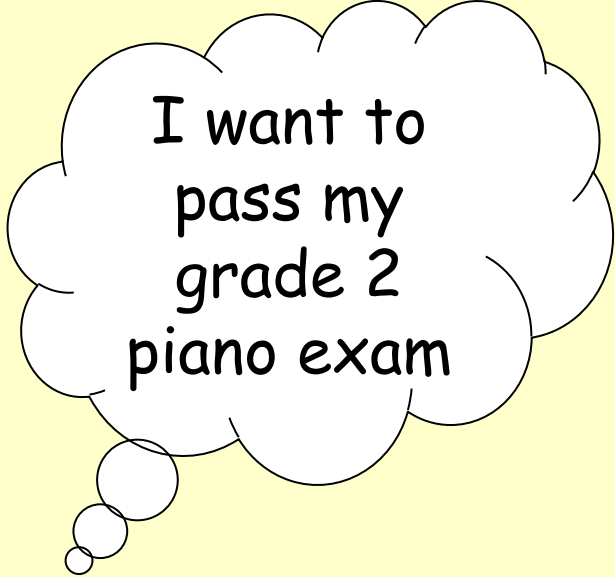
Lesson 4 – Dietary Goals



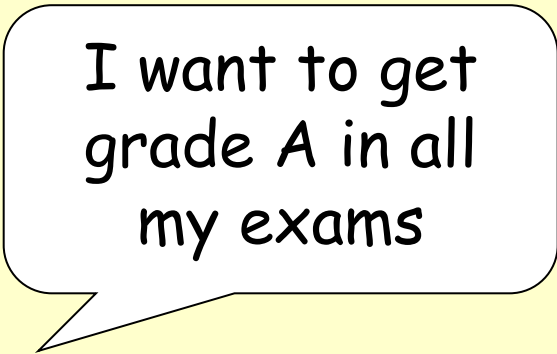
Goals

A white speech bubble with a black outline and a tail pointing towards the bottom-left.

I want to be
on the football
team

A white thought bubble with a black outline, featuring a large main bubble and three smaller bubbles leading to it from the bottom-left.

I want to
pass my
grade 2
piano exam

A white speech bubble with a black outline and a tail pointing towards the bottom-left.

I want to get
grade A in all
my exams

What is a goal?



- With your partner, come up with a definition of what you think a goal is
- We will use your definition to arrive at a class definition.
- You should record this definition in your Dietary Goals booklet:
- A goal is...

How to achieve your goals

- In order to achieve your goals you have to take action.
- This may mean changing your behaviour or putting a lot of effort into your actions in order to reach the target or goal you set yourself.



How to achieve your goals

- For example:

Goal	Actions needed
Getting on to the football team	Going to football practice; playing football in your spare time; listening to your coach's instructions
Getting 'A' grades in exams	Doing all your homework; listening in class; revising for exams

Dietary Goals

- As well as having goals to help us with school work or sports for example, there are also goals that have been set to help people improve their diets.
- The five goals that we have for our diet are:

- Eat less fat
- Eat less salt
- Eat less sugar
- Eat more fruit and vegetables
- Eat more NSP



- As with other goals, we must take action and make changes to our diets to make sure these goals are met

Exit Task

- Read the final section of the Dietary Goals booklet and set yourself 3 dietary targets for this week
- Show your completed booklet to your teacher before the end of the lesson



Lesson 5 – Apricot Chicken Curry



Equipment

- 2 vegetable knives
- Yellow/green chopping board
- Red/blue chopping board
- 2 measuring jugs
- 2 saucepans
- Hand blender
- Pot stand

Ingredients

- ½ onion
- 1 dsp sunflower oil
- 1tsp brown sugar
- 1dsp lemon juice
- 1dsp curry powder
- 1dsp tomato puree
- 75ml chicken stock
- 1 bay leaf
- 200g chicken (2 breasts)
- ½ small tin apricots
- 75ml light mayonnaise
- 60ml half fat cream

Method

Partner A

1. Put rice on to boil by $\frac{3}{4}$ filling saucepan with boiling water from the kettle
2. Dice onion
3. Make 75ml chicken stock in measuring jug using boiling water from the kettle

Partner B

1. Dice chicken
2. Add mayonnaise, cream and apricots in to measuring jug and puree with hand blender

Both Partners:

1. Fry onion in oil until softened
2. Stir in lemon juice, curry powder, tomato puree, chicken stock and bay leaf
3. Mix well and simmer gently
4. Stir in the chicken pieces, apricot puree, mayonnaise and cream
5. Heat through but do not boil
6. Serve with boiled rice

Evaluation

1. What did you do well in this lesson?

2. What could you have improved on?

3. What skills did you develop when preparing this recipe?



Lesson 6 – Christmas Boxes





Christmas Box Task

- You will each be provided with a cake box that will be used to take your Christmas cookery home in next week
- In today's lesson you will be provided with a wide range of Christmas craft materials and you should use the lesson to decorate your box however you choose!

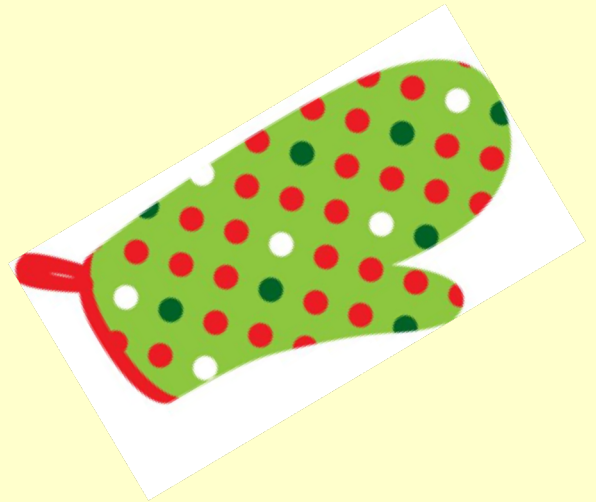
Lesson 7 – Christmas Cookery

Chocolate Yule Log



Equipment (per person)

- Yellow chopping board
 - Palette knife
 - Spatula
 - Table knife
 - Plastic bowl
-
- Feel free to use any other piece of kitchen equipment that will help you to decorate your Yule Log!



Ingredients (per person)

- Shop bought Chocolate Swiss Roll (must be brought by student)
- Chocolate buttercream:
 - 2 tablespoons cocoa powder
 - 100g soft unsalted butter
 - 200g icing sugar
 - 1tsp vanilla extract



Half Term 3

January – February

In this half term you are learning:

- To understand the effects of sugar intake on health
- To be aware of the amounts of sugar in common food and drink items
- How to produce materials for a health promotion campaign
- Correct methods of food storage

Lesson 1

Focus on Sugar



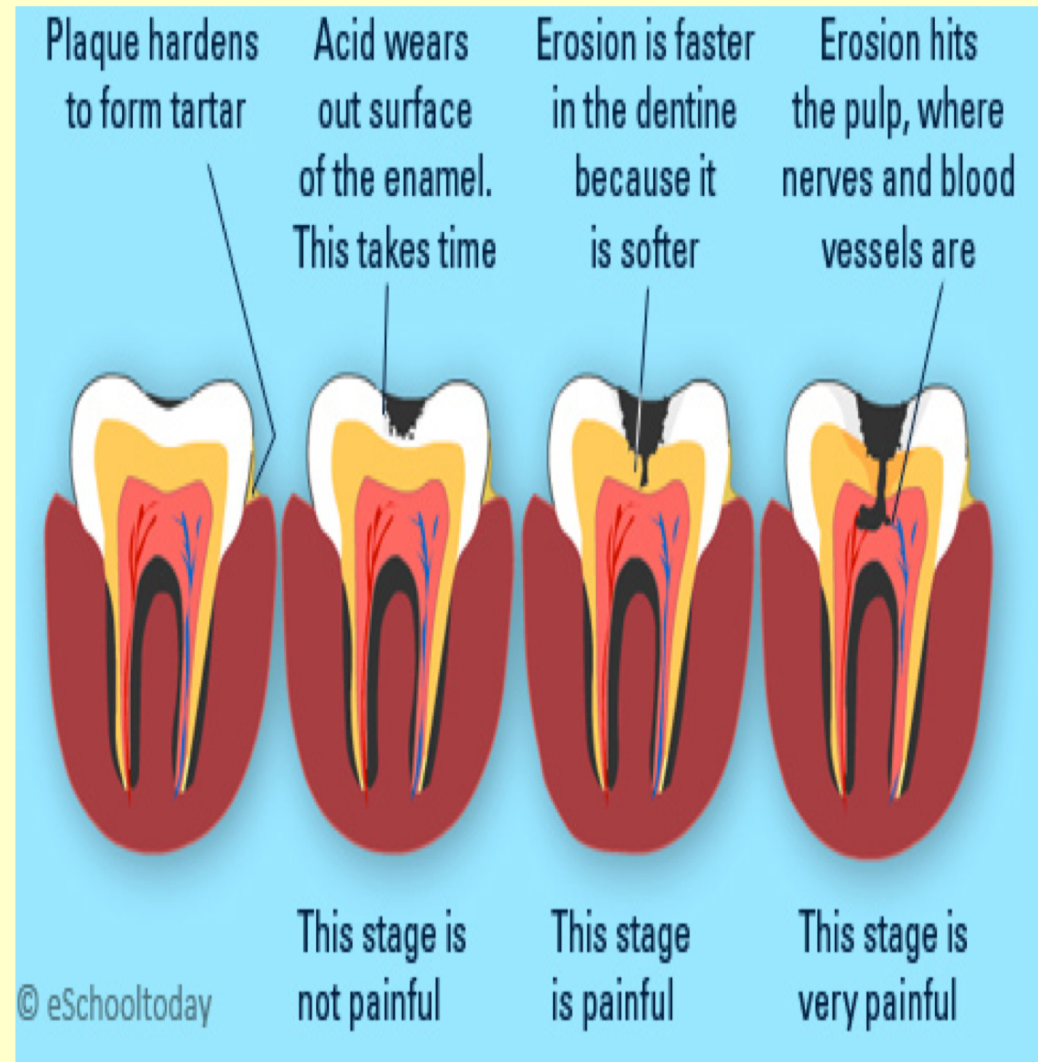
Starter Task



- By yourself - make a list in your book of as many foods and drinks as possible that are high in sugar
- With your partner – compare your lists and add on any foods that you have missed
- By yourself – put a circle around any of the foods that you would eat on a regular basis (e.g. every day/every other day)

Sugar and Tooth Decay

- When we eat sugary foods, the acid from the sugar stays on our teeth if they are not brushed immediately
- This acid turns into plaque, which attacks the enamel on our teeth
- This can lead to tooth decay if we allow this harmful plaque to build up
- The proper term for this condition is 'Dental Caries'
- In severe cases, teeth will become painful, may rot entirely and may need to be removed



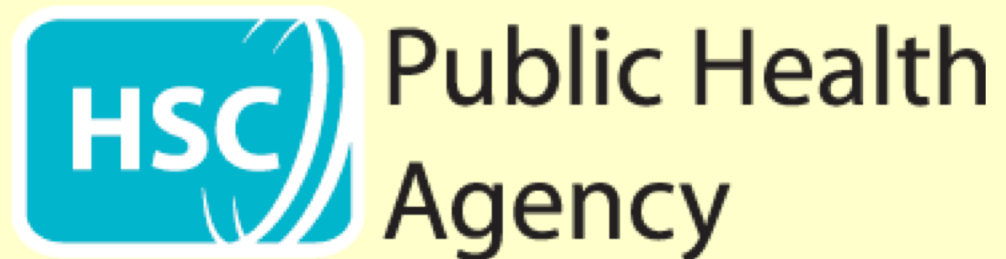
Sugar and Obesity

- Sugary foods contain high levels of calories
- If we consume too many calories in our diet and do not burn them off through exercise then we are at risk of putting on weight
- High sugar diets are a major cause of being overweight and/or obese
- This can lead to other complications, such as developing diabetes or heart disease in later life

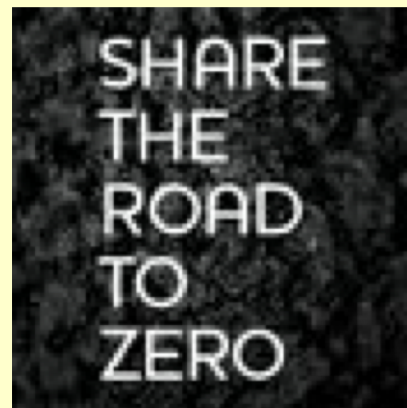
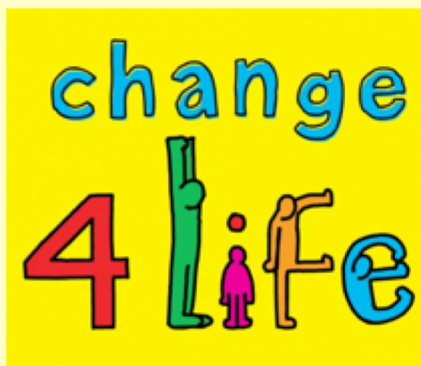


Health Promotion

- Copy this definition in to your book:
 - The term ‘health promotion’ refers to activities that are carried out by the government or health groups in order to make individuals lead a healthier lifestyle



Do you recognise any of these campaigns? What are these campaigns promoting?



Sugar Campaigns



- For this task you are going to work in groups of 3-4
- You are going to pretend you have been asked by Mr Houston to prepare a health promotion campaign that can be used in the school canteen to educate young students about the risks of eating too much sugar
- You will present your campaign to the rest of the class – each group will have 5 minutes to present

Sugar Campaigns

- You can choose to present your campaign in whatever format you wish (choose at least two different methods)
- For example:

Exit Task

- Before the end of the lesson you must do the following:
 - Choose a slogan for your campaign
 - Decide on the two methods of health promotion you will use for your campaign
- Once you have made your decision as a group, choose one group member to report your progress to your teacher



Lesson 2

Sugar Campaigns



Prep Time



- You are being given this whole lesson to prepare your sugar campaign
- Remember the following:
 - You need to produce at least two health promotion materials for your sugar campaign
 - You should plan on everyone speaking during the presentation and may want to use this time to prepare a speech/prompt cards
 - You should think carefully about how you are going to present your campaign e.g. where are you going to stand, who is going to speak first etc

Exit Task

- Choose one group member to report your progress to your teacher
- You must be able to show that you are prepared for next lesson, when you will present your campaign in front of the class



Lesson 3

Campaign Presentations



Prep Time



- You should use the first 5-10 minutes of this lesson to complete the final preparations for your sugar campaign
- Think about:
 - Where you are going to stand
 - Who is going to speak first
 - Do you need to hand out any campaign materials?
 - Do you need to put up any posters or other display items?

Time to Present!



- Each group will be given 5 minutes to carry out their sugar campaign presentation to the class
- Be prepared to answer questions at the end!

Campaign Evaluation

- What did you enjoy about this task?
- Do you think your campaign was effective in getting the message across? Give TWO positives about your campaign
- Give two ways you think your campaign could have been improved.

Lesson 4

Cheese and Chive Scones



Equipment

- Mixing Bowl
- Small plate
- Grater
- Measuring Jug
- Teaspoon
- Rolling Pin
- Vegetable knife
- Yellow chopping board
- Flour dredger
- Pastry cutter
- Baking Tray
- Pot stand
- Cooling tray



Ingredients (between 3 students)

- 450g plain flour
- 225ml milk
- 100g margarine
- 1 teaspoon bicarbonate of soda
- 2 teaspoons cream of tartar
- 100g of cheddar cheese
- 1 tablespoon of chives
- 1 x 5ml sp of mustard



Method

Person 1:

1. Weigh 450g flour, 1tsp bicarbonate of soda, 2tsp cream of tartar in to owl
2. Cut 100g margarine into cubes and rub in until the mixture resembles breadcrumbs.

Person 2:

1. Grate 100g of cheese
2. Chop 1 tablespoon of chives
3. Add cheese + chives into Partner 1s mixture
4. Leave a little cheese for the top of each scone to sprinkle on the top at the end.

Person 3:

1. Measure out 225ml milk
2. Make a well in the centre of the mixture and gradually add the milk, a little at a time and mix until a soft dough is formed.
3. Sprinkle a little flour on a baking tray.

Method Continued

1. Cut the dough into 3 equal quantities.
2. Flour your work surface, knead the dough lightly and roll out.
3. Cut into rounds and brush the top of the scones with a little milk.
4. Sprinkle the rest of the cheese on top of the scones and bake in the oven for 10-12 minutes until well risen and golden.

Evaluation

1. What did you enjoy about this lesson?

2. What could have been improved?

3. What skills did you develop when preparing this recipe?



Lesson 5

Food Storage



Starter Task



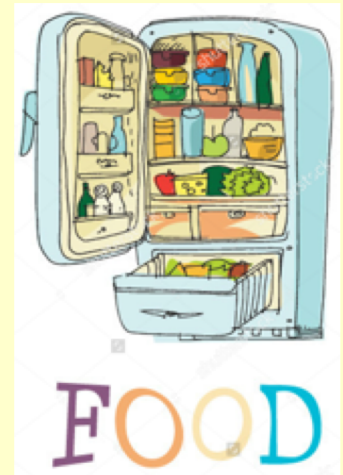
- Write the following question in to your book and discuss it with your partner

“Why do we store food?”

- Write down at least two possible reasons why we store our food

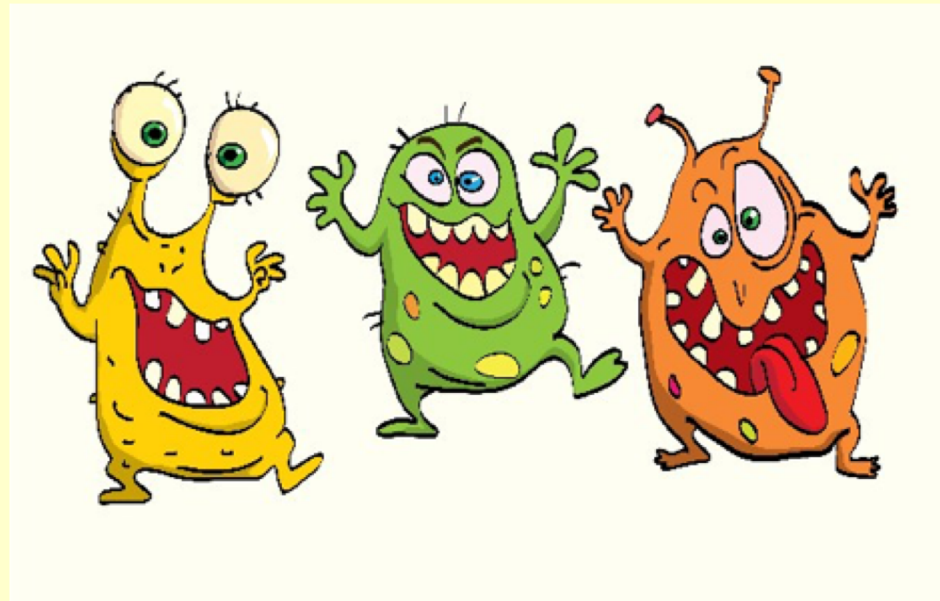
Why do we store our food?

- Class answers:



Why do we store our food?

- The most important reason for storing our food, and for storing it in the correct place, is to prevent the growth of BACTERIA on our food



Copy the following in to your book

In order to grow and multiply bacteria need:



Time



Moisture



Food



Warmth



Where do we store food?

- We store food in a range of different places in our kitchens:



Giant Food Storage Game

- As a class you will be provided with a wide range of pictures of foods and drinks
- You must place these pictures in the correct food storage area around your classroom
- These have been labelled for you:
 - Fridge
 - Freezer
 - Cupboard



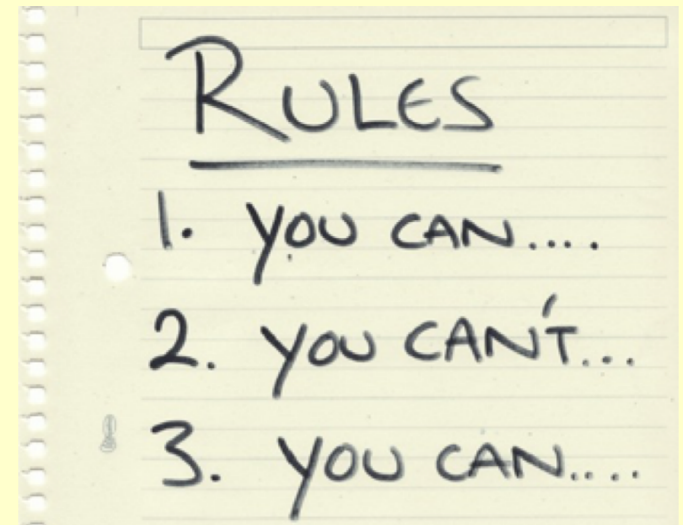
Giant Food Storage Game

- Once you are all happy you have placed the foods in the correct storage area, move around the classroom with your books and a pen
- Record at least 5 foods that are stored in each of the following places in your book:
 - Fridge
 - Freezer
 - Cupboard



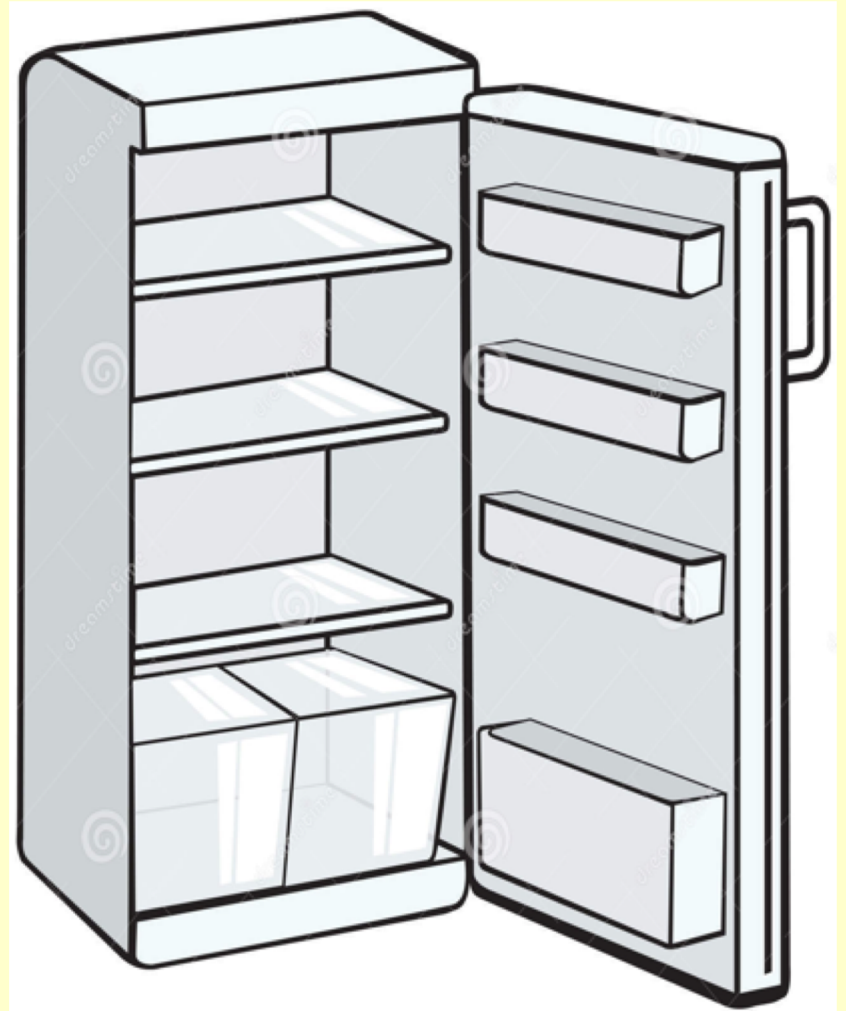
Rules for Storing Food in the Fridge

- Copy the following rules in to your book:
 1. Keep the fridge at 5°C or below.
 2. Keep the fridge door closed tightly, as the temperature will rise if the door is left open.
 3. Don't overpack the fridge, as this can stop cool air from circulating freely.
 4. Don't put hot food in the fridge as this can raise the fridge temperature.

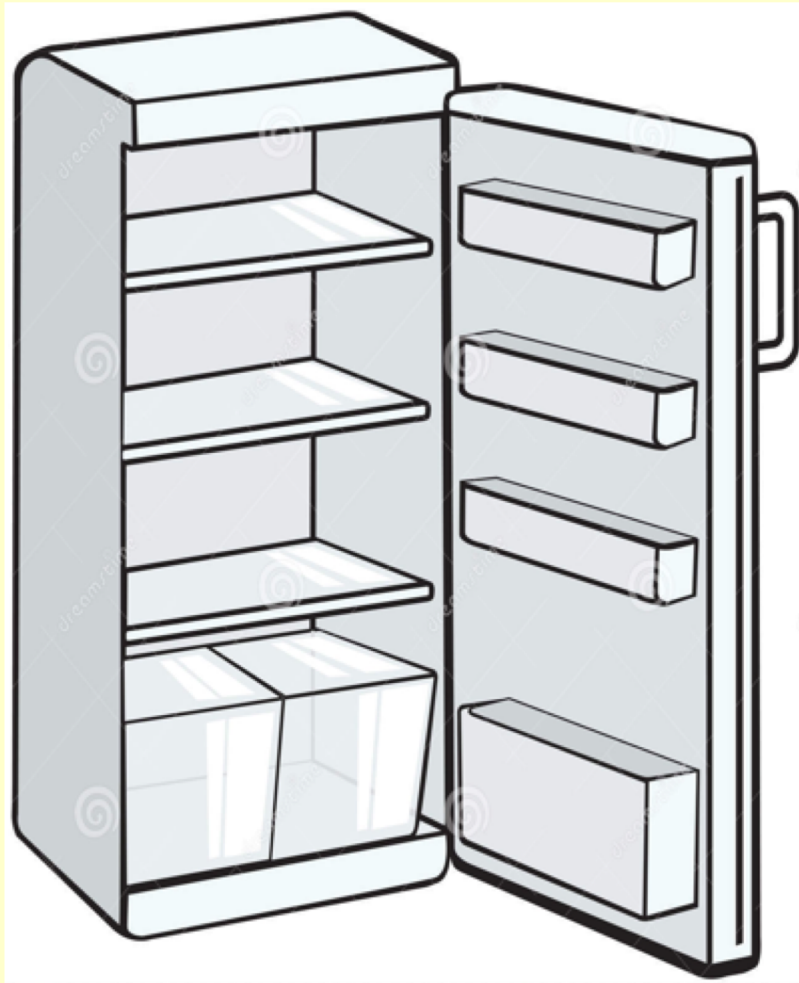


What Goes Where?

- Salad vegetables
- Raw meat
- Cooked meats and dairy products
- Bottles/drinks



Fill the fridge with the following food items:





Best Before and Use by Dates

- A best before date is:
- Best before dates appear on foods such as:
- A use by date is:
- Use by dates appear on foods such as:

Perishable items such as milk, yoghurt, cheese, meat.

Long-life items such as tinned foods, crisps, biscuits.

The date before which foods will be at their best quality. Foods eaten after this date will not cause harm to health.

The date by which foods **MUST** be eaten or they could cause harm to health e.g. food poisoning.

Exit Task

- Complete the Exit Card provided for you to explain which the importance of storing food correctly
- Your answer must completely fill the space you have been provided with
- This will be marked by your teacher and you will be expected to make corrections to it in your next lesson



- Food needs to be stored correctly because:

Name: _____

Lesson 6

Macaroni Cheese



Equipment – Macaroni Cheese

- 2 medium saucepans
- Frying pan
- Yellow chopping board
- Red chopping board
- 2 vegetable knives
- Colander
- 2 pot stands
- 2 foil containers



Ingredients (between 2)

- 100g macaroni
 - 1 tomato
 - 2 rashers bacon
 - 1 tablespoon oil
 - ½ onion
- For the white sauce:
 - 200ml milk
 - 25g margarine
 - 25g flour
 - 50g cheese



Method

Partner A

1. Place the macaroni in a saucepan of boiling water from the kettle and simmer until softened
2. Chop onion finely on yellow chopping board
3. Cut bacon into small pieces using red chopping board
4. Heat oil in frying pan and cook the onion and bacon until cooked through

Partner B

1. Measure 25g margarine, 25g flour and 200mls milk in to saucepan
2. Place saucepan on hob and bring to the boil, stirring continuously until the sauce begins to thicken
3. Add half of the cheese and stir through

Both Partners

1. Add bacon and onion to white sauce and stir through
2. Drain macaroni using the colander and add to white sauce
3. Divide evenly between foil dishes and top with remaining cheese
4. Heat under the grill until golden brown if desired

Where would you store the following ingredients:

Ingredient	Where should it be stored?
Macaroni	
Tomato	
Bacon	
Cooking oil	
Onion	
Milk	
Margarine	
Flour	
Cheese	

Half Term 4

February - April

In this half term you are learning:

- To be aware of the different stages throughout the life cycle
- To be aware of different types of relationship that exist throughout the lifecycle
- To understand the differences in family types
- To be aware of the different needs of individuals at various stages of the lifecycle
- To understand the specific needs of babies and toddlers
- To be able to plan a range of family meals

Lesson 1

Types of Family



Home and Family

- In addition to learning about diet and health and how to manage resources in Home Economics, we also learn about the family
- In this lesson we will look at three important topics within Home and Family:
 - Life cycle stages
 - Types of relationship
 - Types of family



Life Cycle Stages

Match the life stage to the age range and then copy the correct answers in to your book: :



- Infancy
- Childhood
- Adolescence
- Adulthood
- Older adulthood
- 65+
- 9-18 years
- 3-8 years
- 0-2 years
- 19-64 years

Types of Relationship



- As we move through the life cycle we develop many different types of relationship with other people
- With your partner, think of all the different types of relationships that exist between individuals across the life cycle
- Record as many as you can in your book under the heading:
‘Types of Relationship’

Types of Family

- Families nowadays come in all different shapes and sizes – this is what makes modern life so interesting
- Types of family can include:
 - Couples
 - Same-sex couples
 - Nuclear families
 - Extended families
 - Step-families
 - Adopted/foster families
 - Single parent family



Types of Family – Matching Task

- Complete the worksheet provided for you to match the types of family with their definitions
- Glue the worksheet in to your book



Exit Task – Describe a Family



- Choose one family – it can be your own family, someone else’s family who you know, a TV family or a real life celebrity family
- Produce a written description of this family on the exit card provided for you
- This task will be marked by your teacher, who will provide suggestions for improvement for you to act on in the next lesson

Name of family: _____

Description of family:

Name: _____

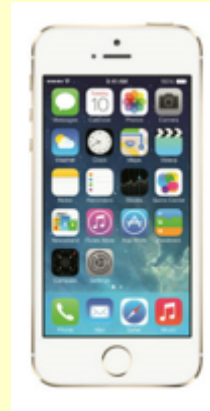
Lesson 2

Needs of Individuals



Wants and Needs

- Which of the following images show things that we need to survive?



Needs of Individuals

Our needs are divided into 4 main categories.

- Match the type of need to the explanation shown below, then copy the definitions into your book:

- **P**hysical needs

These are the basic requirements that we need to stay alive and healthy e.g. food, water and warmth.

- **I**ntellectual needs

These include the stimuli we need to keep our brain active e.g. education, books and play

- **E**motional needs

These include our need for love, security and a sense of belonging. Everything we need to make us feel happy and contented.

- **S**ocial needs

Our need to be in contact with others, to form relationships with others and be socially accepted.

Class Task

- Your teacher has set out a table for each of the 4 main types of need
- You will be provided with a range of needs on laminated cards
- You should move around the room, placing the needs you have been given under the correct heading
- When the whole class is finished, take your book and pen around the room with you to make a list of at least 5 needs under each heading:
 - Physical needs
 - Intellectual needs
 - Emotional needs
 - Social needs



Needs across the lifecycle

- As an individual gets older, their needs change
- With your partner, use the range of needs that are spread around the room to make two lists in your book as shown below:

Needs that are common at each life stage	Needs that are specific to a certain life stage
<i>Food</i>	<i>Learning to read – childhood</i>

Exit Task

- Close your book and explain two of the following types of need to your partner
- Your partner can then explain the other two types of need to you before you leave the room:
 - Physical needs
 - Intellectual needs
 - Emotional needs
 - Social needs



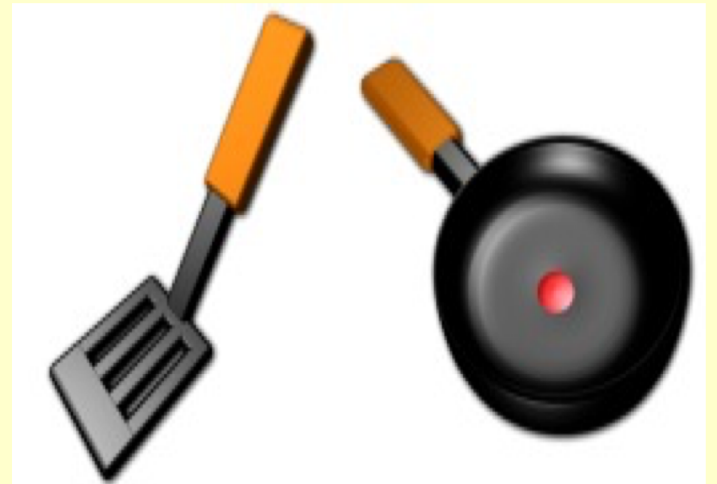
Lesson 3

Family Meals – French Toast



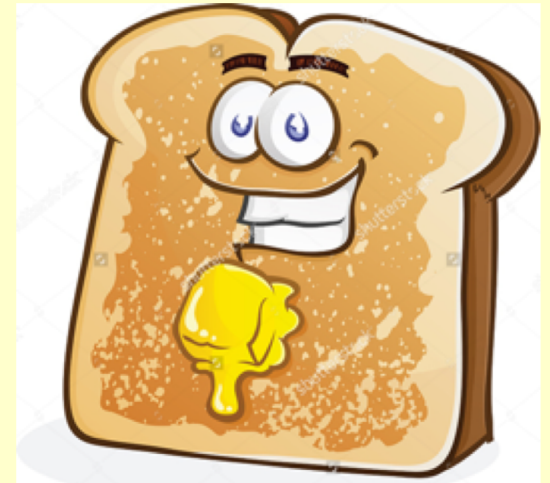
Equipment

- Mixing bowl
- Dessertspoon
- Whisk
- Yellow chopping board
- Table knife
- Small plate x2
- Frying pan
- Fish slice
- Pot stand
- Fork



Ingredients (between 2)

- 2 slices thick white bread
- 1 egg
- 2 dessertspoons milk
- Oil for frying
- Caster sugar for dusting
- Cinnamon for dusting



Method



1. Beat egg in mixing bowl and add 2 dessertspoons milk
2. Slice bread in half and dip into egg mixture
3. Heat a little oil in a frying pan
4. Fry bread until golden and crisp
5. Turn bread over and repeat
6. Remove from the pan when ready and sprinkle with sugar and cinnamon (if desired)

Evaluation

1. What did you enjoy about this lesson?

2. What could have been improved?

3. What skills did you develop when preparing this recipe?



Lesson 4

Family Meals – Breakfast Planning





Breakfast

What does the word 'breakfast' mean?

It means **break fast**.

Over night you do not eat or drink which is like **fasting**. In the morning you **break** your fast by eating and drinking, so the first meal of the day is called **Breakfast!**



What do you have for breakfast?

What do you have for breakfast on a school day?

Do you have a different breakfast at the weekend?

Do you have a different breakfast on special occasions, e.g. your birthday, when staying with friends or family, Christmas morning, Eid?



Why is breakfast important?

Breakfast is a very important meal because it:

- wakes up our body so we are ready for the day;
- provides us with energy so we can work and be active;
- helps keep us full throughout the morning so we can concentrate;
- is a great way to get some of our 5 A DAY, as well as other important nutrients.



What makes a good breakfast?



Breakfast is a good time to start getting your 5 a day.

You could try...



**A piece of fruit
with your breakfast**



**Chopped fruit or
berries on cereal**



**Fruit or vegetable
juice**

What else could you have?

What makes a good breakfast?



Starchy foods provide energy and help you stay fuller for longer.



You could try...



Different types of bread



Toast



Breakfast cereals

What else could you have?

What makes a good breakfast?



Milk and dairy foods help develop strong bones and teeth.



You could try...



A yogurt



A glass of milk



**Soft cheese on
a slice of toast**

What else could you have?

What makes a good breakfast?



Remember to have a drink with your breakfast every day.



You could try...



A fruit smoothie



Fruit or vegetable juice, e.g. tomato



Water

What else could you have?

Why do people skip breakfast?

- Some people skip breakfast because they think it will help them lose weight.
- However, research shows that eating breakfast can help people control their weight.
- There are also a range of other reasons why individuals choose to skip breakfast



Skipping Breakfast Problem Solving Task

- You will now be put in to groups of four and provided with a set of discussion cards
- These cards show reasons why individuals skip breakfast
- As a group, choose 3 of these reasons to record in your book
- Beside each reason, your group should record a solution or way to overcome the problem in each case



Skipping Breakfast Problem Solving Task

- Draw a table in to your book like the one shown below
- Complete the table with your group solutions – an example has been provided for you:

Reason for not eating breakfast	Solution
I don't have time to eat at the table in the morning	Have a cereal bar or take a smoothie in a travel cup

Exit Task

- Complete your breakfast planning card
- Make sure your name is on it
- Hand it in to your teacher so your food is ordered for next week



Lesson 5

Family Meals – Let's Eat Breakfast



Breakfast Practical

- Use the planning sheet you completed in the previous lesson to prepare your breakfast
- Remember your group must all be ready to sit down to breakfast at the same time and you must lay out your breakfast table before you eat



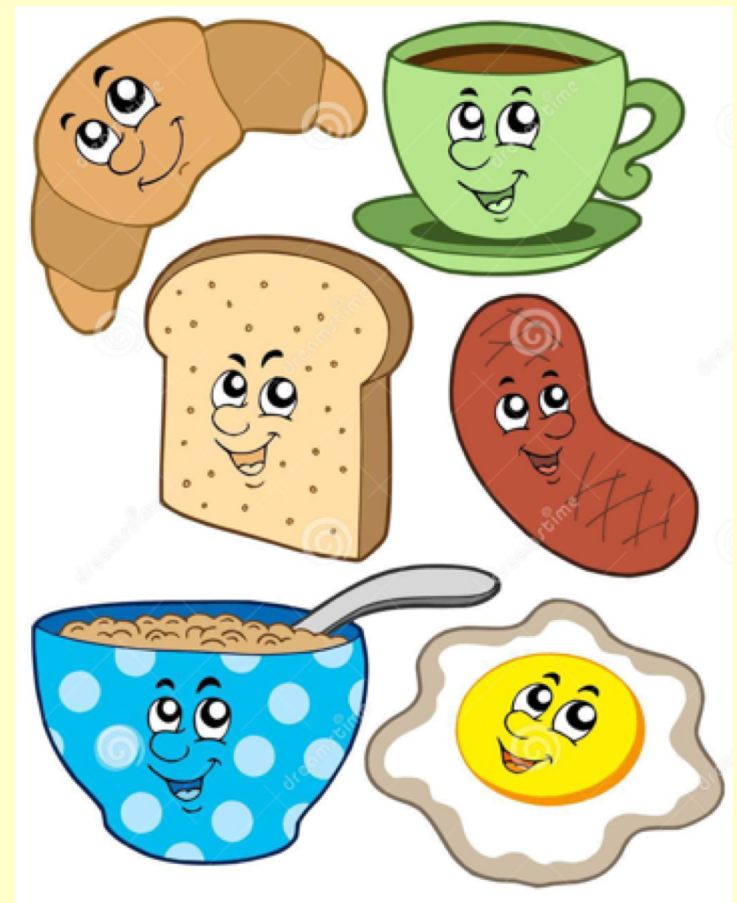
Equipment (between 4)

- 4 small plates
- 4 bowls
- 4 table knives
- 4 cups and saucers
- 4 dessertspoons
- 4 glasses



Ingredients

- Your choice of:
 - Weetabix or cornflakes
 - Fruit cocktail or yoghurt
 - Croissant or toast
 - Tea or coffee
 - Juice or milk



Evaluation

1. What did you enjoy about this lesson?

2. What could have been improved?

3. What skills did you develop when preparing this recipe?



Evaluation

- How suitable was our breakfast as a family meal?
- Was it better than the French Toast meal?
Explain your answer

Lesson 6

Babies and Toddlers



Physical Needs

- When a baby is born they have very few physical capabilities
- So they need help to fulfil their physical needs from parents/carers/other family
- Put the following list of physical needs in the order they occur for an infant:



Learning to crawl



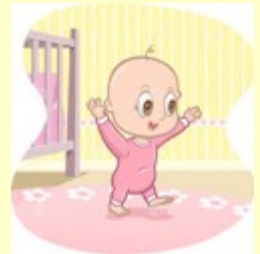
Feeding



Learning to sit up



Toilet training



Learning to walk

Sensory Development

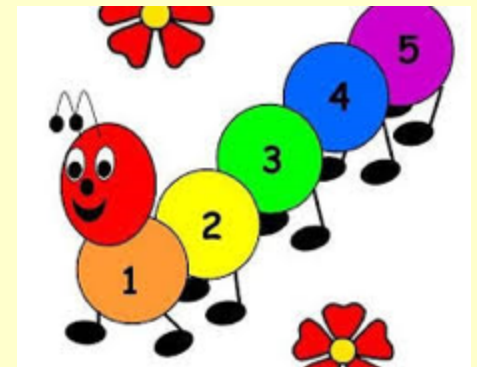
- Name the following senses:



- Infants need help to improve these senses as they grow

Intellectual Needs

- A baby's mind is a blank canvas from birth and they need to have input from others in order to learn
- Try to identify the major learning developments that infants experience from the pictures below:



If babies could text...



Expressing Emotions in Infancy

- Infants have very few ways of expressing emotions – match the emotions to the correct sentences below:

– Babies express hunger, tiredness, discomfort, pain, loneliness and frustration all through _____.

– Both babies and infants express happiness or other positive emotions by _____ or _____.

– Older infants express these emotions through appropriate facial expressions or by temper _____.

laughing

tantrums

crying

smiling

Social Needs

Infants need to learn how to:

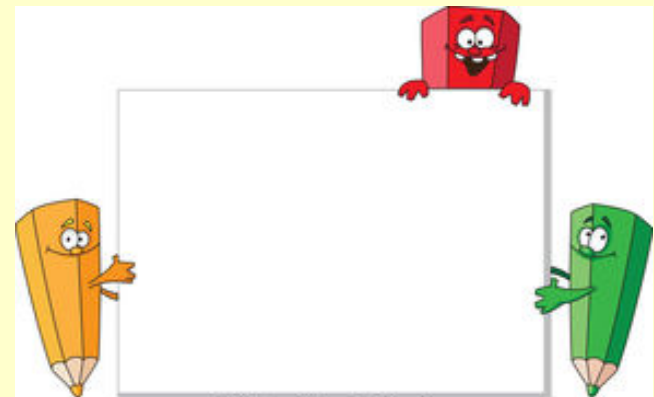
- Share
- Take turns
- Say please and thank you
- Role play grown up scenes e.g. families, doctors etc.



- Infants learn how to interact socially with others through play
- First they will play side by side with other infants (parallel play)
- Then they will learn to play together (social play)
- Which of the pictures on the left shows parallel play?

Poster Task

- You will have the remainder of the lesson to produce a poster that shows the PIES needs of babies and toddlers
- Your poster must include:
 - Have the title 'Needs of Babies and Toddlers' on it
 - Have your name on it
 - Show all four PIES needs and have some examples of needs under each heading
 - Be coloured in
 - Have pictures as well as words included



Exit Task

- Show your completed poster to your teacher
- Be able to answer at least one question from your teacher on any of the needs of babies and toddlers



Lesson 7

Easter Bird's Nests



Equipment

- Muffin tin
- Mixing bowl
- Plastic bowl
- Saucepan
- Wooden spoon
- Dessertspoon
- Teaspoon
- 12 bun cases



Ingredients (between 2)

- 4 shredded wheat
- 200g milk chocolate
- 24 mini eggs



Method

Partner A

1. Line muffin tin with bun cases
2. Crumble shredded wheat into mixing bowl

Partner B

1. Break up chocolate and melt in a bowl over a pan of simmering water or melt in a small bowl in the microwave (1min approx.)

Both Partners

1. Add the melted chocolate to the shredded wheat and mix well.
2. Using a teaspoon, divide the mixture between bun cases.
3. Make a groove in each nest and place 2 eggs in each.
4. Leave to set.

Evaluation

1. What did you enjoy about this lesson?

2. What could have been improved?

3. What skills did you develop when preparing this recipe?



Half Term 5

April – June

In this half term you are learning:

- To be able to plan a range of family meals
- To be able to prepare a range of family meals independently under assessed conditions
- To be able to evaluate ingredients to use in a healthy packed lunch
- To be able to evaluate suitable meals for different family types
- To be able to evaluate the best choice of equipment for a new baby

Lesson 1

Healthy Packed Lunches



Starter Activity



- Discuss the following questions with your partner:
 - Did you bring a packed lunch to primary school
 - What did you normally have in your packed lunch
 - Do you think your packed lunches were 'healthy'

Healthy Packed Lunches



- **Thanks to Jamie Oliver, school dinners have had a radical overhaul. But what about the lunchboxes that are packed for kids?**
- It's just as important to make sure the lunchbox a child takes to school provides as healthy and balanced a lunch as what they would eat at home.
- This means plenty of foods that contain the nutrients that children need, and fewer foods high in sugar and saturated fat.

Starchy Foods

- Starchy foods are a good source of energy and should make up a third of the lunchbox. But don't let things get boring:
 - Instead of sandwiches, give kids bagels, pitta bread, wraps and baguettes.
 - Use brown, wholemeal or seeded bread, not white bread.



Which of these are suitable options for packed lunches?

- Unsalted nuts
- Packet of chocolate buttons
- Vegetables and dip
- Fresh fruit
- Double decker bar
- Cold sausage roll
- Cheese and crackers
- Dried fruit



Healthy Lunchbox Group Task



- **Scenario:** The school canteen at Acorn Primary School are running a competition to see who can design a new packed lunch menu for p7 children. Children in p7 will be going out on a school trip at the end of the week and you have been asked to plan a healthy lunchbox menu that can be provided for the children to take with them.
- **Task A:** In groups, review the healthy lunchbox cards that have been provided for you and discuss the good and bad points about each packed lunch.

Individual Task

- By yourself, choose 3 lunchbox options and complete the table provided by your teacher to consider the good and bad points about each lunch



Design Task



- Using the template provided on your handout, plan your own healthy lunchbox for children in p7.
- You must draw on the food items and label each one before explaining why you feel each food is suitable for a p7 packed lunch.

Packed Lunch Assessed Practical Lesson

- In our next lesson you will prepare a snack that could be included in a packed lunch – either a sandwich or a pasta salad
- This lesson will be an assessed practical – so you will gain marks for how well you prepare your snack
- Once your snack is prepared you should sit with your partner at a table that is laid out in a suitable way for a packed lunch
- You will gain marks for presenting your packed lunch table, so you may want to bring in some of the following items:
 - Tablecloth
 - Paper cups/plates
 - Packed lunch box to serve your snack in



Choice of Ingredients

- Choose 1 of the following:
 - Pasta
 - Wholemeal bread
 - White bread
 - Bread rolls

- Choose up to 3 of the following:
 - Sweetcorn
 - Peppers
 - Red onion
 - Cucumber
 - Ham
 - Spring onion
 - Cheese
 - Lettuce
 - Tomato
 - Egg
 - Tuna

- Choose 1 of the following:
 - Mayonnaise
 - Margarine

- Choose 1 of the following:
 - Apple juice
 - Orange juice
 - Blackcurrant

Exit Task

- Complete your packed lunch planning card
- Make sure your name is on it
- Hand it in to your teacher so your food is ordered for next week



Lesson 2

Packed Lunch Practical



Choice of Ingredients

- Choose 1 of the following:
 - Pasta
 - Wholemeal bread
 - White bread
 - Bread rolls

- Choose up to 3 of the following:
 - Sweetcorn
 - Peppers
 - Red onion
 - Cucumber
 - Ham
 - Spring onion
 - Cheese
 - Lettuce
 - Tomato
 - Egg
 - Tuna

- Choose 1 of the following:
 - Mayonnaise
 - Margarine

- Choose 1 of the following:
 - Apple juice
 - Orange juice
 - Blackcurrant

Packed Lunch Evaluation


1. Explain what you did well in this practical
2. Explain what you could have improved
3. List the skills you used
4. Describe the sensory characteristics of your snack – taste, texture, aroma, appearance
5. Do you think your snack was suitable for a packed lunch for a school child? Explain your answer

Lesson 3

Dinner at the Table



Family Meals in the News



**1 in 10 families
NEVER has an evening
meal together**

The Importance of Family Meals



- There is a lot of debate in today's society about the importance of sitting down at the table for family meals
- In this lesson you will work in groups of 4 to carry out your own mini debate on this issue
- Your group will be provided with a range of discussion cards which you should use to prompt your debate
- Give your opinions in your group about whether you feel family meals time are important or not – remember it is ok to disagree as long as you do so respectfully

Hectic social schedules and
hefty workloads means
millions of families are unable
to enjoy each others' company
at the dinner table.

Worryingly, of the few who do manage to sit down together, one in five families then spend less than ten minutes at the table.

The study of 3,000 adults also revealed two thirds of kids wished for a return to the traditional family dinner time.

Four out of ten children have even asked their mum or dad to have more evening meals as a family.

For many families, the evening meal is the one part of the day where they can all get together and catch up.

It seems we're letting pressures
from our work and school lives
get in the way.

After everyone is home from their day at school and work, sitting around the dinner table means you get some time to have some real quality time as a family.

Unfortunately, it seems regular family meals are not happening in many households with people eating at different times, or in different rooms of the house instead.

Maybe parents should pay more attention to their children and make the most of the time together in the evenings.

More than a third of adults and children watch TV while sat at the dinner table, and another 18 per cent make phone calls or send text messages on their mobile.

Sixteen per cent of those surveyed read a book or magazine instead of having a conversation with their loved ones, while nine per cent admitted to playing computer games.

If everyone decides as a family to make mealtimes a priority, with a little bit of effort, it's definitely achievable.

Writing Task - Do you think family meal times are important?

- Now you have had a chance to weigh up both sides of the debate, produce a written account of YOUR OWN opinion on whether family meal times are important
- This task will be marked by your teacher, who will provide suggestions for improvement for you to act on in the next lesson



My opinion on family meal times is:

Name: _____

Exit Task

- Hand your opinion card and your family meal planning card to your teacher before you leave the room



Lesson 5

Family Dinner



Quick and Easy Pasta Bake



Equipment

- Saucepan
- Colander
- Yellow chopping board
- Vegetable knife
- Measuring jug
- Dessertspoon
- 2 foil containers
- Baking tray
- Pot stand

- NB – preheat oven to 200oC



Ingredients

- 120g pasta shapes
- 2 slices ham
- Small tin of condensed Cream of Chicken Soup
- 100ml milk
- Tablespoon frozen peas
- Tablespoon frozen sweetcorn
- Handful grated cheese

Method

Partner A

1. Place pasta in saucepan of boiling water from the kettle
2. Leave to boil until pasta has softened
3. Drain pasta using colander

Partner B

1. Cut ham in to strips on yellow chopping board
2. Mix soup and milk in measuring jug using dessertspoon

Both Partners

1. Divide pasta in to bottom of foil containers
2. Top with ham and vegetables
3. Pour soup and milk mixture evenly between both dishes and top with grated cheese
4. Bake for 20mins until cheese is golden and bubbling

Spaghetti Bolognese



Equipment

- Yellow chopping board
- Vegetable knife
- Measuring jug
- Frying pan
- Saucepan
- Colander
- 2 Wooden spoons
- Pot stand
- 2 foil containers



Ingredients

- 150g spaghetti
- 200g lean mince beef
- Small tin tomatoes
- ½ onion
- 125mls vegetable stock
- ½ tsp mixed herbs
- ½ tsp garlic puree
- ½ tsp tomato puree



Method

Partner A

1. Place spaghetti in saucepan of boiling water from the kettle
2. Leave to boil until pasta has softened
3. Make up stock in measuring jug using 125ml boiling water from the kettle

Partner B

1. Peel and dice onion
2. Brown the mince and onion in the frying pan until mince is browned
3. Add tomatoes, herbs and puree and leave sauce to thicken

Both Partners

1. Drain spaghetti using colander then divide between tinfoil dishes
2. Divide Bolognese mixture evenly on top
3. Serve

Family Dinner Evaluation

1. Explain what you did well in this practical
2. Explain what you could have improved
3. List the skills you used
4. Describe the sensory characteristics of your meal – taste, texture, aroma, appearance
5. Do you think your meal was suitable for a family dinner? Explain your answer
6. Would Spaghetti Bolognese have been a more suitable family meal? Explain your answer

Lesson 5

Buying for a New Baby



Starter Task

- With your partner, make a list of all the things that parents need to buy for a new baby:



Buying for a New Baby

- When a new baby is born parents need to budget for a lot of new expenses:
 - Milk
 - Food
 - Baby clothes
 - Shoes
 - Baby toys and equipment
 - Medical needs

Value for Money



- The expression ‘you get what you pay for’ is sometimes true for certain products. However, it is not always the case that the most expensive item is the best value for money.
- Value for money can be measured by comparing the cost of a product with the features it possesses.
- Given that there are so many things to buy for a new baby, getting value for money is more important than ever for new parents

Group Task

- In groups of 4, compare the information provided for you on 3 different models of 'Jumperoo', a new style of entertainment system for babies.
- Use this information to answer the questions that follow on the worksheet provided



Jumperoo A – Disney Finding Nemo Sea of Activities Jumper £110

- 13+ engaging toys and activities
- Nemo rollerball toy station with dancing lights and ocean sounds
- Interactive Squirt themed piano
- Item weight – 8kg
- Product dimensions – 62.2 x 77.5 x 86.6cm
- Batteries – 6AA batteries required
- Target gender – unisex



Jumperoo B - Fisher Price Pink Petals Jumperoo £57.99

- 20+ features including music, lights & sounds that reward and encourage every bounce & jump,
- Whee seat spins 360 degrees so baby can discover all around,
- Easily adjusts to three different heights as baby grows,
- Soft spring covers keep little fingers safe
- Item weight – 8kg
- Product dimensions – 19 x 59.7 x 61cm
- Batteries – 5 AA batteries required
- Target gender – girls



Jumperoo C - Woodland Friends Spacesaver Jumperoo £94.50

- 10+ features including lights, sounds and music reward baby for jumping
- Soft-sided overhead toy bar with squirrel roller ball and two woodland friends spinners
- Light-up musical piano
- Froggy teether, clacker ring bar, caterpillar clicker
- Item weight – 5kg
- Product dimensions – 17 x 58.40 x 60cm
- Batteries – 4 AA batteries required
- Target gender – unisex



Group Conclusions

- As a group, decide which Jumperoo you feel is the best overall choice
- You must be able to justify your choice by explaining the features of the Jumperoo that led you to nominate it as the best one
- Be prepared to share this information with other members of the class



Exit Task



- Move around the room and discuss your group conclusion with at least two class mates – these class mates should be from two different groups
- Explain your choice of Jumperoo and listen carefully to their choice:
 - Are there any differences in opinion?
 - Do you think their reasoning is better than yours?
 - Has their opinion made you feel differently about your choice of Jumperoo?

Lesson 6

End of Year Exam Revision



Teacher Slide

- Students to use the lesson to revise for end of year exam
- This can be done in silence, in groups or using active revision strategies as the teacher sees fit

Lesson 7

Chocolate Chip Cookies



Equipment

- Mixing bowl
- Wooden spoon/spatula
- Baking tray
- Teaspoon
- Cooling rack
- Pot stand



Ingredients (per pair)

- 115g butter
- 115g light muscavado sugar
- 1 large egg
- 1tsp vanilla essence
- 150g plain flour
- 1tsp baking powder
- 100g porridge oats
- 50g chocolate chips



Method

1. Preheat oven to 160°C and line 2 baking sheets with greaseproof paper
2. Cream butter and sugar, then beat in egg and vanilla essence
3. Sift flour and baking powder, then stir in oats and chocolate chips
4. Place 12 spoonfuls of mixture, spaced apart on baking tray
5. Bake for 10-12 mins until golden