

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

Lesson Days: \_\_\_\_\_

Teacher: \_\_\_\_\_

Group: \_\_\_\_\_

Form: \_\_\_\_\_

## Key stage 3 Module 1

2017-2018

Start Date: \_\_\_\_\_



## Safety and conduct in food practical lessons

The practical kitchens can be very dangerous places. However if sensible behaviour and basic rules are observed then there should be no danger at all and you should get plenty of enjoyment out of your lessons.

### **During Practical Lessons you will be assessed on:**

#### Organisation:

- Ready to cook
- Ingredients, equipment and recipe ready
- Mindful of time

#### Hygiene and Safety:

- Hand washing
- You must wear an apron.
- Tie your hair back and take off jewellery.

#### Food Preparation Skills:

- Use a range of basic equipment
- Knife skills: bridge and claw grip
- Peeling, grating and slicing

#### Cooking:

- Safe use of the cooker and use of oven gloves
- Handling a saucepan on the hob
- Placing and removing items from oven/grill
- Simmering, boiling and baking

#### Completing the Activity and Presentation Skills

- Before 8:30 take your ingredients to the food room. In the FRIDGE place fresh meat, fish and dairy products. In the CUPBOARD place fruit, veg, tins, eggs, dry ingredients and your 'take-home-container'. All items must be labelled with your name.
- Place your bags and blazers in the place allocated to you. Put on your apron.
- Work quietly and methodically following your recipe.
- Be SILENT when your teacher needs to give instructions to the class and stop any noisy activity.
- Tell your teacher if you have an accident; cut finger or burn.
- Put all your waste in the appropriate bins.
- Wash up with hot soapy water in the plastic bowl. Never put sharp knives to soak in the bowl.
- Put all clean dry equipment away in its correct place; hand your knife back.
- Wipe down and dry all the work surfaces.
- Scraps of food must be removed from the plughole and put in the bin.
- Place all dirty tea-towels and dishcloths in the laundry basket.
- Wipe down your apron before hanging it back up.
- Your teacher will tell you where to store your finished food, collect at 3pm.

YOU WILL NOT BE ABLE TO COLLECT YOUR FOOD AT LUNCH TIME

## Scheme of work

Wk	Lessons	Date	Practical	Suggested homework tasks <i>See Go4 Schools for homework</i>	Mark
1.	Introduction to course Hygiene and Safety, Be able to wash up Demonstration of fruit fusion		Fruit Fusion	Fruit Fusion	
2.	Demonstration croque monsieur Know how to use grill safely		Croque Monsieur	Prepare ingredients and read recipe. Finish worksheet.	
3.	Know how to weigh accurately Understand how to modify a recipe		Fruity Flapjack	Section 2 task- Fruity Flapjack. Write an evaluation, using the guidelines.	
4.	Be able to make a vegetable stir fry Know how to complete an evaluation Know how to modify recipe using vegetables 'in season'		Sizzling Stir fry		
5.	Know how to make a salad using pasta Be able to identify kitchen knives and know their uses Be able to design a salad		Layered Pasta Salad <b>Assessment Point</b>		Practical
6.	Understand what good food hygiene is. The importance of the Eatwell plate.		Chicken goujons and dip	Section 2: Write a report to evaluate your goujons and dip.	
7.	Be able to recognize kitchen equipment Know how to use oven safely. Demonstration of beany enchiladas and know how to modify a recipe		Quick Beany Enchiladas <b>Paired Activity</b>		
8.	Be able to prepare a chilli safely, be able to use a food processor, know how to store food safely, be able to identify different equipment and their uses		Meatballs	Prepare ingredients and read recipe.	
9.	To understand the rubbing in technique. To understand how to shape a dough To consider the importance of the Eatwell plate when designing a healthy meal.		Scone based pizza <b>Assessment Point</b>	Section 2: Write a report to evaluate your pizza. Use the evaluation sheet to help you.	Practical
10.	Understand healthy eating message, be able to research and plan a recipe for homemade soup.			Section 2: Complete research for 1 Star Award.	
11.	Be able to make a soup using a hand held blender, be able to evaluate work.		Soup	Section 2: Evaluate soup practical.	
12.	Teachers Choice				

## Making /Practical

## IVO pathways for Food Studies

## Written/research work

### **Emerging**

- Make my product with help and guidance through each step.
- Work hygienically and use electrical equipment safely with help.
- Give 2 suggestion of how to improve your product with prompting
- Complete my practical work with a fair degree of accuracy, thinking about presentation.

### **Developing**

- Make my product with a little help and guidance.
- Show a good standard of hygiene and knowledge of electrical equipment use with some help.
- Use senses (taste) to suggest 3 adaptations/improvements your recipe.
- Complete practical work with a good degree of accuracy, using some creativity when serving.

### **Securing**

- Make my product with limited help and guidance.
- Work hygienically and efficiently in a practical lesson selecting the correct equipment and process needed every time.
- Show knowledge of the characteristics and function of ingredients, explaining how an ingredient will work when used.
- Make suggestions using your senses on how to adapt your product & provide reasonable justifications.
- Complete work accurately with good finishing techniques.

### **Mastering**

- Complete my product with no help.
- Work with wide range of equipment and processes with skill.
- Show understanding of the characteristics and function of ingredients, justifying choice and the importance they have in the recipe used.
- Complete work precisely and present with a high quality finish

### **Excelling**

- confidently complete my product without any help.
- Work independently, hygienically and safely during practical lessons selecting equipment and process appropriate for the working characteristics.
- Show a high degree of accuracy when completing practical work, with an outstanding finish. Make 3 or more suggestions to improve your product with thorough justification.

### **Emerging**

- Include at least 2 examples of foods which could be used to modify a recipe.
- Complete simple research and record your findings.
- Draw and label sketches to support your findings.
- Show understanding of ways of improving your work

### **Developing**

- Show that information collected is gathered from more than one source.
- Be able to suggest 3 alternative ideas and modify recipes where appropriate.
- Be able to test and write an objective evaluation of your practical work.

### **Securing**

- Evaluate or test your work objectively at the end of a task, suggesting ideas for improvements
- Show that you have used a range of sources to gather information
- Apply your knowledge of ingredients and healthy eating to make wise choices when suggesting a range of suitable modifications.

### **Mastering**

- Use a wide range of information points when researching topics
- Show a clear understanding of healthy eating and the need for a balanced diet.
- Need to show an understanding of the need for special diets
- Evaluate your work with reference to how the product would perform including comments from someone who has tried your product.

### **Excelling**

- Use a wide range of information points when researching topics and reference the source of information.
- You need to show good knowledge of healthy eating and you can name the main groups of nutrients and their sources.
- You can write an objective evaluation and use third party feedback to move work forward, you also need should make reference to social and cultural values.

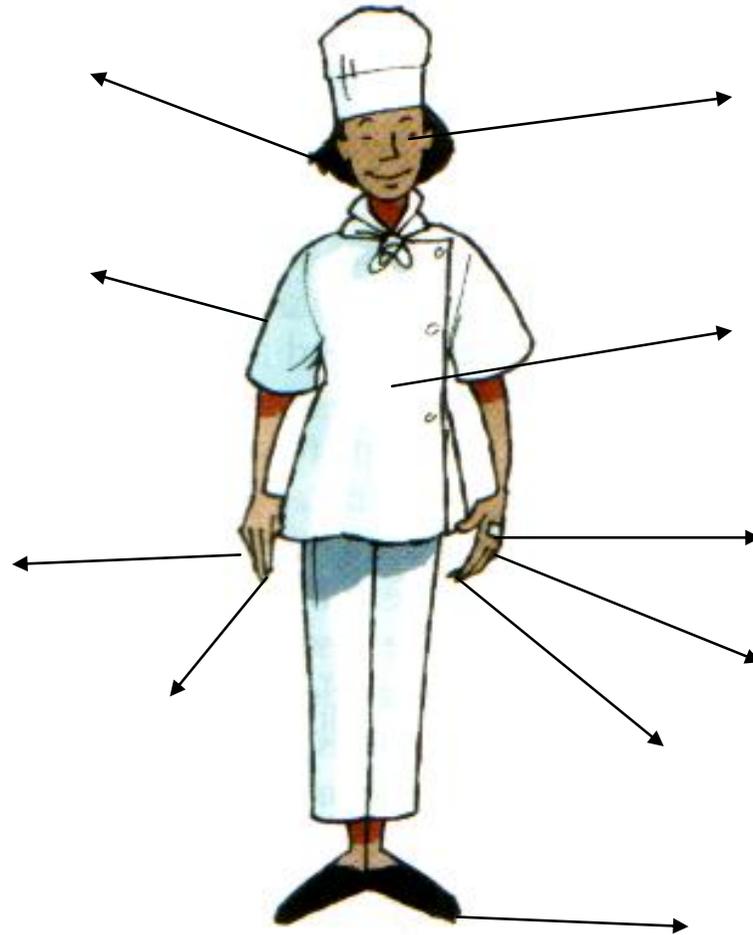
# Section One



## Personal Hygiene

Good personal hygiene is important to prevent risk of food poisoning.

Before you start preparing or cooking food, there are a number of steps that you need to ensure that you are hygienic and safe.

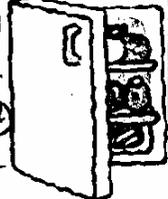


# Calamity Kitchen



Can you spot and circle the 12 things wrong in this kitchen?

# The dirty dozen.... revealed

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

## Fruit fusion

### Ingredients

- 1 clementine
- 6 red grapes
- 6 green grapes
- 1 kiwi fruit
- 1 banana
- 1 apple
- 2 x 15ml spoons orange juice



### Equipment

- Vegetable knife, chopping board, bowl, measuring spoons, spoon.



### Method

1. Peel the clementine and separate into segments.
2. Cut the grapes in half and remove any seeds.



3. Peel the kiwi fruit and slice.



4. Peel the banana and slice carefully.



5. Quarter the apple, remove the core and slice.



6. Place all the fruit in a bowl.



7. Add the orange juice and mix together.





# The cooker – Getting heated

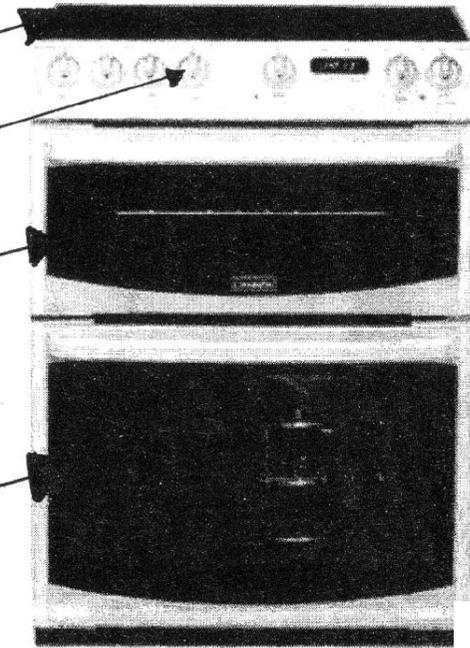
Health and Safety is important!  
You must know how to keep yourself and others around you safe

## Gas

Electric and gas cookers are source from a different heat supplies but both cook food efficiently; contain a thermostat so that the degree of heat can be maintained. All contain a hob, grill and oven.

## Electric

Name the selected parts



°C	°F	Gas Mark	Description
110	225	¼	very slow
120/130	250	½	very slow
140	275	1	slow
150	300	2	slow
160/170	325	3	moderate
180	350	4	moderate
190	375	5	moderately hot
200	400	6	moderately hot
220	425	7	hot
230	450	8	hot
240	475	9	very hot



- Always use oven gloves when putting food into or removing from oven
- Help other students by holding the oven door and giving them space to remove their food

### What do I do if I have a burn?

- Tell your teacher
- Put the burnt area under cold water for 10 minutes
- Complete a red burns form
- You may be sent to the medical room for further treatment
- If it still hurts during the day, go back to the medical room.
- The incident will be written in the Accident Book



## Cookers

A large amount of the food we eat is cooked. In the kitchen food is usually cooked on a cooker or a small appliance that has been designed for a specific purpose such as a deep fat frying. The heat for the cooker is usually provided by two main sources, gas or electricity. The normal family cooker has 3 parts.

**The Hob:** This can be used for boiling food in a liquid, steaming food over water, frying food in oil or fat, stewing food slowly in a pan with a quantity of liquid. Heat is usually transferred by conduction currents.

**The grill:** This can give out very rapid heat to cook food quickly; this heat can be turned up or down as required. Heat is transferred by radiation. This is where the heat just beams down on the food; hence it is necessary to place the food close to the heat source.

**The Oven:** The oven is used for baking, roasting casseroles and heating food. Heat is mostly transferred by convection currents.

Give examples of foods that can be cooked in each part of the cooker:

1. The Hob a) \_\_\_\_\_ b) \_\_\_\_\_ c) \_\_\_\_\_
2. The Grill a) \_\_\_\_\_ b) \_\_\_\_\_ c) \_\_\_\_\_
- 3 The Oven a) \_\_\_\_\_ b) \_\_\_\_\_ c) \_\_\_\_\_

### The microwave oven:

The microwave oven is a relatively new type of cooker, which cooks food by generating electromagnetic waves, these waves go through the food to a depth of about 5 cm, any water molecules in the food are caused to vibrate very rapidly, causing heat (friction) and it is this heat at high speed that heats up our food at a very fast rate. When using the microwave cooker for reheating it is important to ensure that food reaches a safe temperature before serving.



## Croque Monsieur

### Ingredients

30g hard cheese, e.g. Cheddar, Edam, Gruyere  
1 tomato  
2 slices bread, preferably wholegrain  
1 slice ham



### Method

1. Preheat the grill.



3. Slice the tomato.



### Equipment

Chopping board, grater, knife, fish slice.



2. Grate cheese on a chopping board – divide into 3.



4. Place the slices of bread on the chopping board.

5. Lay the ham over one slice of bread.



7. Sprinkle a portion of cheese over both slices of bread.



9. When the 'cheese is bubbling hot, remove from the grill.



11. Place under the grill until the cheese is melted and golden.



6. Arrange the tomato over the other slice of bread.



8. Place the 'sandwich' under the hot grill.



10. Press the 2 slices of bread together, and sprinkle the remaining cheese on top.



# Croque Monsieur

Give 3 points for safe use of the grill:

- 1.
- 2.
- 3.

You are going to serve the croque monsieur for lunch after a sleepover the night before. **Draw** diagrams/and sketches explaining how you would present the snack on a plate to serve to your friend.

Draw and label a selection of other ingredients you could use when making the snack:

How is the heat transferred when grilling?

When grilling, why is it important to turn the food half way through the cooking?

Extension task: Research into the different types of cheese available in the shops and name 5:-

British	5 Continental
1	
2	
3	
4	
5	

Challenge: Summarize the stages of cheese production  
P 106-107 Food and Nutrition

# KITCHEN EQUIPMENT

We use many different pieces of equipment during food technology lessons. Look at the items of equipment pictured below and write down the name of each item and state a use.



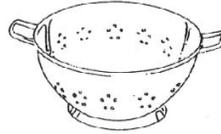
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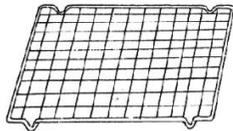
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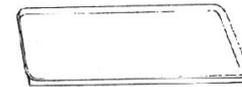
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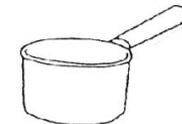
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Name :

Use :

## Fruit Flapjacks

### Ingredients

100g dried apricots  
225g oats  
75g sugar  
75g butter or margarine  
3 x 15ml spoons golden syrup



### Equipment

Chopping board, knife, weighing scales, measuring spoons, saucepan, wooden spoon, spatula, non-stick baking tin, palette knife.



### Method

1. Preheat the oven to 180°C or gas mark 4.



2. Chop the apricots into small pieces.



3. Place the butter or margarine, sugar and syrup into a saucepan and gently heat until the butter or margarine has melted.



4. Stir in the oats and apricots.



5. Pour the mixture into a non-stick (or lined) baking tray.



6. Pat down the mixture in the baking tin.



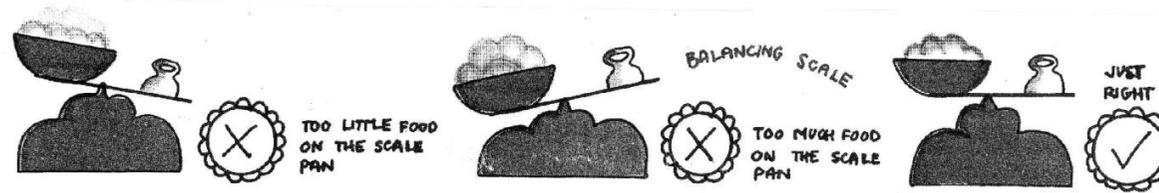
7. Bake for 15 - 20 minutes, until lightly browned.



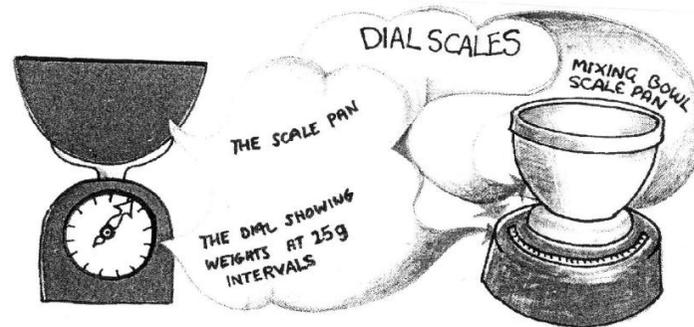
8. Remove from the oven and cut into 'bars' in the baking tin while hot.



## Weighing and measuring



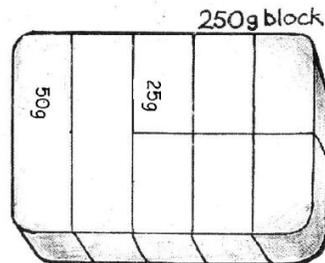
When using a *dial scale* place the ingredients you are weighing in the scale pan until the finger on the front dial points to the exact weight you are needing.



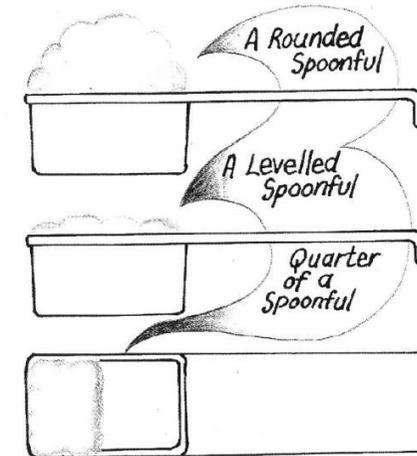
When using a *balancing scale* place the weight on the small scale pan and the ingredients you are weighing on the large pan. The scales should balance evenly for the correct weight. If either side goes down with a thud, your ingredients are not being weighed accurately.

**Measuring solids.** In the metric system solids are weighed in *grams* and *kilograms*. There are 1000 grams in a kilogram and 500 grams in  $\frac{1}{2}$  kilogram. Dial and horizontal bar scales are marked at 25 gram intervals. Balancing scales have loose metric weights starting at 25 grams.

The 250 g blocks of fat are relatively easy to divide into 25 g cubes without the use of a scale. This can be done by cutting the block into 10 equal sections. If you use your ruler to mark the outside of the wrapper it will help you.



Tbs= Tablespoon  
Tsp= Teaspoon



**Measuring using spoons.** Special measuring spoons, often square for easy levelling, can be bought in the following sizes: 1.25 ml; 2.5 ml; 5 ml; 10 ml; 15 ml; 20 ml. If these special measuring spoons are not available a 5 ml 'medicine' spoon can be used.

A spoonful of any dry ingredient means a *rounded* spoonful (as much above the rim as below it).

Half a spoonful means a *levelled* spoonful (level with the rim of the spoon).

A quarter of a spoonful means *half of a levelled* spoonful.

If a recipe requires  $1 \times 5$  ml spoon baking powder, then this means a rounded 5 ml spoonful of baking powder.

If a recipe requires  $\frac{1}{2} \times 5$  ml spoon salt, then this means a levelled 5 ml spoonful of salt.

If a recipe requires  $\frac{1}{4} \times 5$  ml spoon dried herbs, then this means half of a levelled spoonful of dried herbs.

**Measuring using cups.** If you do not have a pair of metric scales you can still measure fairly accurately using measuring cups.

## Sizzling Stir Fry

### Ingredients

1000 noodles

- ½ red chilli
- 1 clove garlic
- 1cm fresh ginger
- ½ red onion
- 1 pak choi
- ½ yellow pepper
- 3 mushrooms
- 1 x 10ml spoon oil
- 1 x 10ml spoon soy sauce (reduced salt)



### Method

1. Cook the noodles in boiling water. Check the packet for details.



3. Prepare the vegetables with a fresh knife on a clean chopping board:
  - peel and crush the garlic;



### Equipment

Chopping boards, knives, garlic press, grater, wok or frying pan, wooden spoon, saucepan, colander, measuring spoons, serving dish, weighing scales.



For vegetarian option use Tofu

- de-seed and slice the chilli;



- peel and slice the ginger;



- shred the pak choi.



5. Add the onion, garlic, chilli and ginger. Allow to cook for 1 minute.



7. Add the remaining vegetables and soy sauce and continue to cook for a further 2 minutes.



9. Stir in the cooked noodles and cook for 2 minutes until hot.



- slice the onion, pepper and mushrooms;



4. Heat the oil the wok or frying pan.



8. Drain the boiling hot water away from the noodles into a colander in the sink.



10. Serve.



# Vegetable Identification

1.  
Name:  
Use:

2.  
Name:  
Use:

3.  
Name:  
Use:

4.  
Name:  
Use:

5.  
Name:  
Use:

6.  
Name:  
Use:

7.  
Name:  
Use:

8.  
Name:  
Use:

9.  
Name:  
Use:

10.  
Name:  
Use:

11.  
Name:  
Use:

12.  
Name:  
Use:

13.  
Name:  
Use:

14.  
Name:  
Use:

15.  
Name:  
Use:

## Evaluations.

After some food lessons you will be asked to write an evaluation of what you have done. It should always be objective commenting on what went well, where the problems were. You should write a personal account of how the lesson went for you, and it should be **written in paragraphs**. It should not be a description of what you did.

### Check the guideline below to help you with your work:

State how well prepared you were for the lesson and whether you remembered all your ingredients

Were the instructions easy to follow?

Did you work safely and tidily?

Did you complete the tasks on time?

What did you learn from today's lesson

What did you find easy/difficult?

How did you work with the rest of the group?

Was the result as you expected?

What improvements could you make another time?

What did the food look like and taste like?

You also may like to comment on possible ways you could change your product next time, like using a different flavour, filling or different choice of fruit or vegetable etc. Changes like this are called modifications and help to make food preparations more interesting and fun.

A good way to write an informative evaluation is to include a star profile, this is because 8 qualities of the product can be described and it gives a fair indication of all the different qualities and where the improvements could be made.

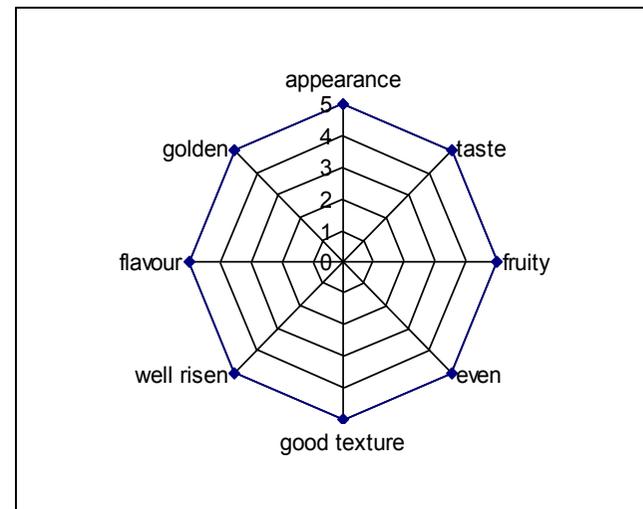
## Star Profiles

A star diagram or profile is used to describe the looks and taste of food. It is an easy way to compare products as you can quickly see the differences on the star diagram.

1. Draw a graph with 8 lines.

2. Label each line with a word (sensory descriptor) which describes the food or product.

3. Mark each line on the graph with a scale from 0 - 5 0 = Not at all 3 = Okay 5 = Excellent quality



The example shown is evaluating a very good high quality product, scoring all 5 s

Taste the food and give a score out of 5. If the word is 'sweet' a zero score means that it is not very sweet.

Mark each score on the graph and draw up the lines to form a star diagram to show the product profile.

## Tasting word bank

Mouthfeel (Texture- how the food and drink feels in your mouth.)	Looks (appearance, colour, aesthetics)	Taste, flavour and smell (organoleptic)
Airy, brittle, chewy, cold, crisp, crumbly, crunchy, dry, fine, firm, fizzy, flaky, flat, foamy, gooey, greasy, gritty, hard, hot, juicy, lumpy, mushy, powdery, rubbery, slimy, smooth, soft, soggy, springy, sticky, stiff, stringy, tender, thick, thin, tough, watery, warm.	Appetizing, attractive, cold, clear, colourful, crumbly, dry, fattening, fresh, greasy, healthy, hot, moist, smooth, soggy.	Acid, bitter, bland, burnt, creamy, dry, fatty, old, salty, sharp, soggy, sour, spicy, stale, sweet, watery, wet, tangy, tasteless, tasty, undercooked.

As you work through the course you may add more words to the word tasting bank to extend your vocabulary.



# Layered Pasta Salad

## Ingredients

- 100g pasta shapes
- 1 carrot
- 100g cooked sliced chicken
- 1 baby gem lettuce
- 1 tomato
- ¼ cucumber
- 2 x 15ml spoons low fat dressing



## Method

1. Bring a small saucepan of water to the boil, and then add the pasta. Simmer for about 8 – 10 minutes (check the packet instructions).



## Equipment

Weighing scales, saucepan, chopping board, knife, vegetable peeler, grater, measuring spoons, spoon, colander, serving dish.



2. While the pasta is cooking, prepare the other ingredients:

- shred the lettuce;



- slice the tomato;



- chop the cucumber into small chunks;



3. Drain the boiling hot water away from the pasta into a colander in the sink. Cool the pasta by rinsing it under a cold tap for a few moments. Drain well.



- peel and grate the carrot;



4. Place the pasta in the serving dish and stir in 1 x 15ml spoon of dressing.



5. Assemble the remaining ingredients over the pasta in layers.



6. Lastly, drizzle over the remaining dressing.



## Food poisoning and cross contamination:

Good food safety starts when you start to prepare ingredients:

- Wash fresh fruit and vegetables before you eat or used them to cook. Why?
- Prepare \_\_\_\_\_ foods away from cooked foods. For example, use a different chopping board and knife to prepare raw chicken. You will prevent people getting \_\_\_\_\_.
- Defrost foods in the \_\_\_\_\_, covered, or in a separate area of the kitchen away from other foods. Never re-freeze defrosted foods.
- Wash your \_\_\_\_\_ after touching raw foods - if you do not, microbes can travel to other foods. This is called \_\_\_\_\_.
- Keep all work surfaces clear and clean.
- Clean as you go:
  - \* use \_\_\_\_\_ cloths;
  - \* wipe spills as soon as they happen;
  - \* clear away equipment as soon as possible;
  - \* throw away or recycle packaging.
- Wash kitchen cloths, sponges and tea towels regularly.



### Serving food

- Before serving, keep food \_\_\_\_\_ whenever possible.
- Avoid laying out foods too far in \_\_\_\_\_.
- Keep hot foods hot and cold foods cold.
- Hot foods should be kept above \_\_\_\_\_°C and cold foods below \_\_\_\_\_°C.

### Chilling cooked food

- Do not place \_\_\_\_\_ food directly into the fridge or freezer.
- Chilling food quickly will reduce the risk of food poisoning \_\_\_\_\_ from multiplying.



### Reheating cooked food

Always reheat food until it is \_\_\_\_\_ hot all the way through.

Wash, pink, middle, covered, clear, raw, advance, 5, 63, hot, bacteria, raw, cross-contamination, fridge, hands, clean, food-poisoning; helps to remove dirt or insects; piping.



Challenge:  
What is this?  
Explain how it is  
used.

## Safe storage of food:



### Shopping for food

- Check the \_\_\_\_\_ on food.
- Check that the food is fresh, e.g. no bruising or mould.
- Try to buy chilled and frozen foods \_\_\_\_\_. Pack these foods together, or use cool bags or freezer bags.
- Once you have finished shopping travel home immediately. Unpack your shopping straight away and make sure it is stored in an appropriate place

### The cupboard

- Keep all food cupboards, cool, clean and \_\_\_\_\_.
- Keep pests out, such as \_\_\_\_\_.
- After opening packets of dried foods, \_\_\_\_\_ tightly or put them in a storage jar.
- Use storage jars and containers with \_\_\_\_\_ fitting lids.

### Storing food

- Food labels provide \_\_\_\_\_ which helps you to know when to eat food, and how to store it safely.

### Storage instructions

Labels also show how best to \_\_\_\_\_ the food to keep it safe. For example:

- cool, dry place, like a cupboard - \_\_\_\_\_, \_\_\_\_\_;
- chilled, in the fridge - \_\_\_\_\_, \_\_\_\_\_, salad;
- frozen, in the freezer - a chicken, \_\_\_\_\_, fish fingers



Some foods can be stored in the fridge or the freezer:

- The temperature of your fridge should be between 0 – \_\_\_\_\_ ° C and your freezer at - \_\_\_\_\_ °C.
- Raw meat, chicken and fish must always be stored on the \_\_\_\_\_ shelf of the fridge, so they can't drip on other foods.
- Keep eggs in the fridge, away from strong \_\_\_\_\_.
- Some food jars need to go in the fridge when open, check the label.
- Never put \_\_\_\_\_ cans in the fridge.
- Use up 'left overs' from the fridge within \_\_\_\_\_ days.
- Clean the fridge regularly.

What does the following mean?

1. Use by date: 8 Sept 2018

\_\_\_\_\_

2. Best before date: Feb '18

\_\_\_\_\_

store, information, canned food, flour, ham, frozen peas, cheese, bottom, odours, date-marks, dry, open, two, reseal, storage, 5, -18, flies and insects, last, tight.

## Chicken Goujons

### Ingredients

50g fresh fine breadcrumbs  
Pinch cayenne pepper (optional)  
salt and pepper, to taste  
2 boneless and skinless chicken breasts, **cut it into strips at home**  
25g plain flour  
1 large egg beaten  
1 tbsp vegetable oil

### Equipment

Sharp knife, chopping board, small bowl,  
baking tray polythene bag, garlic press,  
saucepan

## Method

1. Preheat the oven to 190C/Gas 5. Oil a baking tray with vegetable oil.
2. Mix the breadcrumbs, cayenne pepper in a polythene bag. Season to taste with salt and freshly ground black pepper. Place the flour in another shallow bowl.
3. Dip the chicken pieces in plain flour, then in the beaten egg and finally coat in the breadcrumbs. Shake off the excess flour and lay the chicken goujons on the oiled baking tray.
4. Drizzle the goujons all over with a little more of the vegetable oil.
5. Bake in the oven for 30minutes, turning once. Remove from the oven when completely cooked through and golden-brown all over.
6. Serve the goujons with dip and potato wedges.

## Mayonnaise Dip

You can serve the goujons with mayonnaise.

Alternatively you can develop your own mayonnaise dip by adding cayenne pepper, tomato puree or other ingredients of your choice.



## Quick Beany Enchiladas

Ingredients	Name:
1 tablesp sunflower oil, plus extra for greasing	School
$\frac{1}{2}$ medium onion, peeled and roughly chopped	
$\frac{1}{2}$ yellow pepper, de-seeded and sliced	
1 x 200g tin chopped tomatoes	
1 x 200g tin red kidney beans (in chilli sauce)	
$\frac{1}{2}$ lemon or lime or juice	
Small bunch chopped fresh coriander (3 heaped tablesp when chopped), plus extra to garnish	Dried coriander/other herbs in school
4 ready made flour tortillas	
75g mature cheddar, coarsely grated - fat reduced if possible	
Salt and freshly ground black pepper	School



This will be completed in pairs  
Decide who will bring which ingredients and write your name on the table

Oven 180°C Gas mark 5. Ovenproof dish or 30p for school foil dish

Equipment: sharp knife, chopping board, frying pan, lemon squeezer, pastry brush

### Method

1. Heat the oil in a large non-stick frying pan over a medium heat. Add the onion and peppers and fry for 4-5 minutes, or until softened and beginning to turn golden-brown. Stir in the chopped tomatoes and kidney beans.
2. Bring the mixture to the boil and then reduce the heat until the mixture is simmering. Simmer gently for 10 minutes, or until the sauce is thick and glossy.
3. Remove the pan from the heat, then stir in the lime or lemon juice and coriander. Season to taste with salt and pepper
4. Brush insides of a shallow ovenproof dish all over with a little oil. Place one of the flour tortillas in the dish and spoon  $\frac{1}{4}$  of the bean mixture into the centre. Roll up the tortilla and push it to one side of the dish. Repeat the process with the remaining flour tortillas and bean mixture, lining the rolled tortillas up against each other.
5. Sprinkle the enchiladas with the grated cheese and bake in the oven for 20 minutes, or until the cheese has melted and turned golden brown. Just before serving garnish the enchiladas with fresh coriander. Serve with a mixed green salad.

Challenge: complete a sensory evaluation of the dish

# Meatballs

## Ingredients

- 1 small onion
- 1 clove of garlic
- $\frac{1}{2}$  red chilli
- 250g beef mince
- 1 x 5ml spoon paprika
- 1 sprig parsley



## Equipment

Two chopping boards, two knives, food processor, flour dredger, skewers, baking tray, baking parchment

## Method

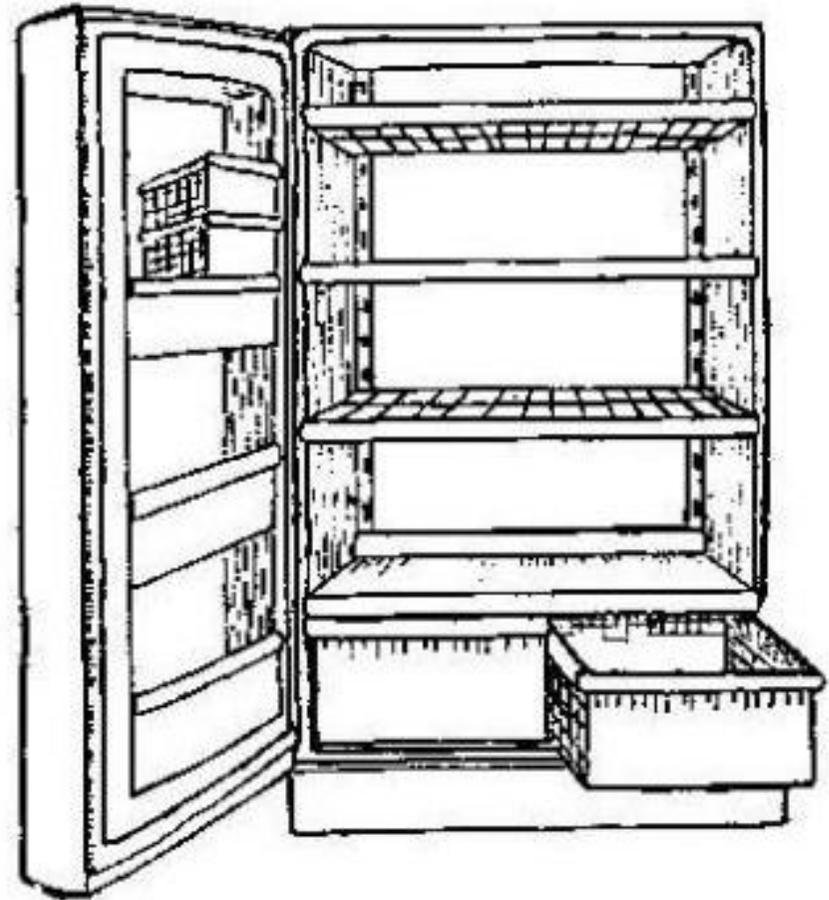
1. Peel the onion and cut in half
2. Peel the garlic
3. Cut off the top off the chilli and remove the seeds
4. Put the onion, chilli and garlic in to the food processor and blitz together
5. Add the mince paprika and herbs, then blitz together
6. Sprinkle a little flour onto a chopping boards then divide and shape the mixture into 8 balls
7. Carefully place the meatballs onto a baking tray lined with baking parchment
8. Bake for 15 minutes turning occasionally to ensure even cooking (The meat balls should be thoroughly cooked - no pink.)
9. Serve in a pitta with salad.

# Scone Based Pizza

Ingredients		Equipment			
150g self raising flour 25g margarine 1 egg 50ml semi-skimmed milk 3 x 15ml spoons passata sauce 1 tomato 25 g sweetcorn	½ green pepper 50g cheese, e.g. Mozzarella 2 mushrooms 1 x 5ml spoon dried herbs  Oven 200°C Gas Mark 6	Weighing scales, sieve, mixing bowl, small bowl, fork, measuring jug, palette knife, measuring spoons, flour dredger, rolling pin, baking tray, chopping board, knife, grater, cooling rack.			
 <p>1. Preheat the oven to 200°C or gas mark 6.</p>	 <p>2. Line a baking tray.</p>	 <p>3. Sift the flour into a bowl.</p>	 <p>4. Rub in the butter or margarine into the flour until it resembles breadcrumbs.</p>	 <p>5. Whisk the egg and milk together in a small bowl with a fork.</p>	 <p>Add the egg mixture to the flour and mix together to form a soft dough.</p>
 <p>7. Flatten out the dough on a floured surface to form a large circle.</p> <p>8. Transfer the dough to the baking tray.</p>	 <p>9. Spread the passata sauce over the dough.</p>	 <p>10. Prepare the vegetables: slice the mushrooms; slice the tomato; remove the core from the pepper and slice into thin strips.</p>	 <p>11. Arrange the mushrooms, tomato, green pepper and sweetcorn over the base.</p>	 <p>12. Grate cheese</p> <p>13. Sprinkle or place the cheese and herbs over the top of the pizza.</p>	 <p>14. Place the pizza in the oven and bake for 10 – 15 minutes, until golden brown.</p>

## Storing food

Cut out the foods on the worksheet and glue them in the place where they should be stored.



Fridge temperature =

**Knives. Handle with care**

When cutting and chopping it is important to hold the knife in the correct way. This will mean that you will develop skills quickly and safely and the job you are doing will be done efficiently

Write about each knife and give examples of what they are all used for



Paring knife

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Cooks' knife

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---



Palette knife

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---



Potato peeler

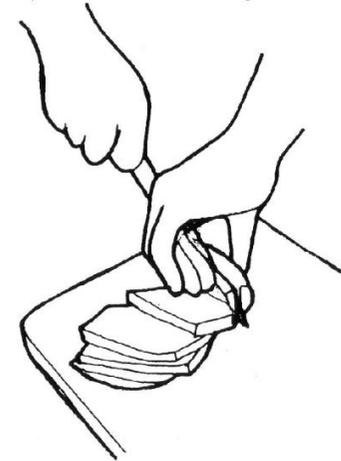
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Claw grip



Bridge Hold



*Note position of fingers and thumb when cutting that last slice.*

# Knives

1) List 10 types of Knives:

- 
- 
- 
- 
- 
- 
- 
- 
- 
- 

2) Why do we have a selection of knives that we use for cooking?

3) When would you use a large cook's knife?

4) Name 4 foods that can be safely prepared with a small vegetable knife.

- 1.
- 3.

- 2.
- 4.

5) When would you use a knife with a serrated edge?

6) How can you safely store a knife?  
(Draw this method of storage)

7) Why should knives not be left in washing up bowls?

8) What is the safest way of washing and drying knives?



## Vegetable Couscous Salad

### Ingredients

175ml water, boiling  
1 vegetable stock cube  
100g couscous  
1 medium tomato  
1 spring onion  
½ cucumber  
½ yellow pepper  
4 dried apricots  
1 small bunch parsley  
2 x 15ml spoons low fat dressing



### Equipment

Kettle, measuring jug, measuring spoons, weighing scales, large bowl, fork, chopping board, knife, kitchen scissors, spoon, container.



### Method

1. Make up the stock by dissolving the stock cube in the boiling water.
2. Pour the stock over the couscous in a large bowl.



3. Stir with a fork and leave to stand for 5 minutes.



4. Chop the tomato and cucumber into small chunks.



4. Chop the tomato and cucumber into small chunks.



5. Slice the pepper into small strips.



6. Slice the dried apricots and parsley into small pieces.



7. Fluff up the couscous with a fork and then add all the vegetables and snip the spring onions into the bowl using the scissors.



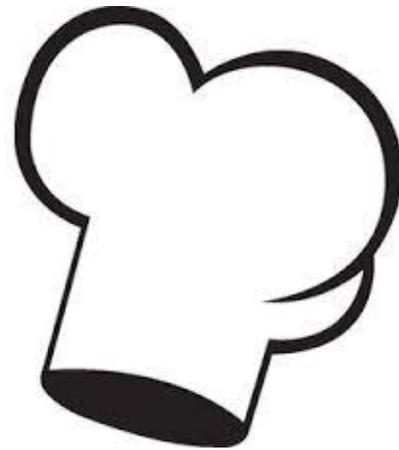
8. Stir everything together.



9. Add the dressing.



# Section 2



## **Evaluation - Vegetable Fruity flapjack**

Write an evaluation for the Fruity flapjack you have made. Use the evaluation sheet (on page 20) to help you, make sure you include what went well, what could be improved, what you would change.

## Evaluation- Chicken Goujons

Write an evaluation for the chicken goujons you have made. Use the evaluation sheet (page 20) to help you, include what went well, what could be improved, what you would change. You should also **discuss** all the **steps** you took to ensure your food was **safe** to eat:

## **Scone Based Pizza- Homework Task**

Write an evaluation for the pizza you have made. (What did you do well? What changes could you make to improve your work?)  
Use the evaluation sheet (page 20) to help you.

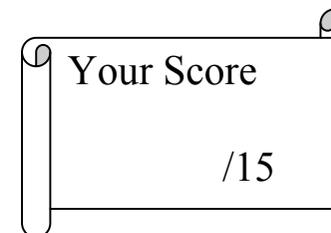
## Were you paying attention?

Complete this quiz to find out how much you remember from your study of food technology.  
Answer each question by choosing the most correct answer

- When cooking, good personal hygiene is important:
  - So that you smell nice
  - To reduce the risk of food poisoning
  - To keep clean
- It is important to cool food down before placing in the fridge
  - So that it does not dry out
  - So that nothing is wasted
  - So that the temperature of the fridge is not raised encouraging the growth of bacteria
  - So that the food sits at room temperature
- Raw and cooked food should not be prepared on the same chopping board:
  - As they might taste different
  - One might be harder to slice
  - Bacteria from the raw food might transfer to the cooked and cause cross contamination
  - It is better to have extra washing up
- Oven gloves should be used when taking food in and out of the oven:
  - To keep your hands warm
  - They are made of thick fibre and they protect your hands from getting burnt
  - They are a pretty accessory to have in the kitchen
  - It's the fashion
- When cooking it is important to weigh and measure the ingredients carefully:
  - So that it takes you longer to complete the task
  - To check that your scales are working
  - So that you get a successful result
  - It can be fun
- It is useful to evaluate your work when you have finished cooking:
  - So that you think about improvements you can make next time
  - So that you can show off to your friends
  - It's a good way of using up the time at the end of the lesson
- When rubbing in the proportion of fat to flour should be no more than
  - Half fat to flour
  - Equal
  - One quarter



- When washing sharp knives they should not be left in the washing up water because:
  - They might go rusty
  - Someone could cut their hand
  - Some else might need to use them
- The Bridge hold and Claw grip are two ways of holding a sharp knife when preparing food, this is to
  - Try a show off
  - Make the cutting process easy
  - It is the safest way of using a knife to perform the task
- When slicing and chopping, a chopping board is used:
  - to protect the work surfaces from getting scratched
  - to make extra washing up
  - because different coloured boards look really cool
- When making a cheese sauce you must stir the sauce all the time
  - So that the ingredients don't separate out
  - To stop the flour grains sticking together and forming lumps
  - To make your arm ache
- The temperature of your fridge should be between;
  - 0 -5 o C
  - 2 -+7 o C
  - 6 - 10 o C
- Date marks are placed on foods so that
  - You know if the food is safe to eat
  - To remind you when it's someone's birthday
  - To give you extra things to read on the packaging
- We need to eat 5 fruit/veg a day
  - To make out diet colourful
  - So that we have the chance of eating a variety of foods
  - They contain fibre and are needed as part of a healthy diet
- Meat is known as a high risk food, this is because
  - It is very nutritious and bacteria like to feed on it
  - The animals were daring creatures and lived life to the full
  - It will go bad if we try and keep it for too long



# **ACTIVE KIDS GET COOKING 1 STAR CHEF AWARD!**

You have completed the first phase of the licence to cook, you can read a recipe, prepare yourself for cooking by following the personal hygiene guidelines and you have gained all the skills necessary to cook many dishes.

Now we are giving you the opportunity to achieve a **1 star chef award** through the Active Kids Get Cooking scheme. This will show that you:

1. Are familiar with the healthy eating message.
2. Have good practical skills, including weighing and measuring accurately
3. Can work hygienically and handle equipment safely, also you can show an awareness of the safety of others.
4. Can evaluate your practical and written work.
5. can make interesting choices modify recipes

**SO KIDS GET COOKING!**



This is what you have to do to achieve the **1 star chef award**:

*Develop a vegetable soup which promotes the **5 A DAY** message.*

In your assessment you will need to show that you have done all these things:

		You ✓	Teacher ✓
<b>Healthy eating</b>	Interpret the balance and variety message from the Balance of Good Health, in addition to the 8 tips for eating well.		
<b>Food knowledge</b>	Have an appreciation of a range of ingredients and that people around the world combine foods to make meals and snacks for different reasons.		
<b>Planning</b>	Explains your decisions; a recipe showing the ingredients, equipment and method of making must be provided.		
<b>Cooking</b>	Follow your recipe, with some attention to accuracy and final presentation, using appropriate skills and techniques, e.g. chopping, slicing		
<b>Being safe</b>	Demonstrate good practice in health and safety.		
<b>Evaluation</b>	Explain what you could do better next time based on your experiences.		

Tick the box once you have completed this criteria

## Eight Tips for Eating Well

### Eatwell guide - this is shown on page 42

If we are to eat healthily we must eat foods from each section of the Eatwell guide every day. Fruit and vegetables and cereal foods should form the largest part of our diet, we should try and get the balance of our daily intake of food as it is in the diagram below.

	<b>1. Base your meals on starchy foods</b>
	<b>2. Eat lots of fruit and veg</b>
	<b>3. Eat more fish – including a portion of oily fish each week</b>
	<b>4. Cut down on saturated fat and sugar</b>
	<b>5. Try to eat less salt – no more than 6g a day for adults</b>
	<b>6. Get active and try to be a healthy weight</b>
	<b>7. Drink plenty of water</b>
	<b>8. Don't skip breakfast</b>

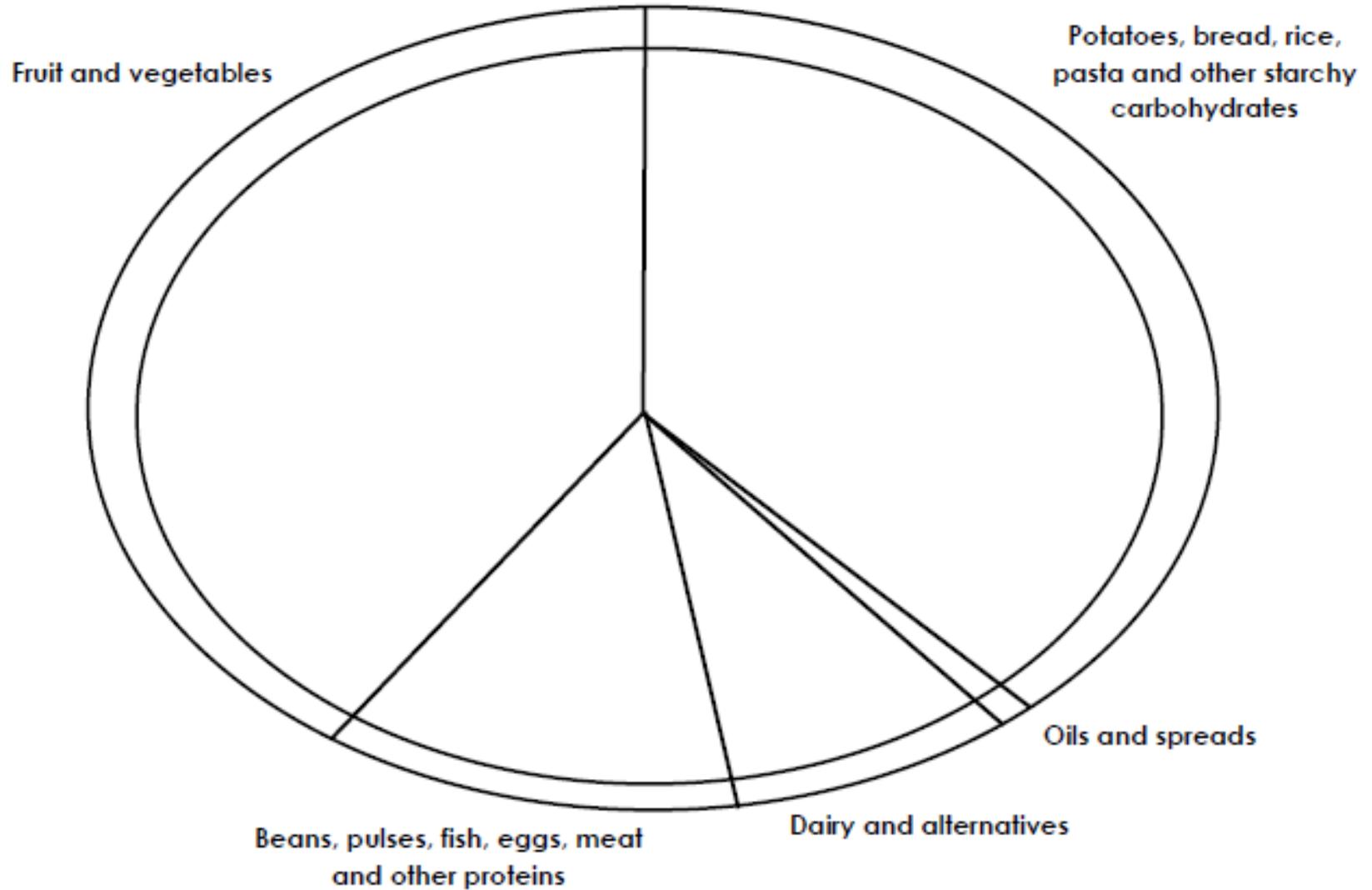
### How can

The Eatwell Gu  
what proportio

The Eatwell Guide shows the proportions of the main food groups that form a healthy, balanced diet:

**And remember to enjoy your food!**

# The Eatwell Guide



This resource has been created by the British Nutrition Foundation, on behalf of Public Health England (PHE).

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Illustrate the picture and apply to the healthy eating message: 40

**RESEARCH**

Vegetables form an important part of our 5 a day -  
Complete the chart, choosing a selection of interesting vegetables to research:

Name of vegetable	Where and how it grows	Is the vegetable suitable for soup making?	Give instructions on how to prepare this vegetable for a soup (peeling, chopping)

# Questions: Making better choices with the Eatwell Guide.

1. Why is it useful to use the Eatwell guide as a guide when planning meals?
2. We need to eat 5 a day - What is a portion of fruit or veg? Give examples.
3. What should we base our meals around? Give 4 examples of this kind of food.
4. Name one reason why we should include fibre in our diet.
5. Two portions of fish are recommended per week, one of which should be oily. How much does a portion of fish weigh?
6. Name 2 nutrients provided by dairy foods.
7. Why is it recommended to cut down on fat?
8. How many glasses of water should we drink a day?
9. Why is it important to eat breakfast?
10. Why do people gain weight?





**Planning Section:**

**My choice of soup is:** \_\_\_\_\_

**Reasons for choice** (Think about, flavour, texture of the ingredients, healthy eating and the Eatwell Plate)

I have chosen to do this soup because...

I have chosen these ingredients because:  
e.g. Potato is a starch and so can be used to thicken the soup  
and it provides energy.

My soup is healthy because:

**Final planning:**

**Name of soup:** \_\_\_\_\_

**Ingredients:**

**Equipment:**

**Method:**

**Evaluation** (use the guidelines in your book to help you)

**Golden vegetable soup**

1 onion  
1 carrot  
1 leek  
1 potato or sweet potato  
1 stick of celery  
500ml water  
1 stock cube

**Spicy tomato soup**

1 onion  
1 carrot  
1 leek  
1 potato  
1 can chopped tomatoes (400g)  
500ml water  
1 stock cube  
 $\frac{1}{2}$  teaspoon dried chilli flakes (optional)  
1 x 15ml tomato puree

**Additional work:**

