



WESTLAND HIGH SCHOOL
Te Kura Tuarua o Hokitika
EXPERIENCE SUCCESS TOGETHER
PIKI KOTAHI KI TE TAUMATA

Name: _____

Food Technology class



Y8

Term 2

Year 8

Food Technology Booklet



Informal Assessment.

Knowledge check start	/ 12
Knowledge end	/12
Recap of Eatwell Guide	/ 10
All sections of The Eatwell Guide	
Spellings and wordsearch	
Self-assessment of practical lessons.	
Design task – Your own Eatwell Guide for a display. Meal Planner	

Week 1 Knowledge check

Week 2 Recap: The Eatwell Guide

Week 3 Carbohydrates

Week 4 : Proteins

Week 5 Fruit and Vegetables

Week 6 & 7 :

Dairy Oils and spreads and design your own meal plan including Breakfast, Lunch and Tea.

Week 8: Staple foods & Design your own Eatwell Guide

Week 9 : End of Unit knowledge check

Week 10: Creative End of Term Fun


My goal for this term:

Skills tracker – Update each week

Recipes


Key




Colour in the sections to show your progress.





















 = Not started

 = I understand some







 = I understand and can do

 = I understand and can help others

I can ...	Evidence
• follow a recipe	
• modify a recipe	
• create a new recipe	

	weigh		measure		peel		sauce making
	cut, slice and chop		grate		mix and combine		use raw meat, poultry, fish
	use the grill		use the hob		use the oven		portion
	shape and finish		rub in		roll out		creaming
	cook with spices/herbs						

Cooking

Cooking	
I have cooked the following dishes:	By cooking these, I have learned:
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
I can:	
• get ready to cook	 • use equipment safely 
• be hygienic when cooking	 • cook food so it is safe to eat 
• keep the kitchen clean and tidy	 • Work organized and keep to time allocation 

The work in this handbook will help you to build up your knowledge and understanding of the equipment and practical processes in the food technology room.

Alpha Boxes

At the end of each lesson, write 3 new words that you have used. Check for the correct spelling.

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
Z				

How many names can you write of pieces of equipment used in food technology?

--



Routines in the food technology classroom



- Bag, jersey/jacket neatly placed under your table.
 - Long hair tied back
 - Wash hands 20 / 20
 - Apron on
 - Sanitize your workbench, wait 1 minute and wipe down
 - Chromebook out (on stool when not in use)
 - Choose team member numbers
 - Listen to instructions.
-
- Mise en place
 - White-(Vegetables) and/or Red-(Meat) chopping board on non-slip mat.
 - Knives out (take care carrying)
 - Scrap bowl and scraper
 - Oven mitts *over* oven door handle
 - Dry tea towel and dish cloth on bench
 - Prepare today's recipe .
 - Clean as you go!
 - Rinse any used cutlery after it has been used.
-
- Clean and sanitize your work bench before you start with washing your dishes.
 - Wash dishes in hot soapy water - start with the least greasy (classes) and work your way through to most greasy (pots and pans).
 - Dry all your dishes thoroughly and place them on your clean workbench for inspection.
 - Make sure all the cupboards, drawers, stove top, oven, taps, work surfaces and back splash are wiped clean and dry.
 - Make sure your basin and water outlet is clean - wipe dry with your tea towel.
 - Teammates should make sure all tasks are done properly before asking your teacher to inspect your workstation. Tick your Hygiene list to make sure.
 - Ask your teacher to inspect your workstation and if approved, pack all the utensils neatly away.
 - Reflection time! Remember to complete your evaluation and workbook.

Week 1 : Knowledge check

Safety in the Kitchen

The Food Technology classroom is one of the most dangerous rooms in the school. There are up to 24 students using hobs, ovens, electrical appliances, hot water and knives. Therefore, everyone must agree on some simple safety rules to prevent accidents from happening.



Starter Activity

Below are a few safety rules. Use a post-it note to spot potential hazards in the classroom, and then write a safety rule. Attach the post-it note to the place where the hazard might occur. Discuss these with the class.

Safety Rules

1. Do not run.
2. Work quietly at all times.
3. Listen carefully to all instructions given to you.
4. Put bags and coats on the pegs by the classroom door.
5. Always push stools under the tables.
6.
7.
8.
9.
10.

The 4C's for Good Food Hygiene

Learning Objective

By the end of this activity you should know the 4C's for good food hygiene.

Keywords: hygiene, food poisoning, cross-contamination, temperature, (use the word *bacteria* rather than *germs*.)



Food hygiene is about preventing food poisoning. Food poisoning bacteria can grow very quickly in food if it is not handled properly, cooked properly or stored properly. There are laws which control how food manufacturers can prepare and sell food.

The 4C's

1. C _____
2. C _____
3. C _____
4. C _____

Equipment Wordsearch

There are the names of twelve pieces of kitchen equipment hidden in the grid below, can you find them?

s	a	u	c	e	p	a	n	d	t
c	k	r	o	f	z	s	s	o	i
t	r	s	l	i	c	s	o	m	n
e	e	k	a	l	w	o	b	o	s
v	t	a	n	r	e	b	e	u	y
e	t	j	d	i	a	h	b	l	a
i	u	u	e	z	f	l	a	d	r
s	c	g	r	a	t	e	r	s	t
n	i	p	g	n	i	l	l	o	r
j	a	b	s	p	a	t	u	l	a

Words

Rolling pin

Colander

Spatula

Grater

Fork

Jug

Cutter

Knife

Sieve

Saucepan

Tray

Bowl



Making Activity : Mini Carrot Cakes

Learning Objectives

By the end of this activity, you should be able to:

- weigh and measure ingredients accurately;
- Prepare ingredients, grating;
- Divide the mixture evenly into the cake cases
- use the oven safely;

Ingredients

- 150g margarine
- 250g carrots
- 200g sugar
- 2 large eggs
- 200g flour
- 2 x 5ml cinnamon
- 2 x 5ml baking powder
- 125g sultanas
- 50g nuts



Equipment

Muffin tray, scales, sieve, saucepan chopping board, knife, grater, small bowl, mixing bowl, wooden spoon,

Method

1. Preheat the oven to 200°C or gas mark 6.
2. Melt the margarine in a saucepan.
3. Top and tail, and then peel and grate the carrots.
4. Combine the carrots, sugar and margarine in the mixing bowl.
5. Sift in the flour, cinnamon and baking powder.
6. Beat the eggs in a small bowl, and then add to the mixture.
7. Mix in the sultanas and nuts.
8. Divide the mixture equally between the muffin cases, using the two metal spoons.
9. Bake for 20 minutes.

Top tips






- When the mini-carrot cakes are cool, you may wish to make a cream cheese topping. Combine 50g cream cheese and 25g icing sugar together.

Skills

Weighing/ measuring	Using a oven	Grating	Dividing the mixture evenly	Combining/ Mixing
---------------------	--------------	---------	-----------------------------	-------------------

Evaluation and Review: Mini Carrot Cakes

Tick the appropriate box on the hedonic scale for your product.

Hedonic scale	Like a lot 	Like a little 	Neutral 	Dislike a little 	Dislike a lot 
Mini Carrot Cakes					

1. What did you like about your product? (Be specific about taste, texture and appearance.)

Taste -

Texture -

Appearance -

2. What did you dislike about your product? (Be specific about taste, texture and appearance.)

3. What did your family think of your product?

4. Suggest at least two improvements that you would make to your product. Be specific about the ingredients that you would use or how you would change the method and what impact you would expect this to have.

Photo:

Week 2 : Recap (Y7):Eatwell Guide

1) What is the Eatwell Guide?

.....
.....

2) How many sections are there on the Eatwell Guide?

.....

3) Name all sections of the Eatwell Guide.

.....
.....

4) Name five important nutrients.

.....
.....

5) How many pieces of fruit and vegetables does the Eatwell Guide recommend us to eat on a daily basis?

.....

6) What does a healthy balanced lifestyle mean?

.....
.....

7) Give three examples of nutrients that are needed for our bodies?

.....

8) What could happen to our bodies if we have a nutrient deficiency?

.....
.....

9) Give three examples of good and bad personal hygiene

.....
.....
.....

10) Give three examples of health and safety in the food technology room.

.....
.....
.....

11)Give two examples of hazards that can occur in the food technology room.

.....
.....

12)Give two examples of how we can prevent these hazards from happening in the food technology room.

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.....
.....

Eatwell Guide

Use the Eatwell Guide to help you get a balance of healthier and more sustainable food. It shows how much of what you eat overall should come from each food group.

Check the label on packaged foods

Each serving (100g) contains

Energy (kcal)	Fat (g)	Carbohydrate (g)	Salt (g)
3.0	1.3	24	0.04
13%	4%	7%	15%

of an adult's reference intake
Typical values (as sold) per 100g: 667kJ 167kcal

Choose foods lower in fat, salt and sugars



Water, lower fat milk, sugar-free drinks including tea and coffee all count.

Limit fruit juice and/or smoothies to a total of 150ml a day.

Choose wholegrain or higher fibre versions with less added fat, salt and sugar
Potatoes, bread, rice, pasta and other starchy carbohydrates

Fruit and vegetables
Eat at least 5 portions of a variety of fruit and vegetables every day

Dairy and alternatives
Choose lower fat and lower sugar options

Beans, pulses, fish, eggs, meat and other proteins
Eat more beans and pulses, 2 portions of sustainably sourced fish per week, one of which is oily. Eat less red and processed meat

Oil & spreads
Choose unsaturated oils and use in small amounts

Eat less often and in small amounts

Per day 2000kcal

2500kcal = ALL FOOD + ALL DRINKS

Name the sections and give three examples of food that are in this section.



Choose unsaturated oils and use in small amounts

Making Activity :



Vietnamese Style Lettuce Cups

(Serves 4)

Ingredients

- ½ tsp sesame oil
- 250gm pork mince
- 1 clove garlic, minced
- 1½ tsp ginger, grated
- 1 tbsp soy sauce
- 1½ tsp mirin
- 1½ tsp hoisin sauce
- ¼ c chopped coriander
- ¼ c chopped mint
- ¼ c chopped basil
- ¼ cucumber, chopped
- ¼ red capsicum, chopped
- ¼ tsp fresh chilli (optional)
- 4-8 iceberg lettuce leaves
- 1/8 c roasted salted peanuts (optional)



Pickled Vegetables

- ¼ c white vinegar
- ⅛ c sugar
- Pinch of salt
- 1 carrot, julienned
- ¼ red onion, thinly sliced

1. Make the pickled vegetables: Combine sugar, vinegar and salt, and whisk until the sugar has dissolved. Place carrot and onion in the pickling mixture and marinate for 30 minutes. Strain off pickling mixture (this can be kept in the fridge for future pickling).
2. Heat oil in a frying pan and add the pork mince. Cook, breaking up the mince as it cooks with a wooden spoon. Once crumbled add garlic and ginger.
3. When meat is cooked, stir in soy sauce, mirin and hoisin sauce and cook until liquid has evaporated.
4. In a small bowl combine pickled vegetables, chopped herbs, cucumber, capsicum and chilli.
5. Use 1-2 lettuce leaves to form a cup (you may need to place one leaf inside the other to do this). Divide the meat mixture between the lettuce cups, top with salad and a sprinkle of salted peanuts, if using.

Equipment

Chopping board, knife, weighing scales, measuring spoons, saucepan, wooden spoon, frying pan

Skills

Using the oven	Claw grip	Using the hob	Combining	Weighing/measuring
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Evaluation and Review: Vietnamese lettuce cups

Name 3 different vegs that could be used to make this lettuce cups.	Suggest 3 different ingredients that could be used as protein alternatives.
1	1.....
2	2
3	3

Identify which parts of the Eatwell Plate the Vietnamese cups would fall under? Explain why they are healthy to eat..

.....

.....

.....

.....

Tick the appropriate box on the hedonic scale for your product.

Hedonic scale	Like a lot	Like a little	Neutral	Dislike a little	Dislike a lot
					
Vietnamese lettuce cups					

1. What did you like about your product? (Be specific about taste, texture and appearance.)

.....

.....

.....

2. What did you dislike about your product? (Be specific about taste, texture and appearance.)

.....

.....

.....

3. What did other people think of your product?

.....

.....

.....

Photo:

Week 3 : Carbohydrates

Carbohydrates are 1 of 3 macronutrients (nutrients that form a large part of our diet) found in food. The others are fat and protein. Hardly any foods contain only 1 nutrient, and most are a combination of carbohydrates, fats and proteins in varying amounts. There are 3 different types of carbohydrates found in food. These are sugar, starch and fiber.



https://www.youtube.com/watch?v=wxzc_2c6GMq

What do Carbohydrates provide our body with and why do we need them in our diet?

.....

.....

What functions do carbohydrates have on our body?

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.....

Give three examples of good foods that are included in the carbohydrates section.

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.....

.....

Give three examples of bad foods that include carbohydrates

.....

.....

.....

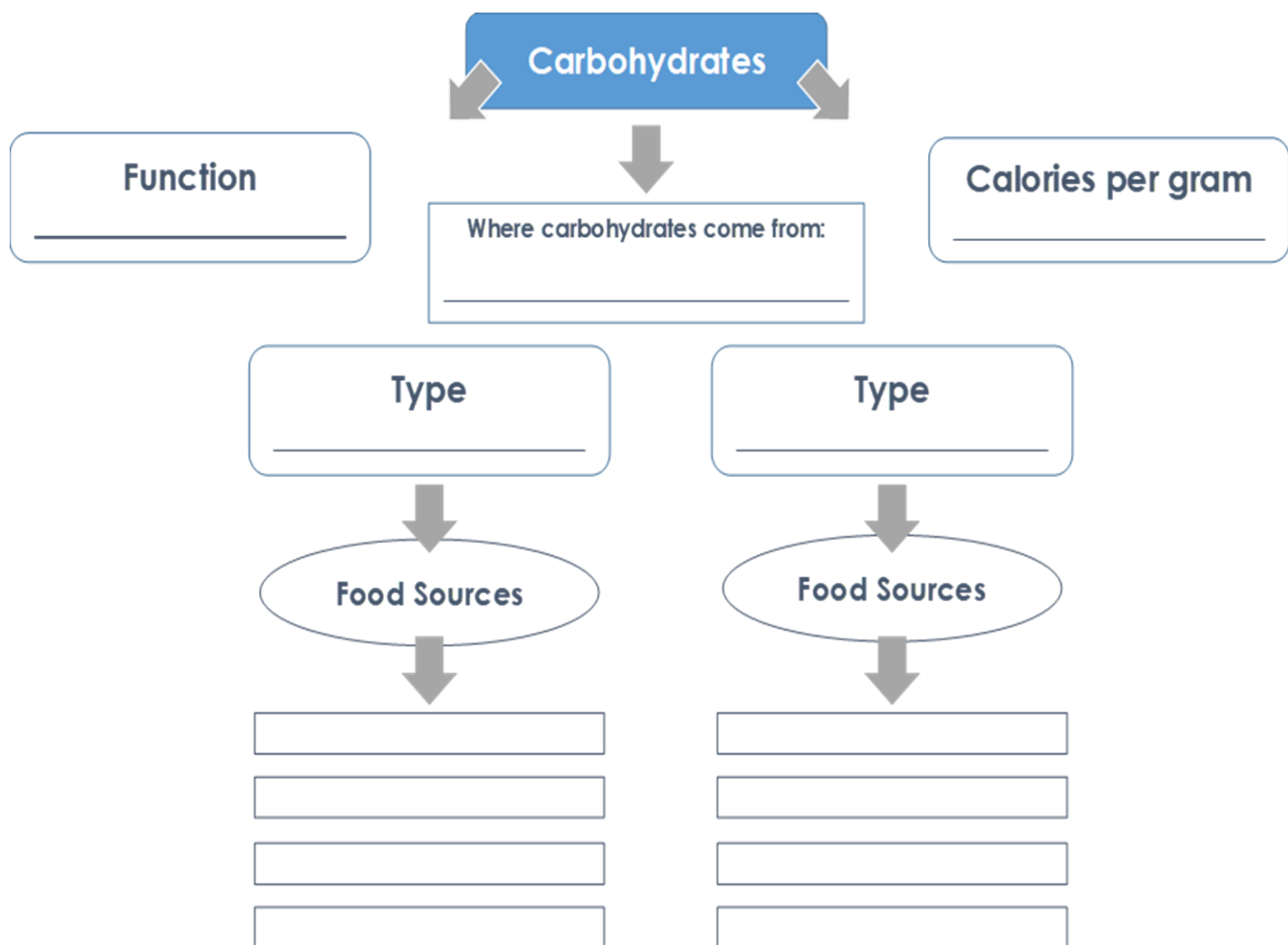
Different energy needs....

Different people need different amounts of dietary energy depending on their:

-
-
-
-



Fill in the table below





Making Activity 1: Mushroom Risotto



Learning Objectives

By the end of this activity you should be able to:

- use a hob safely;
- prepare a range of ingredients safely e.g. – chopping, slicing, de-seeding chillies
- handle raw meat safely, if using
- make a curry based dish

Ingredients

- 150g chestnut mushrooms
- 1 onion
- 2 cloves garlic
- 1 x 15ml spoon olive oil
- 250g risotto rice
- 1 x 5ml spoon vegetable stock powder
- 1-1.5 litres water, boiling
- 1 x 15ml spoon parmesan, grated
- 1 x 10ml spoon thyme, chopped

Equipment

Weighing scales, chopping board, knife, wooden spoon, frying pan, spoon, mixing bowl

Method

1. Prepare the vegetables:
2. peel and chop the onion;
3. slice the mushrooms;
4. Peel and crush the garlic.
5. Fry the onion and garlic in the oil until softened.
6. Add the mushrooms, and fry for another 2 minutes.
7. Stir in the rice.
8. Mix the stock powder with the water.
9. Add a little of the stock to the rice - a little at a time. Wait for the stock to be absorbed, stirring constantly.
10. Continue adding the stock until the rice cooks – this will take 20-25 minutes. The rice should be soft, but still retain a nutty bite.
11. Stir in the parmesan and thyme into the rice.

Top tips






- Try using different ingredients, such as chicken, prawns or Mediterranean vegetables.
- Use different herbs and spices e.g. basil, parsley or chilli.

Skills

Using the hob	Claw and bridge grip	Frying	simmering	Weighing/measuring
---------------	----------------------	--------	-----------	--------------------

Evaluation and Review: Mushroom Risotto

Tick the appropriate box on the hedonic scale for your product.

Hedonic scale	Like a lot 	Like a little 	Neutral 	Dislike a little 	Dislike a lot 
Mushroom Risotto					

1. What did you like about your product? (Be specific about taste, texture and appearance.)

2. What did you dislike about your product? (Be specific about taste, texture and appearance.)

3. What did your family think of your product?


Assessment for Learning: Working towards...		
	Level 4B	-I used a range of sources to help me develop my ideas
	Level 4P	-I used a <u>wide</u> range of <u>appropriate</u> sources to develop my ideas
	Level 4A	-I used a range of different research strategies & based my design on my research

Photo:

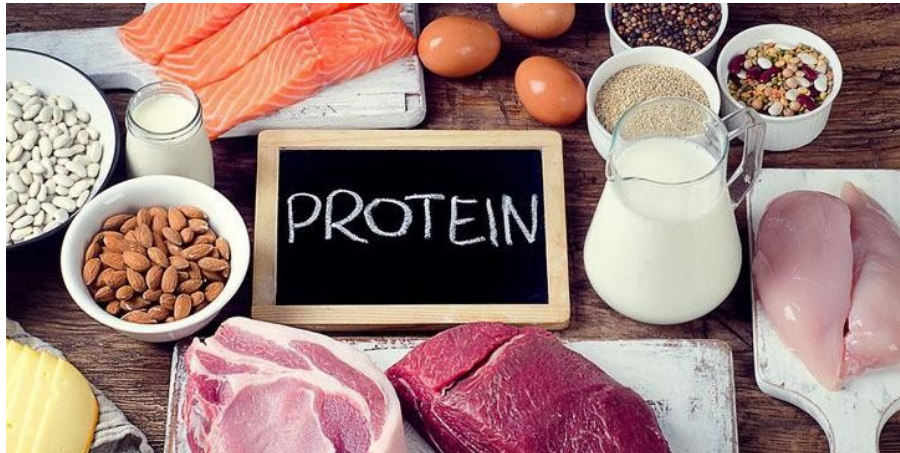
Week 4 : Protein

What does Protein provide our body with?

.....

.....

.....



What other functions do Proteins have on the body?

.....

.....

.....

Why is protein important and why do we need it?

.....

.....

Give three examples of foods that contain Protein.

.....

.....

.....

What is the complementation of protein?

	+		=	
--	---	--	---	--

Storing and Cooking Meat Safely

Cooking meat safely

It's very important to cook meat properly to make sure that any harmful bacteria have been killed. Otherwise you might get food poisoning.

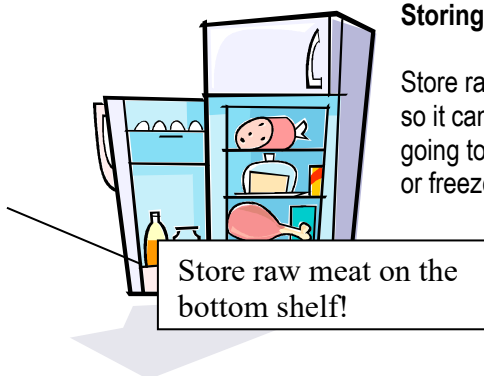
Bacteria can be found all the way through certain meat. So this means you need to cook the following sorts of meat until the juices run clear and there is no pink or red left in them:

- poultry and game such as chicken, turkey, duck and goose
- burgers and sausages
- kebabs
- rolled joints



Storing meat safely

Store raw meat/poultry in clean sealed containers **on the bottom shelf of the fridge**, so it can't touch or drip onto other food. When you have cooked meat and you're not going to eat it straight away, cool it as quickly as possible and then put it in the fridge or freezer. Remember to keep cooked meat separate from raw meat.



1. Why are red chopping boards used for raw meat in the Food Technology room?

2. What colour chopping board would you use for the following foods.

Vegetables -

Fish -

Fruit and Salads -

Making Activity : Fajitas

Learning Objectives

By the end of this activity you should be able to:

- use a hob safely;
- prepare a range of ingredients safely eg – chopping, slicing, de-seeding chillies
- handle raw meat safely, if using
- make a curry based dish

Ingredients

- 1/2 lime
- 1/2 green chilli
- 1 clove garlic
- 1x15ml spoon coriander
- 1x10ml spoon oil
- 1 small chicken breast (or 3-4 boneless thighs or vegetarian substitute eg quorn)
- 1/2 onion
- 1/2 green pepper
- 2 tortillas
- 1 tomato
- 25g Cheddar cheese
- 1x15ml spoon guacamole (or salsa), optional

Equipment

weighing scales, chopping board, knife , wooden spoon, frying pan/wok, spoon, mixing bowl

Method

1. Prepare the marinade:
 - squeeze the lime;
 - peel and crush the garlic;
 - de-seed and slice the chilli;
 - chop the coriander;
 - stir everything together with the oil.
2. Remove any skin from the chicken and cut into strips. Mix with the marinade and place in the fridge, covered, until needed.
3. Prepare the remaining ingredients with a fresh knife on a clean chopping board:
 - slice the onion and green pepper;
 - chop the tomato;
 - grate the cheese.
4. Add the marinated chicken to the wok or frying pan and stir-fry for about 4 minutes. Check that the chicken is cooked.
5. Add the onion and green pepper and continue to cook for a further 2 minutes.
6. Spread a little chicken in the centre of the tortilla, add some tomato, cheese and guacamole, then roll up.

Top tips

- Go for extra vegetables for a vegetarian alternative.
- Warm the tortillas in the microwave to soften them before filling and rolling

Skills

Using the hob	Claw and bridge grip	grating	Dividing	Weighing/measuring
---------------	----------------------	---------	----------	--------------------

Evaluation and Review: Fajitas

Name 3 different ingredients that could be added to make these fajitas healthier 1 2 3	Suggest 3 different foods you could serve with fajitas 1 2 3
---	---

Tick the appropriate box on the hedonic scale for your product.

Hedonic scale	Like a lot 	Like a little 	Neutral 	Dislike a little 	Dislike a lot 
Fajitas					

1. What did you like about your product? (Be specific about taste, texture and appearance.)

2. What did you dislike about your product? (Be specific about taste, texture and appearance.)

3. What did your family think of your product?

Photo:

Week 5 : Fruit and Vegetables

How many portions of fruit and vegetables does the Eatwell guide recommend we eat on a daily basis?

.....

.....

What nutrients do fruit and vegetables provide our body with?

.....

.....

.....

List five important fruits

- 1)
- 2)
- 3)
- 4)
- 5)

List five important vegetables

- 1)
- 2)
- 3)
- 4)
- 5)



Identify three health concerns that can occur if someone lacks fruit and vegetables in their diet













.....

.....

.....

Fruit and Vegetables

Can you name all of the different types of fruit and vegetables below?

Food Technology



Making Activity : Pizza

Learning Objectives

By the end of this activity you should be able to:

- weigh and measure ingredients accurately;
- Prepare ingredients, slicing, chopping, grating etc;
- Make a yeast based bread dough
- Roll out the dough to a uniform shape
- use the oven safely;



Ingredients

- 500g white strong bread flour
- 1x 7g packet or 2 teaspoons fast action dried yeast
- 1 tablespoon oil
- 2 teaspoons salt
- 1 teaspoon sugar
- Warm water
- 3 tablespoons of Tomato puree or 400g tinned tomatoes
- A range of toppings ; e.g. sliced peppers, mushrooms, grated cheddar or sliced mozzarella, cooked bacon, tinned sweetcorn, sliced ham or cooked bacon, salami, pineapple.

Equipment

weighing scales, measuring spoons, mixing bowl, wooden spoon, rolling pin, baking tray

Method

1. Preheat the oven at 220° C or Gas Mark 7
2. Sieve the flour and salt into a bowl and stir in the dried yeast and sugar
3. Add the oil and start to add warm water gradually adding a little at a time. With your hands or a spoon gradually bring the dough together. It should feel slightly sticky. If it is very sticky add a little more flour, if it is very dry still add a little more warm water.
4. Flour a work surface and knead the dough until it is smooth and stretchy, at least 5 minutes
5. Roll the dough out to a large circle and place it onto the baking tray. Place into the top oven to prove if there is time.
6. Spoon over the tomato puree if using. If using tinned tomatoes drain off the liquid before spreading them over the pizza base
7. Scatter your chosen ingredients over the pizza base, putting the cheese on last.
8. Bake for 15 minutes until the base looks cooked and the cheese is golden brown .

Top tips

- Add some herbs to your pizza base with the flour
- Try some different toppings combinations
- Try some different types of cheeses

Skills

Using the oven	Claw grip	Yeast based dough	Rolling out evenly	Weighing/measuring
----------------	-----------	-------------------	--------------------	--------------------

Design your own Pizza Recipe writing sheet



Name of dish:	Date of practical:
Objective:	
Ingredients: <i>(List the quantity and type needed.)</i>	Equipment:
<ul style="list-style-type: none"> • • • • • • 	<ul style="list-style-type: none"> • • • • • •
Method: <i>(Explain how to make the recipe step-by-step.)</i>	Notes: <i>(During your practical session note what you might do differently or improve)</i>
<ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____ 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Assessment for Learning: Working towards...



Level 4B	-I evaluated the judgements that I made as well as the end product	
Level 4P	-I selected appropriate techniques to evaluate my work and identified improvements that I could make.	
Level 4A	-I evaluated my work in detail and justified how improvements could be made. I took social, environmental or cultural factors in to account.	

Evaluation and Review: Pizza

Name 2 ingredients that could be changed in your Pizza to make it healthier 1 2	If you were to make this for a children's party how could you modify it? (think about how it could be served differently) <div style="margin-left: 20px;"> • • </div>
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Tick the appropriate box on the hedonic scale for your product.

Hedonic scale	Like a lot 	Like a little 	Neutral 	Dislike a little 	Dislike a lot 
Pizza					

1. What did you like about your product? (Be specific about taste, texture and appearance.)

2. What did you dislike about your product? (Be specific about taste, texture and appearance.)

3. What did your family think of your product?

Photo:

Week 6 & 7: Dairy, fats and oils

Identify three foods that contain Dairy.

- 1)
- 2)
- 3)



What are Dairy products a good source of?

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What three Nutrients are important for bone health.

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Discuss what Calcium is and the health benefits it provides.

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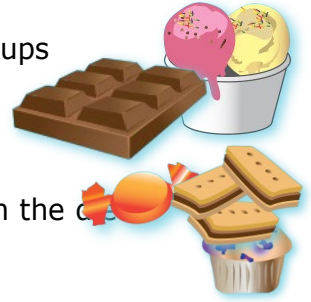
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Meal planning and free sugars

No more than 5% of the energy we consume should come from free sugars. The term free sugars relate to any sugar added to food or drink products by the manufacturer, cook or consumer including those naturally found in honey, syrups and unsweetened fruit juice.



Task

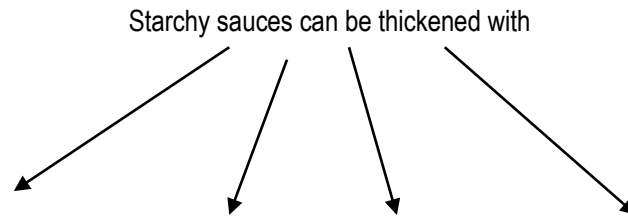
Plan a day's menu using what you have learned about reducing free sugars in the diet. Explain your choices.

Choose one of your **planned meals** to cook for your assessment (Week 7).

(example)	Food choices (Ham & Cheese Sandwich)	Main Nutrient (Ham – Protein) (Cheese – calcium) (Bread – carbohydrates)	Function in our bodies (Protein – builds and repairs muscle) (Calcium – strengthen bones and teeth) (Carbohydrates – provides energy for our bodies)
Breakfast			
Snacks and drinks			
Lunch			
Snacks and drinks			
Evening Meal			
Snacks and drinks			

Starch Sauces

Sauces are an important food product. They add flavour, colour, moisture and nutritional value to food. Starch is a polysaccharide carbohydrate and is found in wheat, corn, rice and potatoes. Starches are often used to thicken a sauce by a process known as **gelatinisation**.



What starches are used to thicken the sauces in the following foods?

Macaroni cheese	
Lasagne cheese sauce	
Leek and potato soup	
Commercial custard powder	

Lemon meringue pie	
Chicken and mushroom pie	
Spinach, potato and chickpea curry	
Gravy	

How does starch thicken a sauce?

Starch thickens a sauce by a process called **gelatinisation**. This is where starch granules swell and thicken when they are heated with a liquid. When the starch granule is heated with water, the wall of the starch granule softens and the granules absorb the liquid and swell and the mixture begins to thicken. Gelatinised starch products are easier for the body to digest than are uncooked starchy products.

Rules for Gelatinisation of Starch Flours

Blending with a separating agent - starch (flour) must be blended with a separating agent before it is heated, otherwise the starch granules join together to form lumps. The separating agent may be:

- melted fat (eg. Melted butter in a roux.)
- cold water or another cold liquid such as milk
- other dry ingredients – such as sugar

Stirring – The product needs to be stirred continually when it is heated, otherwise the starch granules settle to the base on the saucepan and the sauce becomes lumpy.

Temperature – the temperature needs to be high enough so that the mixture will simmer, but not so high that it will burn. The product will not gelatinise if boiling point is not reached.

Amount of liquid – The consistency of the gelatinised product depends on the proportion of starch to liquid. The greater the amount of starch, the thicker the product will be.



Making Activity : Cauliflower Cheese



Ingredients

- 1 head of cauliflower OR 1 head of broccoli OR a mix of both
- 50g plain flour
- 500ml milk
- 50g butter
- 100g grated cheese
- Black pepper
- 1-2 tblsp fresh breadcrumbs

Don't forget a container to take your cauliflower cheese home in

Method

1. 2cm hot water into a pan
2. Bring to the boil, add the vegetables and cover with a lid
3. Cook for 5mins maximum then drain using a colander then place them in a dish
4. Put the butter into a pan and melt it
5. Add flour and stir to form a paste
6. Gradually add the milk – keep stirring until it thickens.
7. Remove from the heat and stir in most of the cheese. Season.
8. Pour over the veg.
9. Sprinkle on breadcrumbs and the remaining cheese
10. Grill under a hot grill until golden brown.

Feeling adventurous? You could....

- Try using different vegetables
- Add herbs to the sauce

Evaluation and Review: Cauliflower Cheese

Tick the appropriate box on the hedonic scale for your product.

Hedonic scale	Like a lot 	Like a little 	Neutral 	Dislike a little 	Dislike a lot 
Cauliflower cheese					

1. What did you like about your product? (Be specific about taste, texture and appearance.)

2. What did you dislike about your product? (Be specific about taste, texture and appearance.)

3. What did your family think of your product?

Photo:

Week 7 : Your own Dish

Recipe writing sheet

Name of dish:		Date of practical:
Objective:		
Ingredients: <i>(List the quantity and type needed.)</i>		Equipment:
<ul style="list-style-type: none">••••••••••••••		<ul style="list-style-type: none">••••••••••••••
Method: <i>(Explain how to make the recipe step-by-step.)</i>		Notes: <i>(During your practical session note what you might do differently or improve)</i>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		



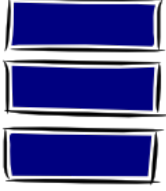
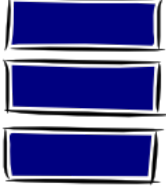
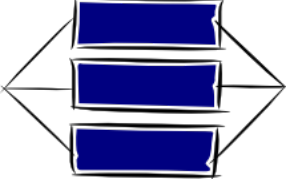
Technological Practice	Beginner 3b	Novice 3p	Apprentice 4a	Practitioner 4b	Expert 4p
Planning for Practice	I can suggest some of the resources that could be used.	I can describe how I could use the resources.	I can describe the resources that are suitable for the completion of the outcome.	I have made some decisions and this is shared with my teacher.	I can make decisions and these are written down
Brief Development	I can describe some of the features the outcome will have.	I can describe the features the outcome will have so my teacher can evaluate the outcome.	I can describe the features of my outcome so that I and my teacher can evaluate the outcome	I can identify some of the features.	I can write a brief that uses key attributes and features.
Outcome Development & Evaluation	I can evaluate an idea, my teacher and I select my best option.	I can evaluate describing some of the features.	I can evaluate describing to my teacher how my outcome looks and functions.	I have attempted the outcome but is incomplete.	I can evaluate the finished outcome against the needs.
SOLO	Prestructural	Unistructural	Multistructural	Multistructural	Relational
					

Photo:

Week 8 : Staple Foods

What are Staple foods?

.....

.....

.....

Give five examples of Staple foods

- 1)
- 2)
- 3)
- 4)
- 5)

How are staple foods grown?

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Why are staple foods important?

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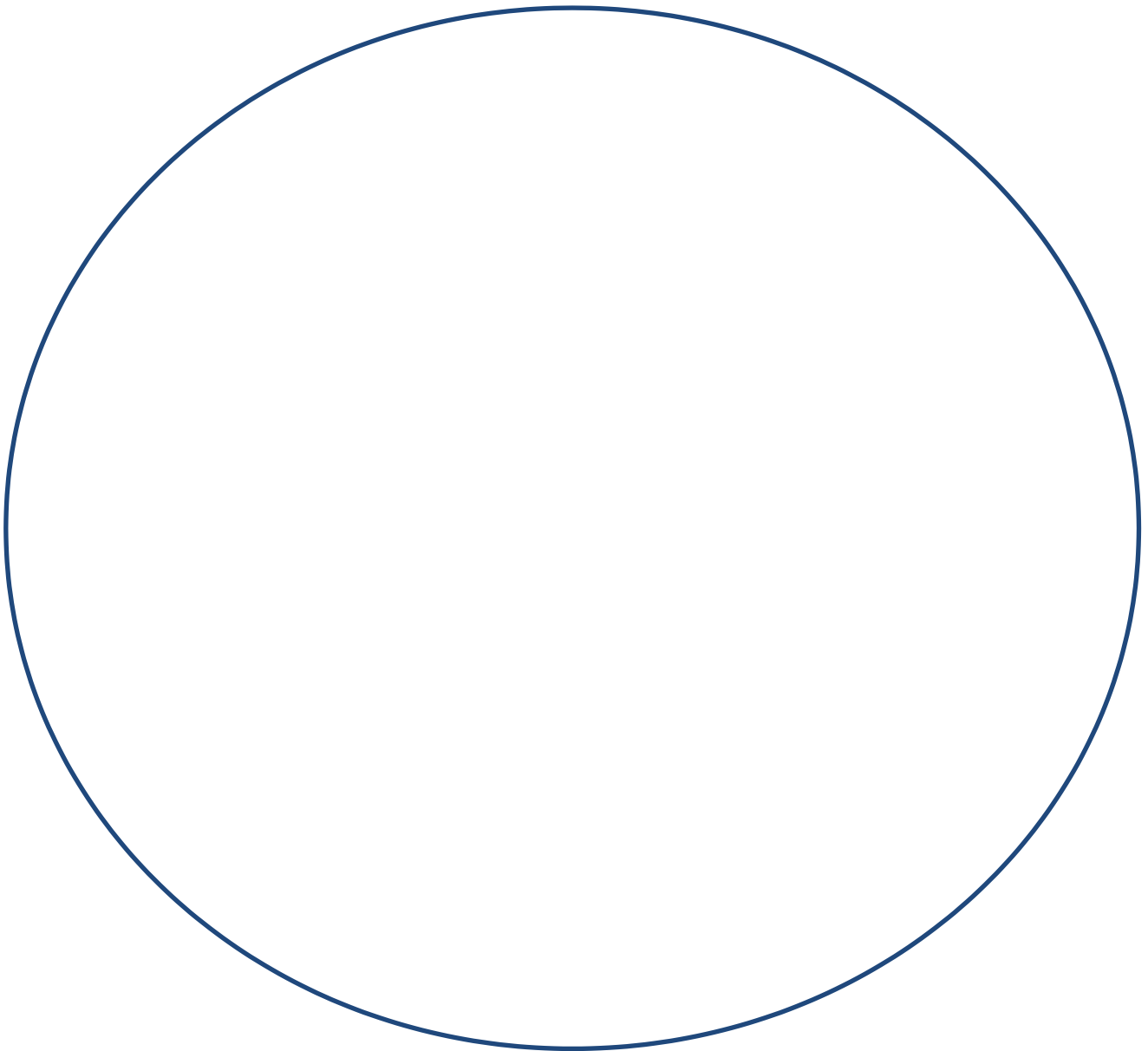
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TASK

Design your own Eatwell Guide using the foods you chose in your day's menu plan.

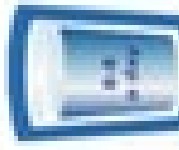
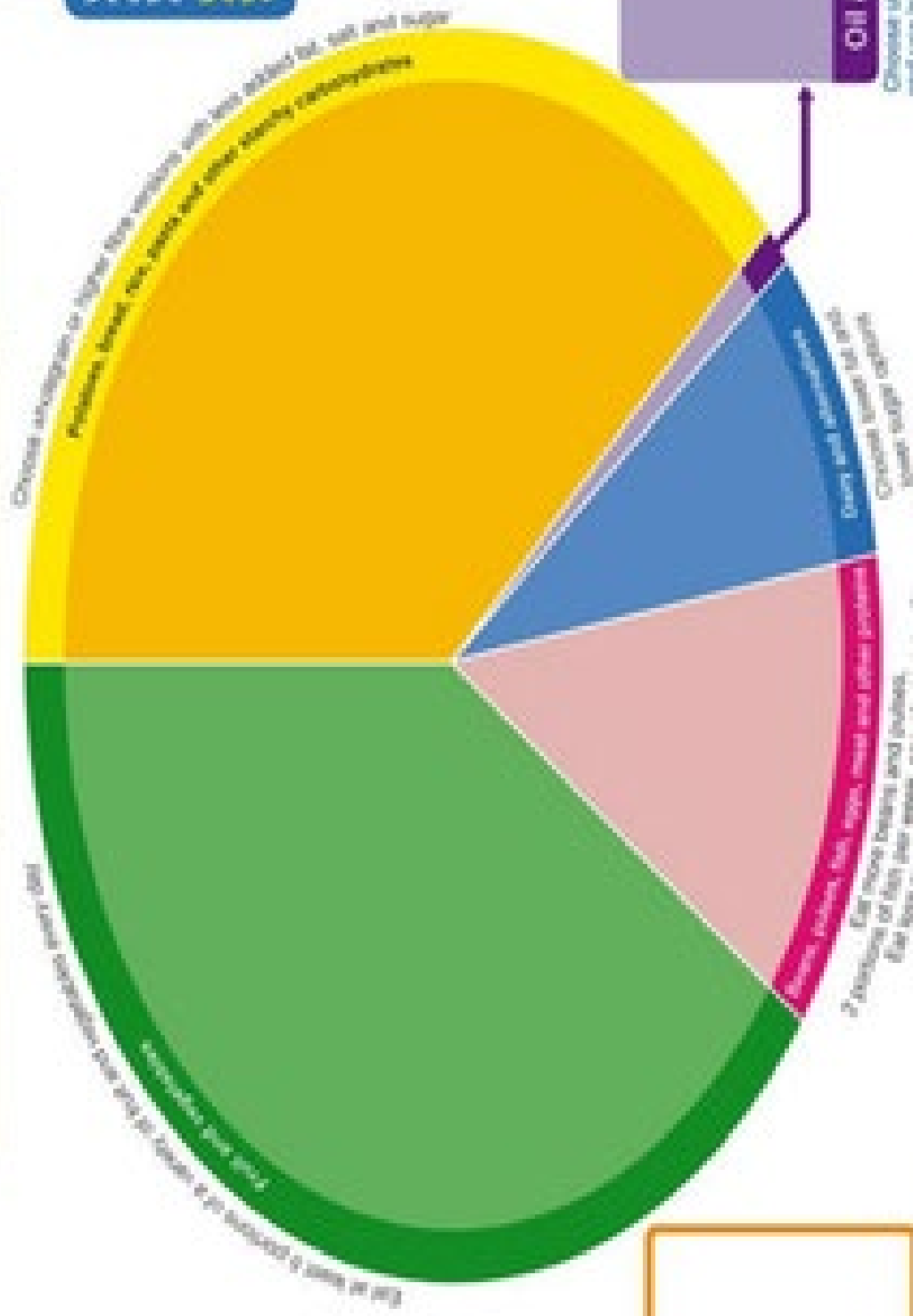
As human beings we ensure that we get all the nutrients needed for our body and lifestyle. Your task is to set the pie chart below into the correct, coloured sections and labelled clearly. You are to include foods that you planned in your day menu. You need to put these food products into the correct section it belongs to. Remember to add lots of colour.

Planning:



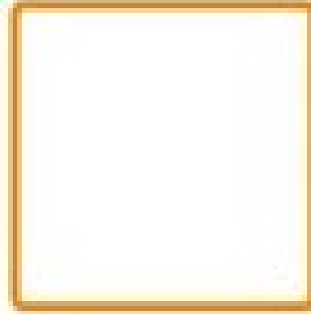
Eatwell Guide

Use the Eatwell Guide to help you get a balance of healthier and more sustainable food. It shows how much of what you eat overall should come from each food group.



Drink more fat milk, sugar-free drinks including tea and coffee at least.

Limit salt intake to a total of 6g a day



Eat less often and in small amounts foods high in fat, salt or sugar

Per day 1000kcal 1000kcal 1000kcal = ALL FOOD + ALL DRINK



Making Activity : Vegetable Couscous

Learning Objectives

By the end of this activity you should be able to:

- measure ingredients;
- prepare ingredients, e.g. slicing, dicing, grating;
- cook a starchy food, e.g. couscous or pasta.

Ingredients

170ml water, boiling
1 vegetable stock cube
100g couscous
1 medium tomato
1 spring onion
¼ cucumber
½ yellow pepper
4 dried apricots
1 x 15ml spoon parsley
2 x 15ml spoons low fat dressing

Equipment

Kettle, measuring jug, measuring spoons, weighing scales, large bowl, fork, chopping board, sharp knife, can opener, scissors, mixing spoon.

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. Fluff with a fork and leave to stand for 5 minutes.
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. Add all the vegetables to the couscous and snip the spring onions into the bowl using the scissors.
8. Stir everything together.
9. Add the dressing.

Top tips

- Vary the vegetables in the couscous dish, e.g. use celery, sweetcorn, peas, olives or mushrooms.
- Try adding some chickpeas, chopped cooked chicken, ham, tuna or chunks of feta cheese.
- Use flaked almonds or raisins instead of the dried apricots.

Evaluation and Review: Vegetable Couscous

<p>Name 4 different vegetables or fruit that could be used in the couscous salad:</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p>	<p>What other types of ingredients could be added to the salad to add interest? Give reasons for your choices.</p> <p>•</p> <p>•</p> <p>•</p>
<p>What could this salad be served with at lunchtime or as part of an evening meal?</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>What would be your safety tips for using a kettle?</p> <p>•</p> <p>...</p> <p>•</p> <p>.....</p>

Tick the appropriate box on the hedonic scale for your product.

Hedonic scale	Like a lot	Like a little	Neutral	Dislike a little	Dislike a lot
					
Vegetable Cous Cous					

Photo:

Week 9 : Year 8 Knowledge check- End

1) What is the Eatwell Guide?

.....
.....

2) How many sections are there on the Eatwell Guide?

.....

3) Name all sections of the Eatwell Guide.

.....
.....

4) Name five important nutrients.

.....
.....

5) How many pieces of fruit and vegetables does the Eatwell Guide recommend us to eat on a daily basis?

.....

6) What does a healthy balanced lifestyle mean?

.....
.....

7) Give three examples of nutrients that are needed for our bodies?

.....

8) What could happen to our bodies if we have a nutrient deficiency?

.....
.....

9) Give three examples of good and bad personal hygiene

.....
.....
.....

10) Give three examples of health and safety in the food technology room.

.....
.....
.....

11) Give two examples of hazards that can occur in the food technology room.

.....
.....

12) Give two examples of how we can prevent these hazards from happening in the food technology room.

.....
.....

Spellings

Correct all spellings and find them in the word search below.

rpgae

pplea

veetgable

abohyatserdrc

neiprot

garsus

C	F	P	G	I	H	Q	P	S	
A	H	L	R	L	A	P	P	L	E
R	D	A	X	K	F	U	E	H	P
B	S	J	B	H	R	A	T	D	A
O	V	F	L	A	P	O	P	W	R
H	B	G	P	S	R	P	O	L	G
Y	M	L	E	Q	O	O	L	C	A
D	V	E	G	E	T	A	B	L	E
R	A	G	A	J	E	P	T	B	U
A	V	H	P	J	I	B	R	N	I
T	D	G	L	L	N	R	W	M	O
E	O	D	R	C		A	Z	K	L
S	U	G	A	R	S	C	X	O	Q

Week 9 : Time for a quick Dinner

Beef Nachos

(per

group of 4)

100g beef mince
1 Brown onion diced
1 T minced garlic
¼ can of chilli beans
2 T Tomato paste
½ can chopped tomatoes
½ cup frozen corn
1 carrot grated
½ c beef stock (1 beef stock cube + ½ c water)
½ t smoked paprika
½ t dried oregano
½ t onion powder
½ t ground cumin
½ t ground coriander



To serve

½ c cheese
Sour cream
Corn chips

Method

1. Heat a little oil in a large frying pan on high heat cook mince, garlic and onion breaking up mince with a wooden spoon as it cooks until browned add spices.
2. Stir in beans, tomato paste, tomatoes, corn, and carrot and beef stock
3. Bring to a simmer then reduce heat to low stirring occasionally for 9-12 minutes until thickened.
4. Put corn chips in a bowl and spoon mince over the top, sprinkle with cheese and put under grill until till cheese is melted
5. Top with sour cream

Self-Assessment of Practical Cooking Skills in Food Technology



	Worked well	Needs improv
Organisation		
I came to the lesson ready to cook.		
I had my ingredients and got my equipment ready.		
I followed the recipes correctly.		
I worked orderly, was not messy, used a scrap bowl and kept my work area organised and tidy.		
I managed my time effectively to complete the tasks.		
Hygiene and safety		
I washed my hands before and during cooking.		
I wore an apron, tied my hair back and removed jewellery.		
I removed my jumper/sweater and rolled my sleeves up.		
I cleaned my area, washed the dishes, packed the dishes away, put wet cloths in the basket and swept the floor.		
Food preparation skills		
I can use a range of basic equipment. e.g. knife, grater		
I can use the bridge hold and claw grip to slice, chop and dice food.		
I can peel and grate a range of ingredients.		
I can measure liquids accurately using a measuring jug.		
I can weigh solids accurately using scales.		
I used the all-in-one method to make a muffin batter.		
Cooking		
I can use the cooker safely.		
I can manage saucepans on the hob and keep the handles turned in.		
I used oven gloves to remove trays from the oven/grill.		
I can control the temperature of the hob to boil and simmer.		
I can use the oven to bake foods.		
Final dish		
I used a range of ingredients to make a high quality product. (Good appearance, taste, texture, nutrition and fit for purpose.)		

My Evaluation: Food Technology Term 2

Statements		Your Answers (write in full sentences)
1	1 thing I have learnt throughout the term is.....	
2	1 thing that I found difficult was.....	
	To solve this difficulty I did....	
3	I am most proud of....	
	Because....	
4	In this term the skills I did well were...	
5	The skills I still need to improve on are..... I will do this by....	

Photo: