

Year 9

Home Economics

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# Year 9 Topics

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❖ Home and Family

❖ Diet and Health

❖ Managing Resources



# Introduction to Year 9 Home Economics

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LESSON 1

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# Year 9 Reflection

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- With your partner:
  - List 3 topics you covered in Year 8 Home Economics
  - List 3 recipes you prepared in Year 8





# Workstation Task

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- You will be asked to work in pairs to complete the workstation task
- You should move around the workstations with your partner and complete the tasks set at each station in your book
- This will allow you to assess how much you have remembered from Year 8 and will enable you to identify areas where you still need to improve
- You will be given 5 minutes at each workstation before being asked to move on

# Classroom Rules

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- 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

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- Give yourself a score from 1-5 for how well you feel you have remembered what you learned in Year 8 Home Economics
- Write a brief self assessment, which outlines the areas you feel confident in and the areas which you know still require improvement



# Workstation 1 – Kitchen Safety

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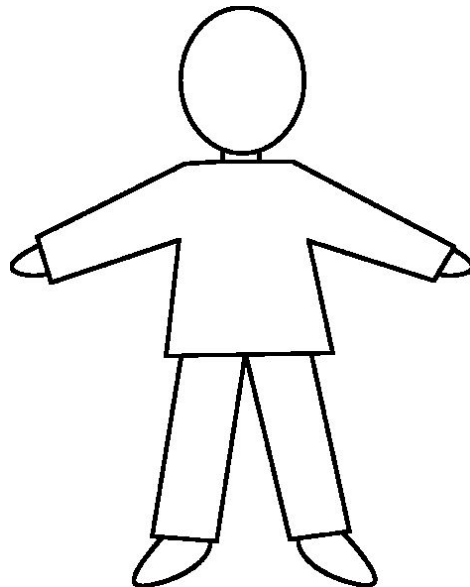
- Draw a table like the one shown below and complete the boxes to identify and discuss hazards in the Home Economics room:

Hazard	Why is this a risk in the kitchen?	How could it be prevented?

# Workstation 2 – Personal Hygiene

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- Write down 5 rules for good personal hygiene when cooking
- Explain how each rule helps to keep food safe:



# Workstation 3 – Using the Scales

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- Name the three different types of scale below
- Write down one rule for using each type:





# Workstation 4 – Measuring Liquids

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- Name the spoons from smallest to biggest
- Write down how many mls each one holds:



# Workstation 5 – Kitchen Equipment

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- Name the following pieces of kitchen equipment:

1.



2.



3.



4.



5.



# Workstation 6

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- Match the cooking method with the correct description
- Write the correct answers out fully in your book:
  - Boiling - Cooking food in a shallow pan in hot fat or oil
  - Baking - Cooking the surface of food from above using dry heat
  - Frying - Cooking food by simmering in a small amount of boiling water
  - Poaching - Cooking food in water that is raised to boiling point
  - Grilling - Cooking food using dry heat in an oven

# Workstation 7 – Storing Food

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○ Where in the kitchen would you store the following foods:

1. Cheese

Fridge

2. Crisps

3. Teabags

4. Milk

Freezer

5. Frozen pizza

6. Bananas

7. Ham

Cupboard

8. Eggs

9. Breakfast cereal

10. Frozen peas

Fruit bowl

# Workstation 8 – Practical Skills

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○ Write an explanation of how to carry out the following practical skills:

1. Dicing
2. Chopping
3. Kneading
4. Rubbing in
5. Creaming

# Workstation 9 – Using the Cooker

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- Draw an outline of a cooker in to your book
- Label the 3 main parts of the cooker
- List 2 foods that can be prepared using each part of the cooker

# Workstation 10 – Food Waste

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- Make two lists in your book:
  - 5 reasons why we waste so much food in the UK
  - 5 ways we could reduce the amount of food we waste





# Chicken and Broccoli Bake

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LESSON 2



# Equipment

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- Large saucepan
- Small plate
- 2 vegetable knives
- Yellow chopping board
- Red chopping board
- Balloon whisk
- Wooden spoon
- 2 measuring jugs
- 1 x 10ml spoon
- Small plastic bowl
- Pot stand

# Ingredients

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- 300g/2 chicken fillets
- 100g broccoli
- 25g margarine
- ½ onion
- 2 x 10ml spoon plain flour
- 200mls milk
- 200ml boiling water & stock cube
- 1 clove garlic
- Crumble mixture (3 slices of bread & 1 packet crisps)

# Method

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## PARTNER 1

1. Wash chicken and cut into bite-size pieces.
2. Chop onion finely, chop and crush garlic.
3. Melt 25g margarine in saucepan, fry chicken gently (5mins)
4. Add onion and garlic to chicken and fry (2mins)
5. Using 1 chicken stock cube, add 200mls boiling water, to make stock in a jug.

## PARTNER 2

1. Measure 200mls skimmed milk in a jug.
2. Measure 2 rounded 10ml spoons of flour into a small bowl, add to chicken in saucepan. Stir for 1min.
3. Move saucepan away from the heat. Gradually stir in the stock and milk into the saucepan. Put pan onto heat and bring mixture to the boil, stirring all the time until the mixture thickens. Add seasoning.

## BOTH PARTNERS

1. Add broccoli pieces to the sauce. Remove from cooker.
2. Divide mixture between 2 small foil dishes or 1 large serving dish.
3. Sprinkle crumble on top (if desired).
4. Bake for 25mins at 200°C.

# Evaluation

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1. What did you enjoy about this lesson?

2. What could have been improved?

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

# Development in Adolescence

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LESSON 3

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# Can you remember the following stages in the life cycle?

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Stage:

Age: 0 to 4



Stage:

Age: 4 to 11



Stage:

Age: 11 to 18

Stage:

Age: 67+



Stage:

Age: 18 to 66



# Can you remember what PIES stands for?

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○ P –

○ I –

○ E –

○ S –

# PIES

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- **Physical needs:** - These are the basic requirements that we need to stay alive and healthy, such as food, water and warmth.
- **Intellectual needs:** - these include the stimuli we need to keep our brain active , such as education, books and play.
- **Emotional needs:** - these include our need for love, security, and a sense of belonging everything we needs to make us feel happy and contented.
- **Social needs:-** our need to be in contact with others, to form relationships and to be socially accepted can be met through friendships and hobbies, and through showing consideration to others.



# Adolescence - The word Adolescence means “GROWING UP”

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- Adolescence is a very exciting time in life and occurs between the ages of 9-18.
- Adolescence is a time of rapid physical, intellectual, emotional and social development.
- You will undergo the quickest and most significant changes in your life while you are an adolescent.

# Progress from Childhood to Adolescence

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- Make a list of all the things you can do now that you couldn't do when you were a child
- Categorise these capabilities under the PIES headings by writing P, I, E or S beside them



# Physical Development in Adolescence

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- Write down 3 ways your body changes when you reach adolescence:



# Progress from Childhood - Intellectual Development in Adolescence

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## CHILD

Can do basic addition, subtraction,  
multiplication and division



Can read short books



Can write stories that are 2 pages long



Can complete short tests, providing  
short response answers



Has a big imagination



## ADOLESCENT

# Progress from Childhood - Emotional Development in Adolescence

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CHILD

ADOLESCENT

Has temper tantrums when they are frustrated



Cries easily



Does not share their feelings well



Gets easily embarrassed



# Progress from Childhood - Social Development in Adolescence

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CHILD

ADOLESCENT

Has a lot of friends



Fights easily with friends and siblings



Forgets to use please and thank you at times



Finds conversations with people who are a different age difficult



Takes part in social activities along with their parent



# Factors Affecting Behaviour in Adolescence

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- As a class, make a list of factors that affect the way you behave in the space below:

# Group Discussion Task

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- Look at the list of factors affecting behaviour in adolescence
- In your group, consider each one
- Decide as a group which factor you think has the biggest influence on how adolescents behave
- Be prepared to justify your answer to the rest of the class





# How to JUSTIFY your choice

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- 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:

Has affected me

Very common

Harder to resist

Hard to escape

Affects us all the time

Pressure

Affects more people

# Exit Task

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- Based on what you have learned about progress from one life stage to the next, try to predict **THREE** ways in which individuals will change when they move from adolescence to adulthood
- Write your predictions on the post it note provided and then hand this to your teacher on your way out of class



# Diet and Adolescence

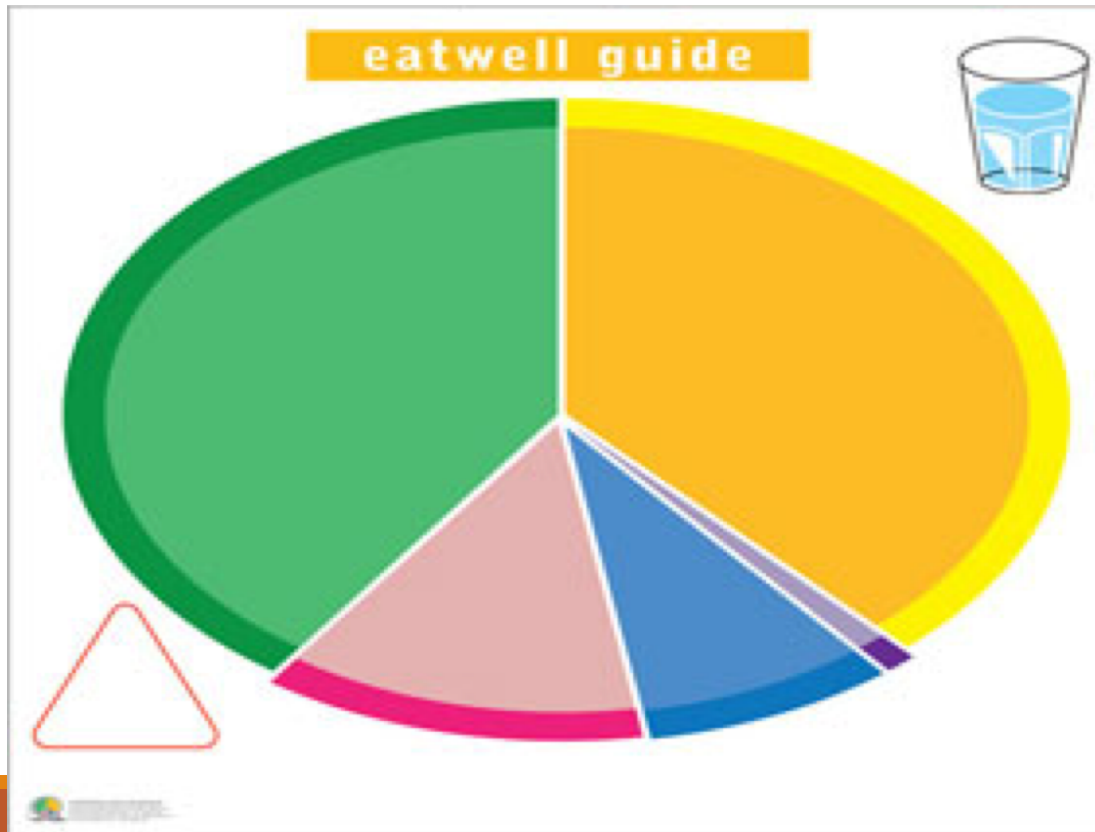
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LESSON 4

# Starter Task

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- Complete your own version of the Eatwell Guide in your classwork book to show the foods and drinks you had yesterday:



# Nutritional Needs in Adolescence - Matching Task

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- On the next slide you will be shown a range of nutrients that are needed during adolescence
- You will also be shown a range of reasons why these nutrients are needed
- Match up the nutrients with the correct reason and then copy the answers in to your book

## NUTRIENT

## REASON NEEDED IN ADOLESCENCE

○ Energy

Especially needed for girls to replace blood lost during menstruation

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○ Protein

Needed to help energy be released from food

○ Calcium

Needed to help grow healthy skin, nails and hair

○ Vitamin C

Needed as adolescents are very active and are going through a growth spurt

○ Iron

Needed to help form healthy bones and teeth before the age of 30

○ B group vitamins

Needed to form healthy muscles and to repair any cells/muscles that are damaged

# Factors Affecting Adolescent Diets

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- In the space below, record factors that can affect adolescent diets
- In particular, think about things that might stop adolescents from having a healthy balanced diet:

# Factors Affecting Adolescent Diets

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- Lack of nutritional knowledge
- Restricted by school lunches/dinners
- Lack of cooking skills
- Influence of friends/peer pressure
- Money available
- Influence of celebrities
- Not being responsible for the family shopping
- Social activities e.g. parties/cinema trips



# Group Presentation Task

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- Your teacher will put you in to groups
- Each group will be given one factor affecting adolescent diets from the list we have just made
- Your group should prepare a presentation on how that factor can affect what adolescents eat
- Your presentation should last no more than 3 minutes
- You can use any form of presentation material
- Each member of your group should speak at some point during the presentation

# Exit Task

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- Complete the exit card provided to justify which of the factors we have looked at affects YOUR diet to the greatest extent
- This task will be used as your Marking for Improvement task for this half term, so you will receive feedback from your teacher on how to improve your work in the next lesson

The factor that affects my diet the most is:

I chose this factor because:

Name: \_\_\_\_\_

# Adolescent Meal Planning

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LESSON 5

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# Starter Task

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- What is your favourite snack to have after school?
  
- Discuss your answer with your partner



# Choosing Suitable Snacks

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- On the next few slides you will be shown a range of different snacks that could be eaten by adolescents after school
- In your groups, you must choose which snack you feel is the most appropriate and justify your choice in each case



# How to JUSTIFY your choice

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- 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:

Easier

Less equipment

Dislike

Quicker

Have made it  
before

More filling

Healthier

Prefer

Already have the ingredients

# Option A or B?

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# Option A or B?

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# Option A or B?

---



# Option A or B?

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# Option A or B?

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# Option A or B?

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# Exit Task

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- By the end of the lesson you must give your ingredients list to your teacher so they can order your ingredients for next lesson



# Adolescent Meal

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LESSON 6

# Get Ready!

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- Wash your hands and put your apron on
- Collect the equipment you need
- Collect your ingredients - the ingredients you ordered will be on the food trolley
- Look over your recipe before beginning





# Go!

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- Prepare your snack according to the recipe in your planning document
- You have ??? Minutes before you have to sit down to eat your snack
- Try to work as independently as possible, but remember to ask your teacher if you need help



# Self-Assessment

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- Now that you have finished, use the remaining time to produce a written self-assessment of how well you completed the task
  - This can be completed in pairs
  - Think about the questions on the right and answer them fully in your classwork book
  - Remember to be honest about how well you think your practical exam has gone!
1. Did your practical go to plan? Explain your answer
  2. Discuss 2 things that went well in the practical
  3. Discuss 2 things that did not go well in your practical
  4. How could you fix the 2 things that did not go well if you were to do this practical again
  5. Did you make the right choice for your after school snack? Discuss your answer fully

# Halloween Cookery

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LESSON 11



# Equipment

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- 8 lolly sticks
- 2 small plates
- Baking tray
- Greaseproof paper
- Pot stand
- Saucepan
- Plastic bowl
- Wooden spoon
- Yellow chopping board

# Ingredients (in groups of 4)

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- 1/2 block milk cooking chocolate
- 8 apples
- 50g toppings e.g. 100s + 1000s, chocolate sprinkles

# Method

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1. Push lolly sticks in to apples
2. Break chocolate in to small pieces and place in plastic bowl
3.  $\frac{1}{4}$  fill saucepan with water and place on hob to boil
4. Place plastic bowl over boiling water and stir with wooden spoon until melted
5. Bring chocolate back to table and place bowl on pot stand
6. Dip apples in to chocolate and then roll in sprinkles
7. Place on greaseproof paper to dry

# Evaluation

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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

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NOVEMBER-DECEMBER





# Issues Affecting Adolescents

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- In this half term we will be focusing on issues that affect adolescents
- These issues will include:
  - Young carers
  - Being an adolescent consumer
  - Educating adolescent consumers
  - Managing weight in adolescence
- Midway through this half term you will select one of these issues and will produce an information campaign to promote it
- You will present your campaign to the class
- The campaign will form your Tracking Assessment for this half term

# Young Carers

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## LESSON 1

# Starter Task

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- Make a list of all the things you do when you get home from school until you go to bed



# Young Carers

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- A young carer is someone aged 18 or under who helps look after a relative who has a particular condition such as a disability, illness, mental health condition, or a drug or alcohol problem.
- Most young carers look after one of their parents or care for a brother or sister.
- They do extra jobs in and around the home, such as cooking, cleaning, or helping someone to get dressed and move around.

# Young Carers

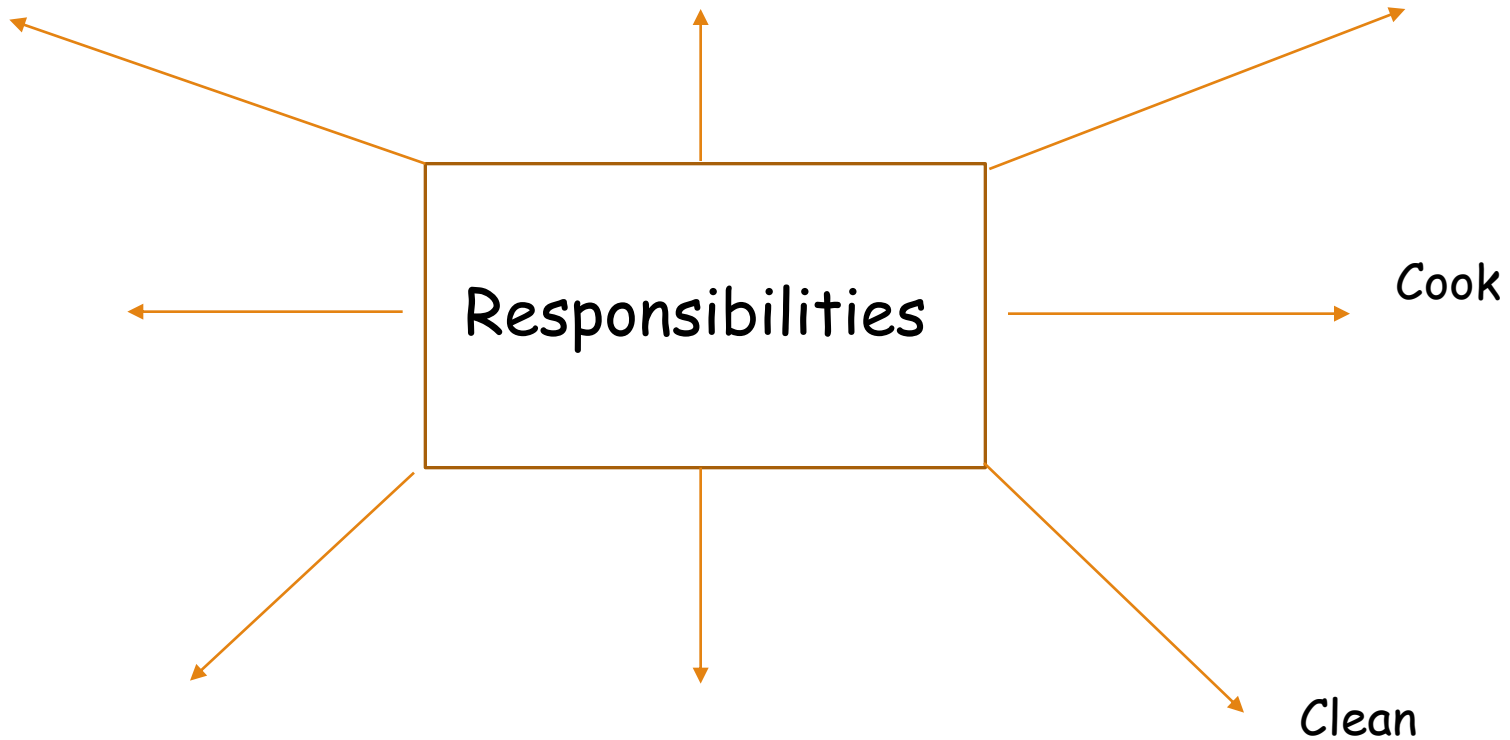
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- Some children give a lot of physical help to a family member who is disabled or ill.
- Along with doing things to help their brother or sister, they may also be giving emotional support to both their sibling and parents.

[http://www.barnardos.org.uk/what we do/our work/young carers/willow movie whatiscarerer.htm](http://www.barnardos.org.uk/what_we_do/our_work/young_carers/willow_movie_whatiscarerer.htm)

# What do you think are the day to day responsibilities of a young carer?

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# Extended Writing Task

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- This will be your Marking for Improvement task for this half term
- Consider the role of a young carer and all of the different things they are responsible for
- Compare this to the list you made in the starter task
- You will have 10 minutes to produce a written comparison between your life and the life of a young carer
- This will take one of two forms:
  - A comparison which shows all of the ways your lives differ if you are not a young carer
  - A comparison of the ways in which your life is similar to the examples we have discussed if you are a young carer

# Lauren's Case Study

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- Read the case study on a day in the life of Lauren
- Your teacher will put you in to groups and you should discuss Lauren's situation
- In your group you should then create a poster that highlights the main challenges and issues faced by Lauren
- One member of your group will research sources of support for Lauren and this will be added to your poster also





# Exit Task

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- In your classwork book, consider how likely you might be to choose 'Young Carers' as the topic you would like to use for your Tracking Assessment campaign
- You should record:
  - At least one reason why you would be interested in choosing this topic
  - Any reasons why you think this might not be the topic for you



# Cooking for Your Family

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LESSON 2

# Whole Class Meal

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- At the end of last year when Mrs Ford asked for feedback one thing she was told you would all like was to make a meal as a whole class that you could sit down to eat together
- So....
- Today is the day!!
- In this lesson you will be making a chicken dinner as a class
- Your teacher will assign pairings/groups and you will all make a different part of the meal
- You **MUST** follow the instructions you are given and work as quickly and efficiently as you can so your part of the meal is ready on time

# Chicken Dinner

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- Steamed chicken
- Mashed potatoes
- Carrot and parsnip
- Cauliflower cheese
- Gravy

# Steamed Chicken – 4 students

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## EQUIPMENT

- 5 baking trays
- 4 red chopping boards
- 4 vegetable knives
- 20 x tinfoil squares
- 5 pot stands

## INGREDIENTS

- 1 chicken breast per student in the class
- Dried herbs – rosemary and thyme

# Steamed Chicken – 4 students

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1. Preheat oven to 200°C
2. Collect chicken breasts on red chopping boards
3. Trim off any visible fat (if necessary)
4. Place one chicken breast on each tinfoil square
5. Sprinkle each chicken breast with the rosemary and thyme
6. Wrap the tinfoil loosely around the chicken, gathering the tinfoil at the top to allow air to circulate
7. Place 4 tinfoil parcels on each baking tray and place in oven for 25mins

# Mashed potato – 4 students

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## EQUIPMENT

- 4 yellow chopping boards
- 4 vegetable knives
- 4 vegetable peelers
- 4 large saucepans with lids
- 4 colanders
- 4 potato mashers
- 4 pot stands

## INGREDIENTS

- 2 potatoes per student in the class
- Margarine for mashing

# Mashed potato – 4 students

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1. Peel potatoes
2. Cut into cubes
3. Place into saucepans and 3/4 fill with water
4. Place on the hob to boil at the highest heat with lids on
5. When the water begins to boil, turn the hob down to just below boiling and tilt the lid so the steam can escape
6. Check the potatoes regularly with a knife to see if they are soft
7. Once soft, drain the potatoes in the sink using the colanders
8. Return potatoes to the saucepan and place saucepan on a pot stand at your table
9. Mash with margarine until creamy and place in a serving dish



# Baton carrots – 3 students

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## EQUIPMENT

- 2 yellow chopping boards
- 3 vegetable knives
- 3 vegetable peelers
- 2 large saucepans with lids
- 2 colanders
- 2 pot stands

## INGREDIENTS

- 10 carrots

# Baton carrots – 3 students

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1. Peel carrots
2. Cut carrots in to batons using vegetable knives
3. Place carrots in saucepans and  $\frac{3}{4}$  fill with water
4. Place on the hob to boil at the highest heat
5. Check the carrots regularly with a knife to see if they are soft
6. Once soft, drain the carrots in the sink using the colanders and place in a serving dish

# Brussel Sprouts and Bacon – 2 students

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## EQUIPMENT

- Yellow chopping boards
- Vegetable knife
- Large saucepan
- Frying pan
- Wooden spoon
- 2 pot stands

## INGREDIENTS

- 2 bags Brussel sprouts
- 1 packet bacon lardons
- Oil for frying

# Brussel Sprouts and Bacon – 2 students

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1. Cut the ends off the sprouts and place them in to the saucepan
2.  $\frac{3}{4}$  fill the saucepan with water and place on to boil until soft
3. Add a little oil in to the frying pan and fry the bacon lardons until cooked through
4. Once the sprouts have softened, drain them in the sink using the colander
5. Mix the lardons and sprouts together and place in a serving dish

# Cauliflower Cheese – 2 students

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## EQUIPMENT

- 2 yellow chopping boards
- 2 vegetable knives
- Saucepan
- Balloon whisk
- 2 small plates
- Measuring jug
- Grater
- 4 tinfoil dishes
- 2 baking trays

## INGREDIENTS

- 2 cauliflower heads (pre-boiled)
- 150g plain flour
- 150g butter/margarine
- 1.5 litres milk
- 150g cheddar cheese

# Cauliflower Cheese – 2 students

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1. Collect the pre-boiled cauliflower on the yellow chopping board and cut into small florets
2. Place the cauliflower on the bottom of the tinfoil dishes
3. Measure 150g plain flour, 150g butter/margarine and 1.5 litres of milk and add in to a saucepan
4. Place the saucepan on the hob and turn on to a high heat
5. Whisk the mixture continuously with the balloon whisk until it begins to thicken
6. As soon as the mixture begins to thicken, remove it from the heat
7. Stir in  $\frac{1}{4}$  of the cheese and pour over the cauliflower
8. Add the remaining cheese on top and place on the baking tray
9. Place under the grill until the cheese begins to bubble

# Gravy – 2 students

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## EQUIPMENT

- Measuring jug
- Saucepan
- Wooden spoon
- Sieve

## INGREDIENTS

- 2 chicken stock cubes
- 50g plain flour
- Juices from the chicken

# Gravy – 2 students

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1. You will be helping your teacher until it is time to make the gravy!
2. Once the chicken has been removed from the oven, pour the juice from the chicken in to the saucepan
3. Add in the flour
4. Make up 2 litres of stock by adding boiling water in to the stock cubes and stirring until dissolved
5. Add the stock in to the saucepan and cook on a high heat until the gravy begins to thicken



# Evaluation

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1. What did you enjoy about this lesson?

2. What could have been improved?

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

# Being an Adolescent Consumer

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LESSON 3

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# Starter Task

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- Look at the photo on the right and discuss with your partner how you feel about the image and the statement below which came from an English newspaper in 2016

“Age discrimination when shopping is alive and kicking!”

**Sorry**  
no eggs or flour will be sold to young people during the halloween season

Anyone found in possession of flour, eggs or other items where a breach of the peace is likely to occur is liable to be arrested.

**Please respect other people's property**

101 [www.cumbria.police.uk](http://www.cumbria.police.uk) [cumbriapolice](#)

Please use me again next year

# Placemat Consensus Task

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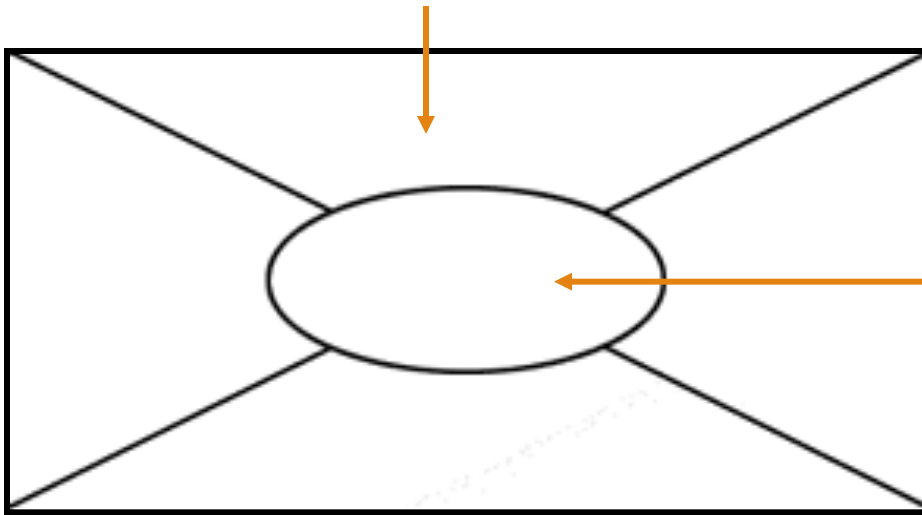
- Your teacher will put you in to groups
- Use the grid provided for you by your teacher to generate group discussion on issues that affect you as an adolescent shopper when buying goods or services



# Placemat Consensus Task

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Step 1: write your own thoughts or opinions on the question in the section of the page closest to you. Your group mates will do the same.



Step 2: look at what everyone in the group has written and try to identify common thoughts and opinions. Record these in the oval in the middle.

Step 3: Be prepared to feedback your group findings to the rest of the class

# Making a Complaint

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Why do consumers  
complain ?

# Common Complaints

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“Post it”



- Think about a recent situation where you have been unhappy with your shopping experience and have felt like making a complaint
- Remember this can be related to goods or services
- Record your complaint on the post it note provided
- Place your post it on the middle table in your classroom
- As a class, gather around the table and try to identify the top 5 complaints

# Basic Rules for Writing a Complaint Letter

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1. Keep your letter short and to the point
2. List events in order they happened and include dates if you can
3. Keep to the facts
4. Never use abusive or offensive language





# Letter Writing Task

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- Write your own letter of complaint

- You can base your letter on:

- A situation you have experienced personally
- One of the top 5 complaints from the post it note task
- A made up example of your own
- The case study on the next slide



# Case Study

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Bradley has just received a new iPad for his sixteen birthday. After just five weeks it stopped working. Bradley's mum returned to the shop where it was bought expecting a full refund or replacement. The shop assistant was sympathetic but said there was nothing she could do.

- What advice would give Bradley's mum?
- Decide on a letter of complaint and write the complaint in your classwork book.

# Letter Writing Phrase Bank

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- You can use some of the following words or phrases to help you write your letter:

Broken

Consumer rights

Disagree

Respectfully

Apologise

Avoid arguments

Politely request

Rude

Not fit for purpose

Unhelpful

# Exit Task

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- Give your complaint letter to a classmate and get them to pretend they are the manager of the store/service
- Your classmate should provide a verbal response to your letter



# Complaint Letter Homework Task

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- Assign marks as follows for complaint letter task:
  - 1 mark = formal letter layout
  - 1 mark = writing in pen
  - 1 mark = formal tone
  - 1 mark = using 'yours sincerely'
  - 3 marks = explaining the complaint
  - 3 marks = stating what course of action is desired

# Educating Adolescent Consumers

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LESSON 4

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# Starter Task

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- You have just invented a new mobile phone app
- You want to tell every adolescent you know about it so they all buy it on their phone
- Which of the following sources of information do you choose to use to spread the word:
  1. TV/radio ad
  2. Poster/billboard
  3. Article in a magazine
  4. Leaflet through the door
  5. Pop up internet ad
  6. Banner on Facebook
  7. Email
  8. Ad on side of a bus

# Sources of Consumer Information

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- Consumers receive information on goods and services from a wide range of different sources
- Information can also be provided on consumer rights and laws and can be helpful if consumers need to make a complaint
- In most cases, having a choice is normally a good thing
- However, some sources of information can be difficult for adolescents to understand and access and this can mean that they do not get the essential information they need to be effective consumers



# Comparison Task

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- In this lesson you will be working in pairs or small groups
- You will be critically looking at four different sources of consumer information and how useful they are to adolescent consumers – when you look critically at something you judge its strengths and weaknesses
- Once you have discussed each source of information you should record your thoughts on the comparison table provided by your teacher



# Source 1 – Consumerline Website

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- Consumerline is operated by the Northern Ireland Consumer Council
- It is intended to provide information on a wide range of consumer issues, as well as highlighting the work of the Consumer Council
- Take a look:
  - <https://www.nidirect.gov.uk/information-and-services/government-citizens-and-rights/consumer-affairs-and-issues>

# Source 2 - Which? Magazine

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- Which? is the UK's largest independent consumer organisation.
- The Which? Magazine aims to provide consumers with useful information on a range of products.
- The organisation conducts independent tests on these products and recommends which product would be their 'best buy'.
- <http://www.which.co.uk/>

# Source 2 - Which? Magazine

**Types of products that are reviewed**

Which?

PRODUCT REVIEWS ▾

CAMPAIGNS ▾

OUR SERVICES ▾

Popular products

Product categories

Boilers

Dishwashers

Freestanding cookers

Fridge freezers

Laptops

Mobile phones

Printers & Ink

Televisions

Tumble dryers

Vacuum cleaners

Washing machines



Technology ›

TV & home entertainment

Computing

Cameras

Phones

Audio

Broadband & mobile services

Car technology

Wearable technology

Smart homes

# Source 3 – Consumer Leaflets

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- Consumer organisations often publish leaflets on different topics relating to buying and spending
- Leaflets are often colourful and are small enough to fit in your bag or pocket
- They can be handed out on the street, or are often found in the waiting rooms of offices or health services

# Delivering for you!



The Consumer Council represents postal consumers, providing independent advice and guidance on postal service complaints.

**1**

## If you have a postal complaint, what can you do?

If you need advice or require extra assistance regarding a postal service complaint, contact us: **0800 121 6022** or **complaints@consumercouncil.org.uk**

**2**

## If you have a postal complaint about an online retailer?

If you have a complaint about an online shopping delivery, contact the retailer as soon as possible. Online retailers usually hold a contract with the delivery company and must resolve the complaint on your behalf.

**3**

## Using Royal Mail

The majority of households use Royal Mail to post their letters and parcels. If you have a complaint about your postal service, contact Royal Mail's complaints team: **03457 740 740** or **www.royalmail.com**

**4**

## Using the Postal Redress Scheme

If you remain unhappy with the outcome, you can refer the matter for **free** to the UK Independent Postal Redress Scheme by contacting them on **020 7520 3766** or **www.postrs.org.uk**

1. Your complaint has not been resolved within 90 days;
2. You have reached 'deadlock' with the postal service company and have been referred to the scheme; or
3. The postal service company has not followed its complaint handling procedure correctly.

**TOP TIP**

Remember to keep all proof of postings and take photographic evidence of damaged mail

**5**

## Post Office Complaints

Post Offices are not part of Royal Mail. The branches act as a 'retailer' for many of Royal Mail's and Parcelforce's services. If you have a complaint, contact Post Office Limited on **03457 22 33 44** or visit **www.postoffice.co.uk/contact-us-complaint**

Complaints about Post Office Limited are not eligible for referral to POSTRS

**REMEMBER!**



The Consumer Council

# Energy Switch & Save EVENTS

## Londonderry~Derry

Monday 20 Oct 2014  
City Hotel, Derry  
1pm—3pm

## Belfast

Thursday 23 Oct 2014  
Spires Conference Centre, Belfast  
1pm—3pm

### Want to find out if you could save £££s on your energy bills?

Then come along to one of our 'Energy Switch & Save' events for FREE and INDEPENDENT information and advice from the Consumer Council. Energy suppliers and advice agencies will also be in attendance.



**Bill Checking - Bring along your energy bill and we will help you understand it and identify how to get the best deal.**



# The cost of **In-flight menus**



	Highest	Lowest	% Difference
Porridge	£5.27 (Icelandair)	£1.30 (BA)	75%
Sandwich	£5.71 (Norwegian)	£3.51 (Wizz)	39%
Tea/Coffee	£2.63 (Aer Lingus, Norwegian & Ryanair)	£2.19 (Wizz)	17%
Crisps	£2.63 (Norwegian)	£1 (Jet.com)	62%
Wine (187ml)	£7.02 (Icelandair)	£3.51 (Wizz)	50%
Beer (330ml)	£6.14 (Icelandair)	£3.51 (Wizz)	43%
Gin and Tonic	£6.67 (Ryanair)	£5.27 (Wizz)	21%

Selected product prices correct as of 03/07/2017

Contact us for more information on our range of travel guides.

[www.consumercouncil.org.uk/transport](http://www.consumercouncil.org.uk/transport)

**Tel: 0800 121 6022**



**DO YOU REALLY KNOW**

# HOW TO SHOP ONLINE SAFELY?

Online shopping can save you considerable time, effort and money. That's why more and more of us are buying goods and services online. Whether you're shopping on your laptop, phone or tablet, UK consumers spend, on average, more than £1,100 a year buying online. There are, however, some risks associated with shopping online. How do you know that your card details are sent to the retailer in a secure way? Which payment methods offer consumers the most protection? Following just a few simple steps can make your online shopping experience much safer.

# £931m

The amount UK consumers spend per week on online shopping.

<http://www.oas.gov.uk/businessindustryandtrade/retailindustry/bulletins/retailsalessept2016>

# £24bn+

Spent shopping online during the 2015 Christmas shopping period.

<http://itl.slideshare.net/wearesocial/2016-digital-yearbook>

# 77%

Of UK internet users made an online purchase in 2015.

<https://www.uk.co.gov/mis.com/news/uk-news/77-co.gov/mis-e-retail-sales-index-q24-illion-spent-online-over-holiday-period>



# Source 4 - Consumer Programmes

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- There are consumer programmes on television and radio, such as BBC's Watchdog or Food Unwrapped.
- Their aim is to help consumers by highlighting problems that they have experienced, confronting , manufacturers and service providers, and giving advice about the best course of action.

<http://www.bbc.co.uk/programmes/b006mg74/episodes/guide>



# Exit Task

---

- Complete the section of the comparison table that asks you to decide on the source of information which you feel is most useful to adolescent consumers
- We have had a lot of practice over the past two half terms of JUSTIFYING your choice so remember to use these skills in your answer



# Taste Testing Challenge

---

LESSON 5



# Starter Task - How do we Describe Foods?

---

- We describe foods using FOUR categories – can you remember what they are?

- 1.
- 2.
- 3.
- 4.

- You must not use opinion based words such as:

- 
- 

- You could use descriptive words such as:

- 
- 
- 
-

# Consumer Panels

---



- In Year 8 you took part in a lesson where you tasted a range of fruits and gave your opinions on them
- In the real world, this type of activity takes place all the time and is known as a 'Consumer Panel'
- Ordinary consumers like you or I could be invited to take part in consumer panels to taste a range of new or improved food products
- The best part is you get paid for your work!

# Sensory Testing Booths

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# Adolescent Sensory Testing Challenge

---

- Today you will be taste testing two different products that adolescents like to eat:
  - Biscuits
  - Juice
- You will have to describe each food and then decide which you think has lower amounts of fat, salt or sugar in them depending on the food



# Exit Task

---

- Complete the final section of your evaluation table to justify which brand of crisp and which biscuit brand was your favourite



# Product Design

---

- Design a new biscuit OR juice drink for teenagers
- Come up with a slogan
- Come up with an advertisement for your new product
- This could be for:
  - Radio
  - TV
  - Internet
  - A billboard

# Managing Weight in Adolescence

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LESSON 6

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# Starter Task

---

- List as many high fat foods as you can
- Share your list with your partner
- Check off any foods that your partner also had on their list
- Count up how many original foods you have left at the end

# The Role of Fat in the Diet

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- Our bodies do need some fat to function properly
- We need fat to:
  - protect our organs
  - keep us warm
  - provide us with energy
- Approximately 35% of our energy intake should come from fat



# Saturated Fats



- The “bad” fat
- Solid at room temperature
- ‘Stick’ to the walls of arteries
- Come mostly from animal products- cheese, butter, milk and meat fats

# Unsaturated Fats



- The “good” fats
- Liquid at room temperature
- Do not ‘stick’ to the walls of arteries.
- Come mostly from vegetable sources –vegetable oils, whole grains seeds, nuts, avocado.....and fish.

# Obesity

- Although obesity can in some cases be due to an imbalance of hormones, it is usually caused by overeating and not burning off excess calories through physical activity.
- The excess calories are converted to fat and stored in the body, resulting in weight gain and eventually obesity.





# Eating disorders

- At the other end of the scale, some individuals restrict the amount of food they eat and starve their bodies of the essential fats needed to protect their bodies
- This results in extreme weight loss with a broad range of negative short and long term health effects



# Class Brainstorm

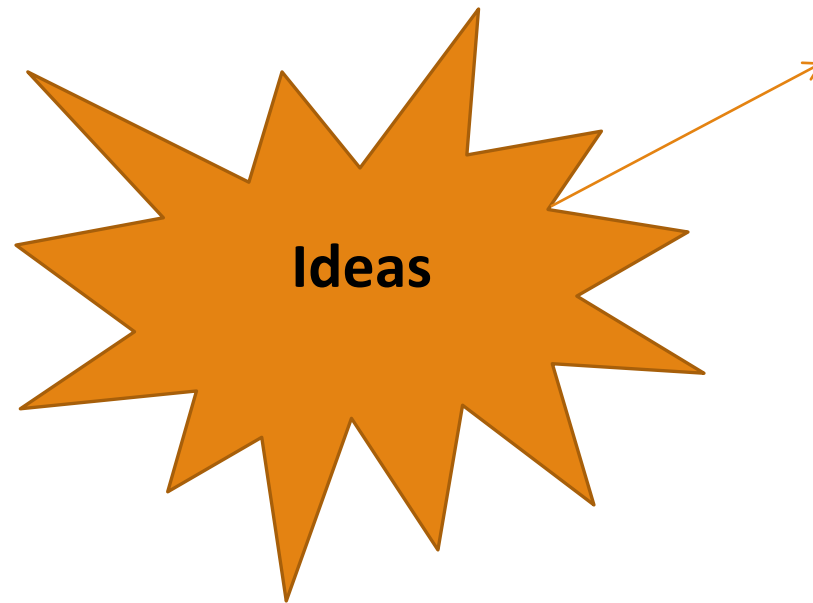
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REASONS WHY ADOLESCENTS  
MIGHT PUT ON WEIGHT

REASONS WHY ADOLESCENTS MIGHT  
DEVELOP AN EATING DISORDER

# How could adolescents achieve greater balance in their diet?

---



# Think Pair Share Discussion

---

- **Think** about the following question by yourself:
  - Which of these weight issues do you feel is of greater concern during adolescence?
- Record your thoughts in your book
- **Pair** up with the person next to you and discuss your thoughts with them – add any new ideas to your page
- **Share** the thoughts you have had with your partner with another pair in the class – add any new ideas to page

# Exit Task

---



- Complete the exit card provided to justify your opinion on which of the weight issues we have discussed affects adolescents to a greater extent

The weight issue that affects adolescents the most is:

I chose this factor because:

Name: \_\_\_\_\_

# Low Fat Cooking – Mixed Grill



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LESSON 8

# Starter Task

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- Discuss the following question with your partner:

How is a mixed grill healthier than a fry if it uses the same ingredients?

# Equipment

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- Baking tray
- Pastry brush
- Red chopping board
- 2 saucepans
- Wooden spoon
- 2 dinner plates
- Knife and fork



# Ingredients (per student)

---

- 1 sausage
- 1 rasher of bacon
- Spoonful baked beans
- 1 slice potato bread
- Spoonful tinned tomatoes
- 1 egg
- Ketchup/brown sauce to serve

# Evaluation

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1. What did you enjoy about this lesson?

2. What could have been improved?

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

# Campaign Planning

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LESSON 9

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# Campaign Issues

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- So far this in half term you have looked at a range of issues that affect adolescents, including:
  - Being a young carer
  - Difficulties facing adolescent shoppers
  - Accessing consumer information as an adolescent
  - Weight issues in adolescence
- In this lesson you will be producing an information campaign based on one of these issues
- Choose the issue that you feel most strongly about and write it down on the post it note provided for you by your teacher along with your name

# Campaign Teams

---

- Your teacher will now use your post it notes to put you in to campaign teams
  
- You will work with your team to produce your campaign materials and will present your campaign in the next lesson

# Campaign Requirements

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- Design a campaign that will inform people about your chosen issue
- Follow the steps below to prepare your campaign:
  1. Choose the style of campaign, target audience and the methods you will use, such as advertising, posters, websites, leaflets etc.
  2. Produce a written campaign document that includes:
    - a. Campaign slogan
    - b. Target audience
    - c. Three key messages
    - d. Campaigning methods
    - e. Sketch of your proposed campaign designs

# Campaign Requirements

---

3. Produce your campaign materials
4. Present your campaign to the rest of the class

# Resources

---

- In your group you can have access to any of the following:
  - Paper – A3, A4, coloured
  - Pencils and coloured pens
  - Scissors and glue
  - Sellotape
  - Magazines
  - Laptops for research



# Exit Task

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- Nominate one member of your group to update your teacher on your progress
- In particular, you should let your teacher know if you need any final preparation time at the beginning of the next lesson

# Campaign Presentations

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LESSON 10

# Campaign Presentations

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- Each team will take their turn to present their campaign
- Everyone must listen while the teams are presenting
- If you have any questions about the presentation you should keep them to the end
- Your teacher will be selecting individual students to act as 'peer reviewers' for each group - this means they will take notes on your presentation and provide feedback on what you did well and what could be improved
- You will each be given a mark by your teacher and this will form half of your Tracking Assessment 2 mark
- You will also complete a self-evaluation form and this will form the other half of your tracking assessment

# Peer Review Form

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# Exit Task

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- Complete the self assessment form provide for you and hand it to your teacher
- Remember - this form will make up half of your tracking assessment grade so put maximum effort in to it (if you want to take it away and complete it at home you can but you **MUST** return it to your teacher or you will not get the marks)



# Mini Christmas Puddings

---

LESSON 11

# Ingredients

---

- 50g margarine
- 1 small tube condensed milk
- 15 digestive biscuits
- 2 tablespoons drinking chocolate
- 25g dried fruit (sultanas/cherries/raisins)

## **To decorate:**

- 2 squares of white chocolate
- Red & Green cherries
- 20 small paper bun cases (petit four)

# Equipment

---

- Saucepan
- Rolling pin
- Pot stand
- Vegetable knife
- Wooden spoon
- Chopping board
- Table spoon
- Mixing bowl
- Small bowl





# Mini Christmas Puddings

---

## Partner 1

1. Crush 15 biscuits with the rolling pin in mixing bowl
2. Place 50g margarine into a small bowl and melt in microwave
3. Add 2tbsp drinking chocolate and condensed milk to melted margarine

## Partner 2

1. Chop 6 red cherries.
2. Melt white chocolate in microwave. Cut up cherries to resemble holly.
3. Collect 25g dried fruit on plate

## Both Partners

1. Add dried fruit + margarine mix into mixing bowl with biscuits
2. Mix well and shape into approx. 20 small balls.
3. Dip the top of each ball into white chocolate and place cherry on top.
4. Leave to set and place in bun case.



# 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 4 + 5

---

# Cooking for Special Diets

---

LESSON 1

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# Starter Task

---

- Which of these foods labels would be useful for:
  - Someone who doesn't eat meat?
  - Someone with a food allergy?
  - Someone who has been told they should lose weight?



# Cooking for Special Diets

---

- In this half term we are going to be learning about how to prepare healthy meals for individuals who have to follow a special diet:
  - Vegetarians
  - Gluten-free diets
  - Diabetics
  - Sports diets
  - Food allergies



# What is a vegetarian?

---

- Which of these phrases best describes someone who is a vegetarian?
- A vegetarian is:
  1. Someone who only eats vegetables
  2. Someone who doesn't eat any meat, and mostly eats fruits, vegetables, nuts and grains
  3. Someone who will only eat certain meats



# What is Vegetarianism?

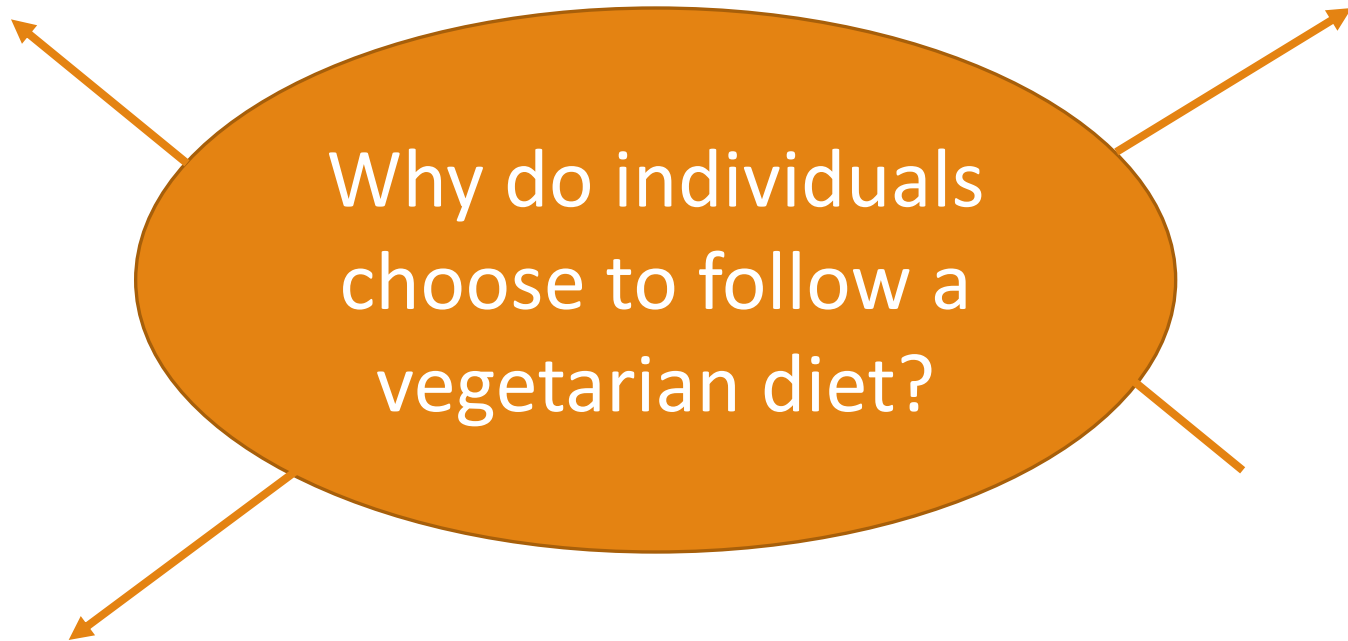
---

“A **vegetarian** is someone who doesn't eat meat, and mostly eats foods that come from plants, like grains, fruits, vegetables, and nuts.”



Complete the spider diagram  
in your book:

---



# Possible Reasons

---



- Religious beliefs
- Dislike the taste or texture of meat
- Cultural background, such as Asian or Indian
- Food scares e.g. Mad Cow Disease, CJD
- Personal philosophy, such as animal welfare
- Influence of family members
- Health concerns
- 'Meat free months'

# Types of Vegetarianism

---

- There are several different types of vegetarian. All vegetarian diets include plant foods such as fruit, vegetables, beans and grains, but there are some variations when it comes to eggs and dairy products.
- Lacto-ovo vegetarians are the most common type of vegetarian. Their diet includes eggs and dairy products (milk, cheese, yoghurt, etc), but no meat or fish.
- Lacto vegetarians eat dairy products but no eggs or fish.
- Pescatarians do not eat red meat or poultry, but will still eat fish, eggs and dairy products.
- Vegan diets are totally plant-based and do not include eggs, dairy products or anything that comes from an animal, including honey.

# Types of Vegetarianism

---

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- Vegan diets are totally plant-based and do not include eggs, dairy products or anything that comes from an animal, including honey.



# Exit Task

---

- Sort the food pictures you have been given in to two piles:
  - foods that can be eaten by a vegetarian
  - foods that cannot be eaten by a vegetarian





# Quiche Lorraine

---

LESSON 2



# Equipment

---

## FOR THE PASTRY

- Baking bowl
- Measuring jug
- Knife
- Tablespoon

## FOR THE QUICHE

- 2 Foil quiche containers
- 2 Measuring Jug
- 1 Baking tray
- 1 Saucepan
- 1 Fork
- 1 Vegetable knife
- 1 Wooden spoon
- 2 Rolling pins
- Flour Dredger

# Ingredients

---

## FOR THE PASTRY

- 150g Plain flour
- 75g Margarine
- 1-2 tbsp water

## FOR THE QUICHE

- Pastry
- 2 eggs
- 2 tbl spoons milk
- 40g cheese
- ¼ onion
- Pinch mixed herbs
- Salt and pepper to season

# Method

---

## FOR THE PASTRY

1. Measure out 150g plain flour and 75g butter
2. Rub margarine into flour until mixture is like breadcrumbs
3. Added 2-3 tbsp water until mixture comes together in a ball of dough

## FOR THE QUICHE

1. Divide the pastry in two and roll to 1cm thick
2. Line the quiche tins along the base and sides, making sure there are no holes
3. Dice onion and add to measuring jug along with milk, eggs and grated cheese
4. Pour on top of pastry until almost full
5. Place quiche tins on baking tray and bake in oven at 180oc for 35 mins until filling has 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?

# Meat Alternatives

---

## LESSON 3

**START  
HERE!**

# Starter Task

---

- Watch the following video clip and answer the questions below:

<https://www.youtube.com/watch?v=suYs-yrgGbk>

- Quorn is a good source of which nutrient?
- Name ONE meal that can be made using Quorn?

# What are meat alternatives?

---

- Meat alternatives are foods that try to copy the taste, texture and nutritional content of traditional meats in order to be used in the diets of vegetarians or vegans
- Common examples include:
  - Quorn
  - Tofu
  - Tempeh
  - TVP
  - Soya products



# Meat alternatives and healthy diets

---

- The main nutrient that is missing in the diets of vegetarians, that is provided by meat alternatives is

## PROTEIN

- Protein is used for growth and repair of body cells and tissues, so it is essential that vegetarian diets include good sources of protein



# Taste test

---

- Try the foods provided for you that act as good sources of protein for vegetarians:
  - Quorn ham
  - Chickpeas
  - Soy milk
- Produce a table like the one shown on the next slide and record some descriptive words for each food

# Taste Test

---

Protein Alternative	Descriptive Words
Quorn ham	
Chickpeas	
Oat milk	

# Exit Task

---

- Look at the examples of meat alternatives provided for you
- Write down FIVE meals that could be made using these alternatives
- E.g. Quorn chicken curry



# Extension Questions

---

1. Will the meals you have suggested taste and look the same if you use meat alternatives? If not, explain the differences
2. Will the meals you have suggested have the same texture if you use meat alternatives? If not, explain your answer
3. Do you think there will be a difference in the price if you use meat alternatives? Explain your answer

# Quorn Chilli Con Carne

LESSON 4



# Equipment

---

- Frying pan
- Saucepan
- Wooden spoon
- Colander
- Garlic crusher
- Yellow/green chopping board
- Vegetable knife
- Plastic bowl
- 2 pot stands

# Ingredients

---

- 200g Quorn mince
- ½ onion
- 1 clove garlic
- 1 beef stock cube
- 1 teaspoon chilli powder
- 2 teaspoons cumin powder
- 2 tablespoons tomato puree
- ½ can red kidney beans

# Method – Quorn Chilli

---

## Partner 1

1. Peel and finely dice onion
2. Peel and crush garlic
3. Add to frying pan with Quorn mince and fry until soft and mince has browned

## Partner 2

1. Place rice on to boil
2. Dissolve stock cube in 150ml water
3. Measure 1 teaspoon chilli powder, 2 teaspoons cumin powder and 2 tablespoons tomato puree in to small bowl
4. Collect kidney beans

## Both Partners

1. Add stock, spices and kidney beans to frying pan
2. Cook through until warm
3. Drain rice and serve with chill



# 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. What cooking methods did you use?
5. Describe the sensory characteristics of this recipe:

# Gluten-Free Diets

---

LESSON 5



# Starter Task

---

- Which of these foods has gluten in them?



# Gluten Free Diets – Info Search

<p>What is gluten?</p>	<p>Why do individuals need to be gluten free?</p>	<p>What is coeliac disease?</p>
<p>Symptoms of coeliac disease</p>	<p>Foods to avoid</p>	<p>Suitable foods</p>

# What is Gluten?

---

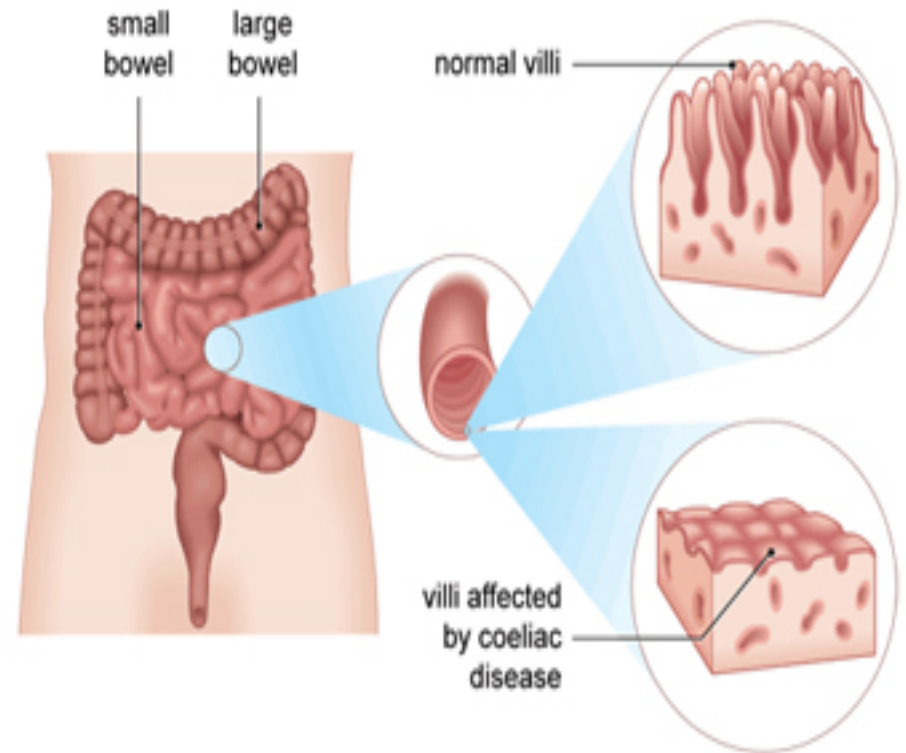
- **Gluten** is a type of protein found in grains like wheat, rye, spelt and barley



# Why do individuals need to be gluten free?

---

- If you have coeliac disease, your immune system reacts to gluten and leads to damage to the lining of your gut.
- This only happens if gluten is eaten.



# Symptoms of Coeliac Disease

---

- Symptoms include:

- Bloating
- Diarrhoea
- Nausea
- Tiredness
- Headaches



# How does a gluten free diet help?

---

- By avoiding all gluten (some people also need to avoid oats), the gut can heal and the symptoms should improve.
- The gluten free diet is the only treatment for coeliac disease.





# Foods that are naturally gluten free

---

- Meat
- Fish
- Fruit and vegetables
- Rice
- Potatoes
- Lentils



# EAT



# AVOID



# Exit Task

---

- This task will be used as your marking for improvement task for this half term
- Use the list of foods suitable for those on a gluten free diet that you found during the workstation activity
- Write down ONE snack that could be prepared for an adolescent who is on a gluten free diet
- Explain two reasons why this snack is suitable



# Gluten Free Cookery – Cardamom and Quinoa Porridge

---

LESSON 6



# Equipment

---

- Saucepan
- Wooden spoon
- 2 measuring jugs
- Plastic bowl
- Small plate
- Pot stand
- 2 polystyrene cups with lids

# Ingredients

---

- 75g quinoa
- 25g porridge oats
- 4 cardamom pods
- 250ml oat milk
- 2 ripe peaches, cut into slices
- 1 tsp golden syrup

# Method - Quinoa Porridge

---

## Partner 1

1. Weigh 75g quinoa and 25g porridge oats in to saucepan
2. Collect 4 cardamom pods on a small plate

## Partner 2

1. Measure 250ml water and 250ml oat milk in to separate measuring jugs
2. Collect 4 sliced peaches in a plastic bowl

## Both Partners

1. Put the quinoa, oats and cardamom pods in a small saucepan with 250ml water and 100ml of the oat milk.
2. Bring to the boil, then simmer gently for 15 mins, stirring occasionally.
3. Pour in the remaining oat milk and cook for 5 mins more until creamy.
4. Remove the cardamom pods, spoon into bowls or jars, and top with the peaches and golden syrup

# Both Partners

---

1. Put the quinoa, oats and cardamom pods in a small saucepan with 250ml water and 100ml of the oat milk.
2. Bring to the boil, then simmer gently for 15 mins, stirring occasionally.
3. Pour in the remaining oat milk and cook for 5 mins more until creamy.
4. Remove the cardamom pods, spoon into bowls or jars, and top with the peaches and golden syrup



# 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. What cooking methods did you use?
5. Describe the sensory characteristics of this recipe:

# Diabetic Diets

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LESSON 7



# What is diabetes?

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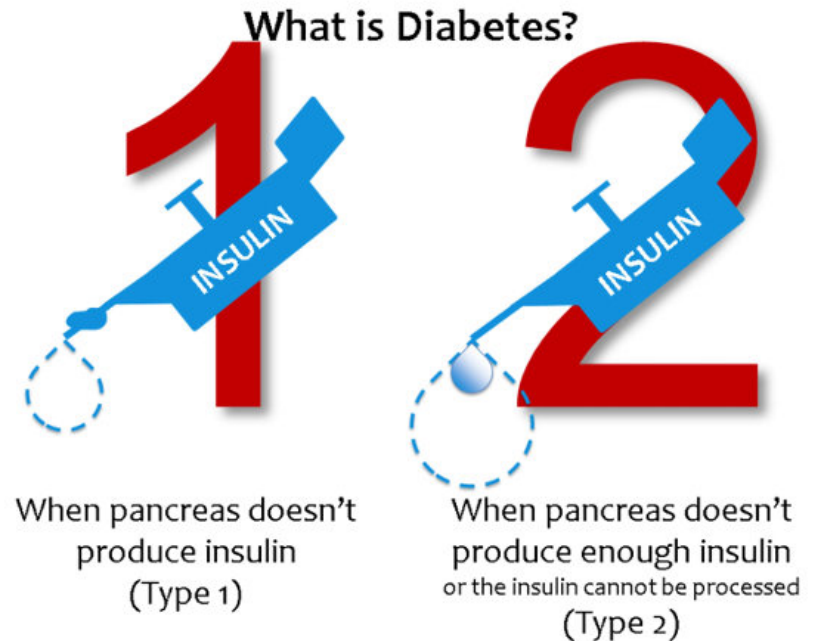
- Diabetes is a lifelong condition that causes a person's blood sugar levels to become too high
- The amount of sugar in the blood is controlled by a hormone called insulin, which is produced by the pancreas (a gland behind the stomach).



# Types of Diabetes

---

- There are two main types of diabetes:
  - Type I diabetes - where the body's immune system attacks and destroys the cells that produce insulin
  - Type II diabetes - where the body doesn't produce enough insulin, or the body's cells don't react to insulin



# Symptoms of diabetes

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- Feeling very [thirsty](#)
- Urinating more frequently than usual, particularly at night
- Feeling very tired
- Weight loss and loss of muscle bulk
- Itching around the genitals
- Cuts or wounds that heal slowly
- Blurred vision

# Living with diabetes

---

- Type I diabetes needs to be controlled with insulin injections as well as a healthy diet
- Type II diabetes can be controlled through diet and a healthy lifestyle alone



# News Feed Task

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- Use the information provided on the next slide to produce a news feed in your book on ways to control Type II diabetes



# Controlling Type II diabetes

---

Stay a healthy weight

Have regular eye tests

Don't smoke

Reduce alcohol intake

Eat plenty of fruit and vegetables

Reduce fat, salt and sugar in the diet

Take care of your feet

Eat regularly

Increase the amount of fibre in the diet

Eat plenty of starchy carbohydrates



# Exit Task

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- Share your news feed with someone else in the class
- Check you have both included similar information
- Add in anything you have missed so your task is complete



# Sugar-Free Chocolate Cupcakes



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LESSON 8

# Equipment

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- Mixing bowl
- Wooden spoon
- Plastic bowl
- Tablespoon
- Teaspoon
- Muffin tin
- 12 muffin cases

# Ingredients

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- 100g self raising flour
- 2 tablespoons cocoa powder
- 100g margarine
- 2 medium eggs
- 2 tablespoons semi-skimmed milk
- 50g Splenda powder

# Method – Sugar Free Chocolate Cupcakes

---

## Partner 1

1. Weigh 100g margarine in to mixing bowl
2. Add in 50g splenda powder
3. Cream together until smooth

## Partner 2

1. Weigh 100g self-raising flour in to plastic bowl
2. Add in 2 tablespoons cocoa powder

## Both Partners

1. Add flour and cocoa powder in to bowl
2. Add in 2 eggs and 2 tablespoons milk
3. Mix until smooth
4. Spoon in to muffin cases
5. Bake in the oven at 180 C / Gas 4 for 15 to 20 minutes.

# 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. What cooking methods did you use?
5. Describe the sensory characteristics of this recipe:



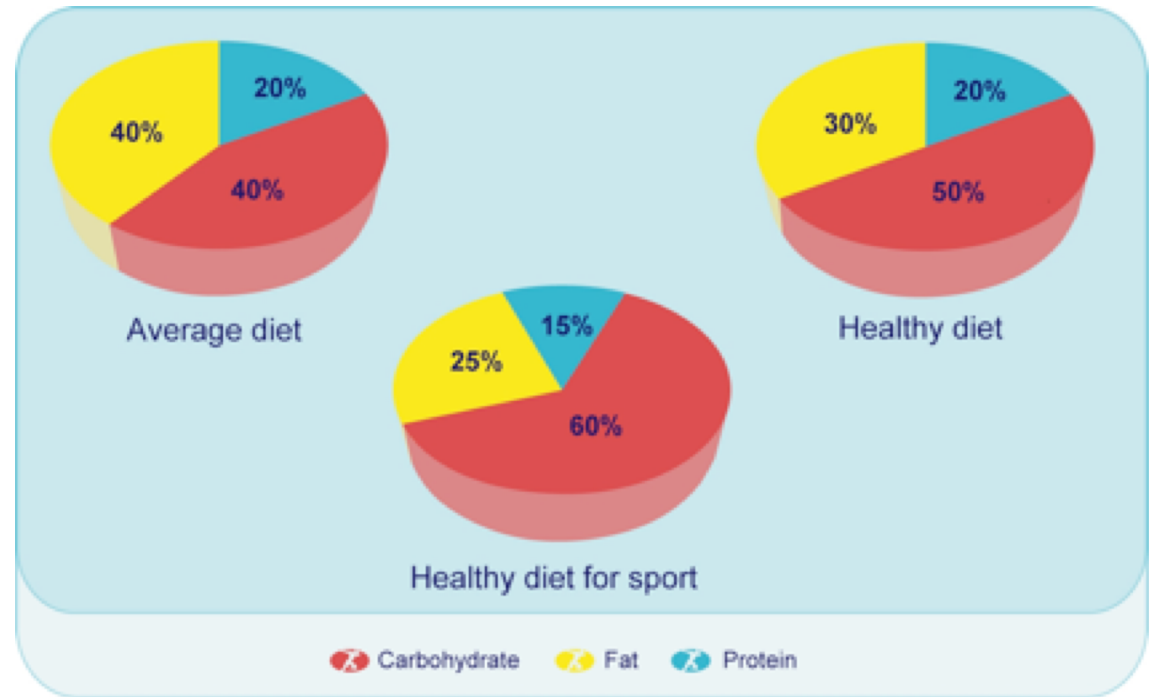
# Sports Diets

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LESSON 9

# Starter Task – Spot the Difference

- Look at the pie charts on the right
- What is the difference in a healthy diet and a sports diet?

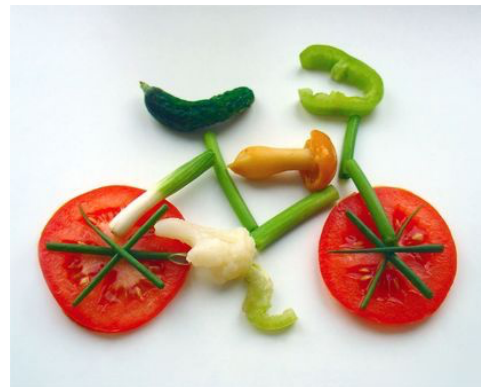




# Sports Diets

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Healthy eating and regular physical activity are important for everyone, but for people involved in sport, the quality of their diet and how much they eat and drink can have a dramatic impact on their performance.



# Sports Diet Advice Leaflet

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- Your task is to produce an advice leaflet for a sports person, to tell them about the nutrients they should include in their diet
- Follow the steps on the next few slides and follow the instructions given by your teacher to produce your advice leaflet



# 1. Choose a sports person

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# 2. Collect an advice leaflet template

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**Ulidia Community Health Centre**

**Patient name:**

**Health adviser name:**

**Sport:**

**Key information relating to patient:**

**Nutrients needed by the patient:**

**What the nutrients are for:**

# 3. Fill in the personal details at the top

<b>Ulidia Community Health Centre</b>		<b>Patient name:</b>	
<b>Health adviser name:</b>	<b>Sport:</b>	<b>Chosen sportsperson's details</b>	
<b>Key information relating to patient:</b>			
<b>Nutrients needed by the patient:</b>		<b>What the nutrients are for:</b>	

# 4. Fill in the key information on the patient

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**Ulidia Community Health Centre**

**Patient name:**

**Health adviser name:**

**Sport:**

**Key information relating to patient:**

Include information such as their gender, their age (roughly) sport they play etc.

**Nutrients needed by the patient:**

**What the nutrients are for:**

# 5. Record the nutrients needed by the sportsperson

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**Ulidia Community Health Centre**

**Patient name:**

**Health adviser name:**

**Sport:**

**Key information relating to patient:**

**Nutrients needed by the patient:**

**What the nutrients are for:**

# Important nutrients for sports people

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Nutrients needed	What it is needed for
Starchy carbohydrates	Provides a long lasting supply of energy for endurance sports
Sugars	Provide a quick burst of energy
Protein	Helps to repair sports injuries
Calcium	Strengthens bones
Iron	Moves oxygen around the body during sport
B vitamins	Help to release energy from food
Water	Keeps the body hydrated during and after exercise



# Exit Task

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- Choose one of the following meals and explain to your partner why it is a good choice for a sports person:

## Meal A

Beef curry

Rice

Naan bread

Glass of orange juice

## Meal B

Chicken and broccoli pasta bake

Potato wedges

Side salad

Glass of milk



# Jambalaya

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LESSON 10

# Ingredients

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- 1 tbsp oil
- 1 chicken breast
- 50g pepperoni
- ½ onion
- 1 clove garlic
- 1 pepper
- 250ml chicken stock
- 100g long grain rice
- ½ tsp cayenne pepper
- 1 tomato

# Equipment

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- 2 Vegetable knives
- Yellow chopping board
- Red chopping board
- Wooden spoon
- 2 Saucepans
- 2 Measuring jugs
- Pot stand
- 2 tinfoil dishes

# Method

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## Partner A

1. Place tomatoes in to measuring jug full of cold water and leave to soak
2. Dice onion, peppers and garlic
3. Peel skin from tomatoes and dice

## Partner B

1. Dice chicken on red board
2. Dice pepperoni on blue board
3. Make up stock in measuring jug using 500ml boiling water – add to 150g rice + put on to boil

## Both partners:

1. Heat oil in saucepan and cook chicken and pepperoni
2. Add onion, peppers and garlic
3. Add tomatoes and cayenne pepper and lower heat to simmer
4. Drain rice and add to chicken once cooked and liquid has absorbed

# Evaluation

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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. What cooking methods did you use?
5. Describe the sensory characteristics of this recipe:

# Food Allergies and Intolerances

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LESSON 11

# Starter Task

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- Match the term to the correct definition below:

## Food Intolerance

A non-life threatening condition, caused by difficulties digesting certain substances.

When the body's immune system reacts unusually to specific foods. Reactions are often mild, but can be life threatening.

## Food Allergy



# Food Allergies

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- Food allergies happen when the immune system – the body's defence against infection – mistakenly treats proteins found in food as a threat.
  
- Symptoms of an allergy can include:
  - An itchy sensation inside the mouth, throat or ears
  - A raised itchy red rash or hives
  - Swelling of the face, around the eyes, lips, tongue and roof of the mouth
  - Difficulty breathing

# Common Food Allergens

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# Common Food Allergens

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# Matching Activity

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- Match the symbols on your allergen card to the allergens below:

Tree nuts

Celery

Shellfish  
(crustaceans)

Eggs

Shellfish  
(molluscs)

Gluten

Milk

Mustard

Fish

Sulphur  
Dioxide

Peanuts

Soya

Sesame seeds

Lupin

# Food Intolerances

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- A food intolerance isn't the same as a food allergy – a food intolerance makes you feel unwell, but is not life-threatening
- Symptoms include:
  - Diarrhoea
  - Bloating
  - Stomach cramps
- The most common food intolerance is LACTOSE INTOLERANCE



# Food Allergy vs Food Intolerance

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- Important differences between a food allergy and a food intolerance include:
  - the symptoms of a food intolerance usually occur several hours after eating the food
  - you need to eat a larger amount of food to trigger an intolerance than an allergy
  - a food intolerance is never life threatening, unlike an allergy

# Lactose Intolerance

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- Lactose is found in most milk and dairy products
- Make a list of 10 meals you **COULD NOT** eat if you had a lactose intolerance:



# Exit Task

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- Look at the food labels on the right and answer the following questions:
  1. Which of the versions of the food label would be most useful for someone with a food allergy?
  2. What are the allergens in the 'new' label?
  3. How does it help someone with a food allergy to have allergens highlighted in bold?

## Old

**INGREDIENTS:** Water, Carrots, Onions, Red Lentils (4.5%) Potatoes, Cauliflower, Leeks, Peas, Cornflour, Wheatflour, Salt, Cream, Yeast Extract, Concentrated Tomato Paste, Garlic, Sugar, Celery Seed, Vegetable Oil, Herb and Spice, White Pepper, Parsley.

## New

**INGREDIENTS:** Water, Carrots, Onions, Red Lentils (4.5%) Potatoes, Cauliflower, Leeks, Peas, Cornflour, **Wheat**flour, Salt, **Cream**, Yeast Extract, Concentrated Tomato Paste, Garlic, Sugar, **Celery** Seed, Vegetable Oil (sunflower), Herb and Spice, White Pepper, Parsley.



# Raspberry Muffins

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LESSON 12



# Equipment

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- Muffin tray
- Mixing bowl
- Wooden spoon
- Pot stand
- Cooling tray
- Measuring jug
- Sugar dredger
- Dessertspoon
- Teaspoon

# Ingredients

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- 200g plain flour, sieved
- 2 teaspoons baking powder
- 150g caster sugar
- 1/2 teaspoon salt
- 100ml sunflower oil
- 1 egg
- 150ml oat milk
- 150g raspberries, fresh or frozen
- Icing sugar to dredge before serving

# Method

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## Partner A

1. Weigh 200g plain flour, 150g caster sugar in to a mixing bowl
2. Add in 2 teaspoons baking powder

## Partner B

1. Measure 100ml sunflower oil and 150ml oat milk in to a measuring jug
2. Add in 1 egg and mix gently

## Both partners:

1. Make a well in the center of the dry ingredients and gradually combine together with the wet ingredients. When smooth fold in raspberries.
2. Spoon in to muffin cases
3. Bake for 20 to 25 minutes at 180oC.
4. Dredge with icing sugar before serving.

# Evaluation

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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. What cooking methods did you use?
5. Describe the sensory characteristics of this recipe: