



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

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

## **Food Technology class**



**Term 1**

# Healthy Food Choices

## What is this unit about?

Food Technology is one area within Design and Technology. In Food Technology you will learn how to cook and how to make informed decisions about your diet and health. You will also learn how and when to shop for food and how to store food safely. The content in the booklet and the Licence to Cook website covers the following four areas:

- Cooking skills
- Wise food shopping
- Diet and nutrition
- Safety and hygiene.

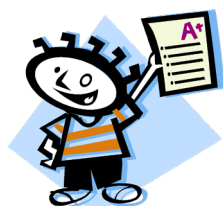
## What do these symbols mean?

You will find the following symbols posted throughout the booklet. The symbols tell you of a particular activity that you need to complete.



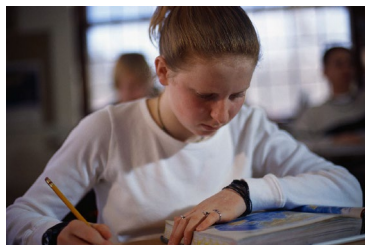
### The Chef's Hat - Cooking Activity

The Chef's hat means that there is a cooking activity to complete. This focuses on your food preparation skills and will give you opportunities to practice food hygiene, food preparation, knife skills, cooking skills and experiment with ingredients.



### The A+ Symbol - Assessment for Learning

There are lots of opportunities for you to reflect on your progress and improve your work before your teacher awards you a final level. Read the Level Descriptors carefully. The Level Descriptors tell you exactly what you need to do to get a good level in this unit.



## Unit of Work

Week	Let's take a look at:	Practical	Assessment
1	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Safety in the Kitchen p4</li> <li>• The 4Cs to Good Food Hygiene</li> <li>• Equipment</li> <li>• Equipment</li> <li>• Equipment word search</li> <li>• Spelling words</li> <li>• Washing up.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration: Fruit Salad</li> <li>• Make a baked muesli breakfast cup with fruit and yogurt.</li> </ul>	<ul style="list-style-type: none"> <li>• Sensory evaluation</li> </ul>
2	<ul style="list-style-type: none"> <li>• Why do we eat food?</li> <li>• Breakfast is the most important meal of the day</li> <li>• Breakfast</li> </ul>	<ul style="list-style-type: none"> <li>• Practical: Fruit Smoothie</li> </ul>	<ul style="list-style-type: none"> <li>• Design your own Fruit smoothie recipe</li> </ul>
3	<ul style="list-style-type: none"> <li>• Nutrients</li> <li>• Do you know what's good for you?</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Practical: Vietnamese lettuce cups</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation and Review</li> </ul>
4	<ul style="list-style-type: none"> <li>• The Eatwell Plate</li> <li>• Using the cooker</li> <li>• Explain all-in-one method. Savoury and sweet</li> </ul>	<ul style="list-style-type: none"> <li>• Practical: Savoury Courgette and Cheese Muffins</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation and Review: Courgette and Cheese muffins</li> </ul>
5	<ul style="list-style-type: none"> <li>• Going shopping</li> <li>• Price Comparison</li> </ul>	<ul style="list-style-type: none"> <li>• Sweet : Banana and Choc chip muffins</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation and Review :Banana and Choc chip muffins</li> </ul>
6	<ul style="list-style-type: none"> <li>• V is for vegetable</li> <li>• 5-a-Day</li> </ul>	<ul style="list-style-type: none"> <li>• Practical: Vegetable Cous Cous</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation and Review Vegetable Cous Cous.</li> </ul>
7	<ul style="list-style-type: none"> <li>• Design your own Apple Crumble pie</li> </ul>	<ul style="list-style-type: none"> <li>• Practical: Apple Crumble.</li> <li>• Demonstration: Apple Crumble (Rubbing in method)</li> </ul>	<ul style="list-style-type: none"> <li>• Plan of making – Design your own Apple Crumble</li> <li>• Evaluation of Review – Apple Crumble</li> </ul>
8	<ul style="list-style-type: none"> <li>• Time for lunch</li> </ul>	<ul style="list-style-type: none"> <li>• Forfar Bridies</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment of practical cooking skills</li> </ul>
9	<ul style="list-style-type: none"> <li>• Time for Dinner</li> </ul>	<ul style="list-style-type: none"> <li>• Nachos</li> </ul>	<ul style="list-style-type: none"> <li>• Were you paying attention?</li> </ul>
10	<ul style="list-style-type: none"> <li>• Time for a treat!</li> </ul>	<ul style="list-style-type: none"> <li>• Smore cup</li> </ul>	<ul style="list-style-type: none"> <li>• Student Survey</li> </ul>

# Safety in the Kitchen

## Learning Objectives

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

- list safety rules for working in the Food Technology room;
- know how to use the fire blankets in the Food Technology room.

**Keywords:** safety, hazards, dangerous, prevention.

The Food Technology classroom is one of the most dangerous rooms in the school. There are 20 students using hobs, ovens, electrical appliances, hot water and knives. Therefore, everyone must agree on some simple safety rules to prevent accidents from happening.

## Activity

Below are a few safety rules. Spot potential hazards in the classroom and write a few suggestions of safety rules to avoid potential accidents from happening in the food room. Discuss these your group.

### Safety Rules

1. Do not run.
2. Always work quietly.
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. ....



### Fire Safety

It is unlikely that a fire will start in the classroom. However, it is important for everyone to know what to do if there is a fire.

1. Where are the fire extinguishers in the class?

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2. What are they used for?

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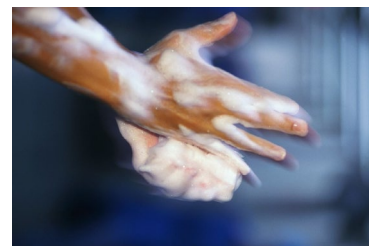
3. What should you do if there is a fire? Who should you tell? Where should you go?

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## 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**

\_\_\_\_\_

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2. **C**

\_\_\_\_\_

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3. **C**

\_\_\_\_\_

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4. **C**

\_\_\_\_\_

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## Equipment

Why would you use each of the following pieces of equipment?



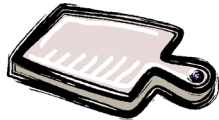
**Sieve**

.....  
 .....



**Fish slice**

.....  
 .....



**Chopping board**

.....  
 .....



**Grater**

.....  
 .....



**Cook's knife**

.....  
 .....



**Mixing bowl**

.....  
 .....



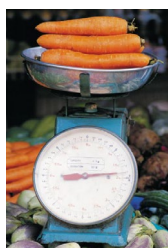
**Saucepan with lid**

.....  
 .....



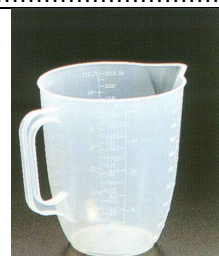
**Blender**

.....  
 .....



**Scales**

.....  
 .....



**Measuring jug**

.....  
 .....

## Equipment

Complete the following sentences using the words at the bottom of the page.

1. A \_\_\_\_\_ and a \_\_\_\_\_ to chop ingredients.
2. Vegetables should be peeled using a \_\_\_\_\_ not a chef's knife.
3. A \_\_\_\_\_ is used to scrape a mixing bowl.
4. To measure 150ml of milk you would use a \_\_\_\_\_ .
5. To measure 150g of flour you would use a \_\_\_\_\_ .
6. To stir soup in a saucepan you would use a \_\_\_\_\_ .
7. To grate cheese you would use a \_\_\_\_\_ .
8. To remove lumps from flour and aerate the flour you would use a \_\_\_\_\_ .
9. To cool baked foods such as cakes and muffins you would put the food on a \_\_\_\_\_ .

### Missing words

measuring jug

chef's knife

wooden spoon

sieve

spatula

scales

grater

chopping board

vegetable peeler

cooling rack



### Common Spelling Errors in Food Technology

Circle the correct spelling

Nife	Knife
Vegetables	Vegatables
Ingredients	Ingrediants
Potatoe	Potato
Potatoes	Potatos
Self-raising flour	Self-raising flower
Meal	Meel
Brekfast	Breakfast
Sorcepan	Saucepan
Hygiene	Hyjene



Sereal	Cereal
Design	Desine
Healthiest	Helthiest
Cinnamon	Cinamon
Apricots	Apprecots

## 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

## Washing Up

Fill in the missing words

To wash up properly you will need:

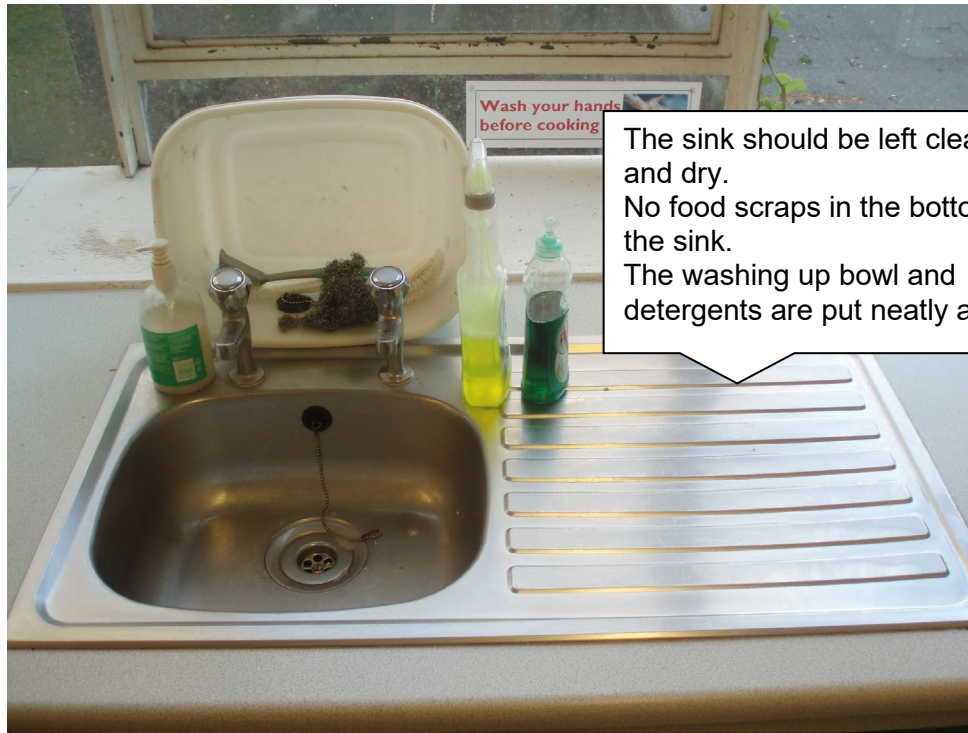
1. A plastic ..... to kill bacteria and remove grease.
2. A ..... to scrub stubborn foods.
3. A ..... to wipe the equipment in the soapy water.
4. ..... to help remove grease.
5. A ..... to dry the dishes.
6. Stack up all the dirty equipment at the side of the .....
7. Fill the saucepans and cooking dishes with water and leave to .....
8. Wash ..... and cutlery first so they do not smear.
9. Do not put ..... into the washing up bowl as you cannot see them when you into the bowl.
10. Drain the dishes ..... on the draining board.
11. Wash all work surfaces with a ..... wrung in hot soapy water.



### Missing words

dishcloth	glassware	scourer	tea towel
hot water	washing up bowl	soak	sink
knives	upside down	detergent	cloth

**How should you leave your sink at the end of each lesson?**



The sink should be left clean and dry.  
No food scraps in the bottom of the sink.  
The washing up bowl and detergents are put neatly away.

## Recipe : Baked Muesli

### Evaluation and Review – Baked Muesli

Name 3 different fruit combinations that could be used in baked muesli..	Describe how you could modify the topping to give it extra flavour.
1 ..... 2 ..... 3 .....	..... ..... .....

1. Use the Eatwell Plate to explain how the Baked Muesli is a composite dish.
2. Explain the health benefits and problems of eating fruit.

.....

.....

.....

.....

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
					
Baked Muesli					

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 other people 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.



### Assessment for Learning

- ☐ Working towards Level 3 – I have written an evaluation with strengths, weaknesses or suggestions for improvement.
- ☐ Working towards Level 4 – I have written an evaluation and included strengths, weaknesses and suggestions for improvement.



### Week 2: Why do we eat food?

**Task:** In pairs complete the activity below by brainstorming all the reasons for why we eat food. Then brainstorm reasons why it is important to eat breakfast.



# Breakfast really is the most important meal of the day!

Breakfast can help give us the energy we need to face the day, as well as some of the vitamins and minerals we need for good health. Some people believe that skipping breakfast will help them loose weight. This is not true. In fact to have a healthy weight you should not skip meals but should have regular well balanced meals.

Read this article published by The Breakfast Cereal Information Service on 25 June 2008.

## Teenage Breakfast Development

## Why do we eat food?

## Skippers Undermining Healthy

**Source:**  
<http://www.breakfastcereal.org/teenagebreakfast.html>

Four out of ten teenagers are regularly skipping breakfast and missing out on vital daily nutrients. Research released by the Breakfast Cereal Information Service shows that, although the majority of UK adults understand the importance of breakfast for improving physical and mental performance (65%) and believe it to be the most important meal of the day (60%), 40% of teenagers are still ignoring the benefits.

When they do eat breakfast, four out of five (81%) teenagers opt for a bowl of breakfast cereal, which is also the way the majority of teenagers consume milk (75%). However parents report that a number of factors are consistently preventing their teenage children from eating breakfast in the morning, with:

- Just over half of teenagers claiming not to be hungry (51%)
- Almost half getting out of bed too late (49%)
- More than two in five complaining that they can't be bothered to eat breakfast (44%)

As a result, experts warn that teenagers are missing out on important nutrients.

Prof. Tom Sanders, Head of Nutritional Sciences at Kings College London, comments: "There is a worrying trend for kids to skip breakfast and not consume milk. A cereal breakfast makes a major contribution to some key nutrients such as fibre, riboflavin, folate and calcium that are often in short supply in the overall teenage diet. These nutrients help maintain health as well promote growth and development.

"Breakfast cereal with low fat milk during the exam period because a improves mental performance."  
Dr Judith Bryans, Director and Council, said: "Calcium requirements the majority of our bones are formed most recent diet and nutrition survey suggests that many teenagers do not get enough calcium. Having a bowl of breakfast cereal with milk would help them to increase their calcium intake along with many other nutrients their bodies need for good health."

## Why is it important to eat breakfast?

makes a good start for the day especially carbohydrate rich meal in the morning

Registered Nutritionist at The Dairy are highest during the teenage years as during this period. Unfortunately, the

### Activity

Make a list of good and unhealthy breakfast food choices. Your teacher will discuss these with the class.

Good breakfast food ideas	Unhealthy breakfast food choices

--	--



## Making Activity : Fruit Smoothie

Smoothies are not only healthy and easy to make but they taste great. Simply blend all the ingredients together in a blender until smooth and pour into a tall glass. Here are some easy smoothie combinations to try.

2 cups orange juice

1 banana, sliced

**OR**

1 cup semi-skimmed milk

1 cup low-fat yoghurt

1 banana

**OR**

1 cup semi-skimmed milk

1 cup low-fat yoghurt

Hand full strawberries



### Learning Objectives

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

- use a range of basic equipment, e.g. chopping board, knife, spoon;
- prepare and cut a range of fruit e.g. peeling; *bridge hold* and *claw grip*;
- measure liquids accurately using a measuring jug;
- use the blender or hand blender safely;
- make a fruit smoothie.

### Design Brief

Design and make your own fruit smoothie recipe using fruits that are currently in season.

### Activity

Buying fruit in season is an economical way of shopping. For example, strawberries are cheaper in the summer than in the winter. Buying fruit in season is also better for the environment because it means that the food has not been flown in by aeroplane and it hasn't been grown in hot houses.

Make a list of fruits in season.

Summer Fruits	Autumn Fruits
Winter Fruits	Spring fruits



## Design your own Fruit Smoothie

## Plan of Making for a Fruit Smoothie

Design your own Fruit Smoothie recipe using at least 3 different fruits. Plan how you are going to make it. Write a recipe to help you.



## Assessment for Learning

Working towards...

- Level 2 - Choose the correct equipment when making your product.
- Level 3 - write step-by-step plans and select appropriate equipment.

- Level 4 - write detailed plans, changing them where appropriate.

## Ingredients

[illegible]

## Equipment

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## Method

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.

<b>Level for this work</b>

### Evaluation and Review – Fruit Smoothie

Name 3 different fruit combinations that could be used in a fruit smoothie.  1 ..... 2 ..... 3 .....	Describe how you could modify the recipe to add texture.  ..... ..... .....
3. Use the Eatwell Plate to explain how the Fruit Smoothie dish is a composite dish. 4. Explain the health benefits of eating yogurt.  ..... ..... ..... .....	

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
					
Fruit Smoothie					

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 other people 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.

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#### **Assessment for Learning**

- ☐ Working towards Level 3 – I have written an evaluation with strengths, weaknesses or suggestions for improvement.
- ☐ Working towards Level 4 – I have written an evaluation and included strengths, weaknesses and suggestions for improvement.

## Week 3 : 5 Food Groups

### Learning Objective

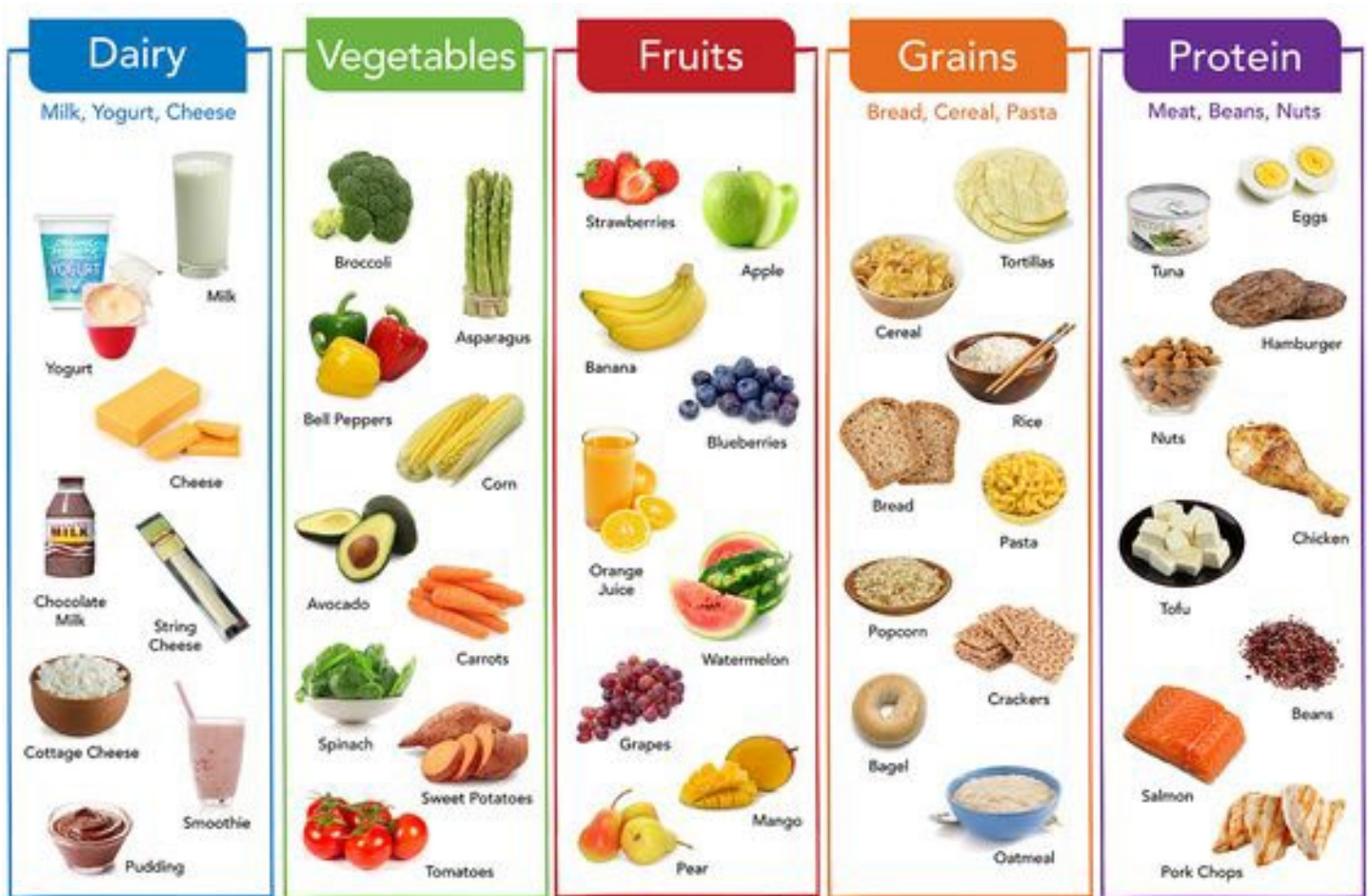
By the end of this activity you should:

- Know the different food groups,
- know the function of different nutrients of each food group on the body,
- know good food sources for each food group..

**Keywords:** food groups, nutrients.



**There are five food groups:**



**The main nutrients of each food group are:**

Milk & Milkproducts: Calcium - Creates strong bones & teeth	Fruit & Vegetables: Vitamins & Minerals - strengthen our immunsystem.	Grains & Grain products: Carbohydrates - provides fuel for our bodies.	Meat & Meat alternatives: Protein - builds & repairs muscles.
-------------------------------------------------------------------	--------------------------------------------------------------------------	---------------------------------------------------------------------------	------------------------------------------------------------------

Most of the sodium (salt) people eat comes from **packaged, processed, store-bought, and restaurant foods**. Only a small amount comes from salt added during cooking or at the table. In fact, most people already get more daily sodium than recommended before they ever pick up a salt shaker.





# MyPlate Your Lunch

The United States Department of Agriculture introduced MyPlate in 2011 to illustrate the five food groups that are the building blocks for a healthy diet using a familiar image- a place setting for a meal. Even though bagged lunches may not be eaten on a traditional place setting, it's still important to incorporate all five food groups. Here's how to MyPlate your lunch:

## Fruits

1 1/2 cups of fruit are recommended daily for girls and boys\*

Examples to choose from:



\* Fruits can be packed individually or can be an ingredient in other lunch items like whole grain rice with raisins and cranberries!

\* Make half your plate fruits and vegetables!

## Vegetables

2 cups and 2 1/4 cups of vegetables are recommended daily for girls and boys, respectively\*

Examples to choose from:



\* Mix and match vegetables in a salad or as sandwich toppings to help get the recommended daily amount!

## Grains

5 and 6 ounces of grains are recommended daily for girls and boys, respectively\*

Examples to choose from:



\* At least half of all the grains should be whole grains! On the ingredient panel - look for the word "whole" (such as "whole wheat flour" or "whole oats").

## Dairy

## Dairy

3 cups of dairy are recommended daily for girls and boys\*

Examples to choose from:



\* Choose fat-free or low-fat milk, yogurt and cheese

## Protein

5 ounces of protein are recommended daily for girls and boys\*

Examples to choose from:



\* When selecting protein, choose lean or low-fat meat and poultry.


\* According to the USDA, these amounts are appropriate for individuals aged 9-18 who get less than 30 minutes per day of moderate physical activity. Incorporate daily activities. These values are general guidelines and may be adjusted to reflect more active lifestyles and other factors.

\* Adapted from MyPlate.

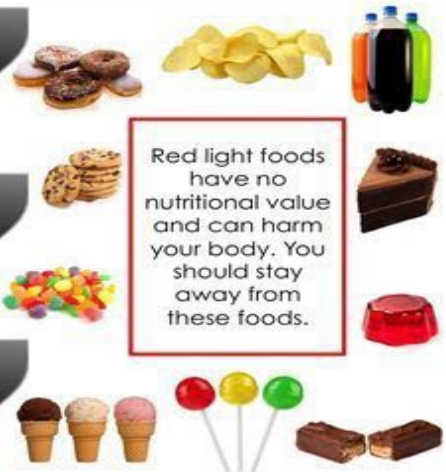
U.S. Department of Agriculture. ChooseMyPlate.gov. Washington, DC. Food Groups: How to Choose. choosemyplate.gov. Accessed June 8, 2012.

**STOP**

## RED LIGHT FOODS




Red light foods have no nutritional value and can harm your body. You should stay away from these foods.




©Samantha Nouri, Fun with Foodies

**SLOW DOWN**

## YELLOW LIGHT FOODS



Too many yellow light foods are not great for you but it's still okay to enjoy them from time to time. They are "sometimes" foods.



©Samantha Nouri, Fun with Foodies

**GO!**

## GREEN LIGHT FOODS



Green light foods make your body feel and work great! They keep you healthy so go ahead and eat them every day!



©Samantha Nouri, Fun with Foodies







## Activity - Do you know what's good for you?

### Test yourself

1. What is the most important meal of the day?
    - a) Breakfast
    - b) Break/ Morning tea
    - c) Lunch
    - d) Dinner
  
  2. How many portions of fruit and vegetables should you eat each day?
    - a) 2 portions
    - b) 3 portions
    - c) 5 portions
    - d) 7 portions
  
  3. How regularly should teenagers exercise?
    - a) Once a month
    - b) Once a week
    - c) Twice a year
    - d) Once a day
  
  4. Which food is the highest in Vitamin C?
    - a) Milk
    - b) Oranges
    - c) Bananas
    - d) Sprouts
  
  5. Potatoes, pasta, breads and cereals have high amounts of this nutrient.
    - a) Carbohydrates
    - b) Protein
    - c) Fat
    - d) Minerals
  
  6. How many cups of water should you have every day?
    - a) 1 to 3 cups
    - b) 2 to 4 cups
    - c) 5 to 6 cups
    - d) 8 to 10 cups
  
  7. How many serves of fish should we eat each week?
    - a) Once a month
    - b) Once a week
    - c) Twice a year
    - d) Once a day
  
  8. Which type of fat is the worst for us to eat?
    - a) Polyunsaturated (Omega 3 & 6)
    - b) Monounsaturated (Dietary fat)
    - c) Saturated (butter)
    - d) Hydrogenated (trans-fats)
  
  9. How many teaspoons of sugar are typically found in a can of fizzy drink?
    - a) 3 to 6 teaspoons
    - b) 6 to 7 teaspoons
    - c) 5 to 8 teaspoons
    - d) 8 to 10 teaspoons
  
  10. What condition is excessive consumption of salt linked to?
    - a) Cancer
    - b) Influenza
    - c) Strokes, heart attacks and heart failure
    - d) Obesity
  
  11. What is the maximum amount of salt recommended for adults per day?
    - a) 6 grams
    - b) 12 grams
    - c) 18 grams
    - d) 24 grams
  
  12. Most of the salt we consume comes from:
    - a) Naturally occurring salt in food
    - b) Salt added at the table
    - c) Salt added during cooking
    - d) Processed foods
- Your score out of 12=**

## 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.  1 .....  2 .....  3 .....	Suggest 3 different ingredients that could be used as protein alternatives.  1 .....  2 .....  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.)

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

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3. What did other people think of your product?

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## Week 4 :

# The eatwell plate

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



The eatwell plate shows the types and proportions of foods we need to have a healthy and well balanced diet. It shows how much of what you eat should come from each food group. This includes everything you eat during the day, including snacks. Look at the eatwell plate to see how much of your food should come from each food group. You don't need to get the balance right at every meal. But try to get it right over time such as a whole day or week.

Record the food that you ate yesterday on the table below.

Fruit and Vegetables		Breads, rice, potatoes, pasta (starchy foods)	
Meat, fish, eggs, beans		Milk and dairy foods	
Foods and drinks high in fat and/or sugar			

## Using the Cooker

### Learning Objective

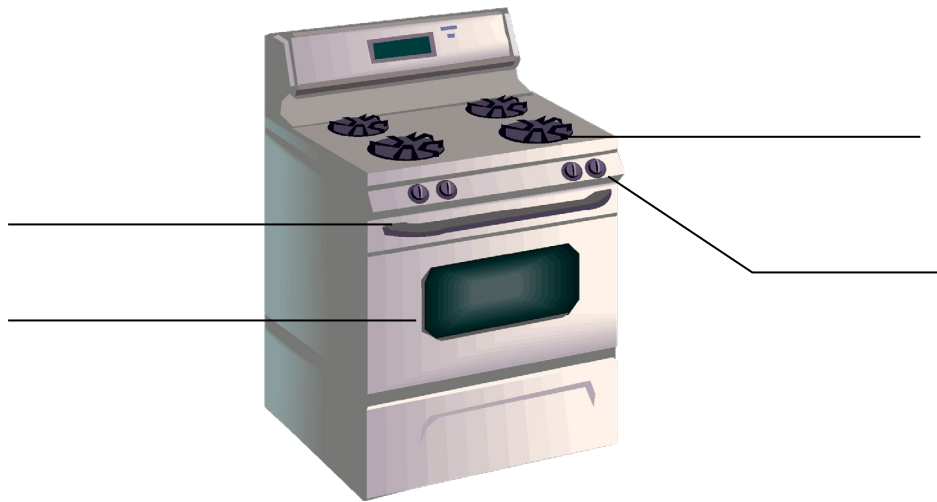
By the end of this activity you should be able to:

- identify the parts of the cooker and explain how each part is used in cooking food;
- explain the nutritional effect of different types of cooking;
- know how to use the cooker safely.

**Keywords:** grill, fry, boil, simmer, steam, bake, preheat, heat conductor.

### Activities

1. Label the parts of the cooker.



2. Which part of the cooker would be used to cook the following?

Steamed vegetables .....	Poached eggs .....
Toast .....	Grilled sausages .....
Roast meat .....	Muffins .....

3. Which method of cooking is the healthiest – baking, grilling or frying? Explain why.

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4. When cooking on the hob, why should you always stir with a wooden spoon and not a metal spoon?

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5. What is preheating and why must you always preheat an oven before using it?

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6. When taking food out of the oven, why should you use oven gloves and not a tea towel?

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## Making Activity : Courgette and Cheese Muffins

### Learning Objectives

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

- weigh and measure ingredients accurately;
- use the all-in-one method to combine ingredients into a uniform batter;
- divide the batter equally between cases;
- use the oven safely;
- understand the role of raising agents in food production.

**Keywords:** savoury, all-in-one method, batter, raising agents.

Ingredients for 6 muffins	Ingredients for 9 muffins
1 small courgette (or ½ large)	1 courgette
60g cheddar cheese	100g cheddar cheese
150g self-raising flour	225g self-raising flour
30ml oil	50ml oil
100ml semi-skimmed milk	170ml semi-skimmed milk
1 egg	1 egg
½ tsp salt	1 tsp salt
Black pepper	Black pepper

### Equipment

6 muffin cases, muffin tin, chopping board, knife, grater, measuring jug, mixing bowl, wooden spoon, 2 spoons, cooling rack.

### Method

1. Preheat the oven to 200°C or gas mark 6.
2. Place the muffin cases in the muffin tin.
3. Cut the ends off the courgette.
4. Grate the courgette and cheese.
5. Use a wooden spoon to mix all the ingredients together to form a smooth batter for 2 minutes.
6. Divide the mixture equally between the muffin cases using 2 spoons.
7. Bake for 25 minutes, until golden.
8. Allow to cool on a cooling rack.

### Top tips

- Try using a grated carrot instead of courgette.
- Add finely sliced chilli or ginger for a different flavour.
- Crumble in a little crispy grilled bacon.

### Skills

Weighing/ measuring	Using a oven	Grating	Claw grip	Dividing	Combining/ Mixing
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### What makes the muffins rise?

In order for flour mixtures to rise and have a light texture, a raising agent must be added. Cakes and muffins use self-raising flour which is plain flour with baking powder added. Baking powder is a chemical raising agent which reacts with liquid when it is heated. The reaction causes bubbles of carbon dioxide gas to expand inside the mixture and this causes the mixture to rise.









## Evaluation and Review: Courgette and Cheese Muffins

Name 2 different combinations of ingredients that could be used in savoury muffins.  1 .....  2 .....	What ingredients could be used as a topping for savoury muffins?  • .....  • .....
Name 2 different occasions where savoury muffins could be served. Suggest the type of muffins you would have.  1 .....  2 .....	Suggest 2 different combinations of fruits and other flavourings that could be used in a sweet muffin.  1 .....  2 .....

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 
Courgette & Cheese Muffins					

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 other people 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.



### Assessment for Learning

- ☐ Working towards Level 3 – I have written an evaluation with strengths, weaknesses or suggestions for improvement.
- ☐ Working towards Level 4 – I have written an evaluation and included strengths, weaknesses and suggestions for improvement.

## Week 5 : Going Shopping



1. **Plan a weekly** \_\_\_\_\_.
2. **Always go with a** \_\_\_\_\_ **and stick to it**, otherwise you end up buying things that you don't need and then later throw them away and you don't buy the things that you do need and end up doing short trips to the corner store.
3. **Check the** \_\_\_\_\_ **and the** \_\_\_\_\_ to see what ingredients you already have.
4. **Have a** \_\_\_\_\_. Know exactly how much you can spend.
5. **Keep** \_\_\_\_\_ **stocked up**. Rice, spaghetti, pasta, tinned tomatoes, flour, eggs, stock cubes, dried herbs and spices will keep for a while. You can turn just about any vegetable into a healthy meal using a combination of the basics.
6. **Buy in** \_\_\_\_\_ **if you've got somewhere to store it**.
7. **Cut back on** \_\_\_\_\_ – it's expensive. Try eating vegetarian meals several times a week (think pasta or chili beans). You can also make minced meat go further by adding beans and lentils.
8. **Turn** \_\_\_\_\_ **into meals**. We throw 6.7 million tonnes of food away every year in the UK. Nearly  $\frac{1}{4}$  of it has not even been touched. It's an opportunity to be creative.
9. **Look for** \_\_\_\_\_ but don't buy them unless they're things you will use and eat.
10. \_\_\_\_\_ **cereals are a bad buy**. Lots of money for no nutrition. Look for whole grain cereals with low sugar.
11. \_\_\_\_\_ **the prices of different brands**.
12. **Avoid trips to the** \_\_\_\_\_ and the petrol station. These are some of the most expensive stores.
13. **Read** \_\_\_\_\_. Avoid trans fat, hydrogenated oils, sugar, saturated fat and salt. Look for fibre, good fats, protein, vitamins, calcium.
14. **Avoid** \_\_\_\_\_ **and frozen dinners**. These are expensive.
15. **Drink** \_\_\_\_\_. Soft drinks are expensive and high in sugar. Water is cheap and good for you.

### Missing words

bulk	specials	Fridge	Sugar
pantry	Compare	Menu	water
list	long lasting basics	corner store	labels
left over's	budget	ready meals	meat

### Questions

1. Explain why it costs more to buy the muffins ready made from the shop than it does to make them yourself?

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2. List three advantages of making the muffins yourself?

1. 

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2. 

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3. 

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3. Suggest ways a manufacturer might try to make the muffins cheaper.

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## Making Activity : Banana & Chocolate chip Muffins



### Learning Objectives

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

- weigh and measure ingredients accurately;
- use the all-in-one method to combine ingredients into a uniform batter;
- divide the batter equally between cases;
- use the oven safely;
- understand the role of raising agents in food production.

**Keywords:** savoury, all-in-one method, batter, raising agents.

Ingredients formuffins	Write the ingredients for 12 muffins
1 Ripe Banana	2 Ripe Banana
½ cup Wholemeal flour	1 cup Wholemeal flour
1 Cup flour	2 Cup flour
1 ¼ t baking powder	2 1/2 t baking powder
2/3 Cup sugar	1 1/2 Cup sugar
2 T chocolate chips	4 T chocolate chips
1 egg – beaten in a cup with a fork	2 egg – beaten in a cup with a fork
2/3 cup Milk	1 1/2 cup Milk
50g melted butter	100g melted butter

### Equipment

6 muffin cases, muffin tin, chopping board, knife, grater, measuring jug, mixing bowl, wooden spoon, 2 spoons, cooling rack.

### Method

9. Preheat oven to 180°C fan bake.
10. Place the muffin cases in the muffin tin.
11. Melt the butter on a low setting in the microwave – covered.
12. Mash banana with a fork in a large bowl.
13. Sift flour(s) and baking powder into a bowl with the banana in it.
14. Add sugar, chocolate chips, egg, milk and melted butter. Mix gently with a wooden spoon.
15. Divide the mixture equally between the muffin cases using 2 spoons.
16. Bake for 20 minutes, until golden.
17. Allow to cool on a cooling rack.

### Skills

Weighing/ measuring	Using a oven	Grating	Claw grip	Dividing	Combining/ Mixing
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### What makes the muffins rise?






In order for flour mixtures to rise and have a light texture, a raising agent must be added. Cakes and muffins use self-raising flour which is plain flour with baking powder added. Baking powder is a chemical raising agent which reacts with liquid when it is heated. The reaction causes bubbles of carbon dioxide gas to expand inside the mixture and this causes the mixture to rise.



## Evaluation and banana and chocolate chip Muffins

Name 2 different combinations of ingredients that could be used in savoury muffins.  1 .....  2 .....	What ingredients could be used as a topping for sweet muffins?  • .....  • .....
Name 2 different occasions where sweet muffins could be served. Suggest the type of muffins you would have.  1 .....  2 .....	Suggest 2 different combinations of fruits and other flavourings that could be used in a sweet muffin.  1 .....  2 .....

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
					
Banana & Chocolate Muffins					

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 other people 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.



### Assessment for Learning

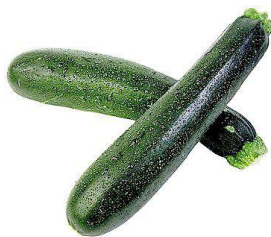
- ☐ Working towards Level 3 – I have written an evaluation with strengths, weaknesses or suggestions for improvement.
- ☐ Working towards Level 4 – I have written an evaluation and included strengths, weaknesses and suggestions for improvement.

## Week 6 : V is for Vegetable

Vegetables are an excellent source of vitamins and minerals and fibre. They should be an essential part of our daily diet. Vegetables may:

- bulb vegetables grow underground with shoots growing above ground eg. garlic, spring onions
- leafy vegetables are plants leaves that you eat eg. lettuce
- stem vegetables are edible stalks of plants eg. celery
- tubers grow underground and we eat the root of the plant eg. potatoes, parsnip
- root vegetables are also vegetables that we eat the root of but they have a stem or stalk above ground eg. carrots, ginger
- some vegetables are fruits. These vegetable contain seeds and are ideal for stuffing. Eg tomato, avocado.

Name these vegetables and find out if they are root, stem, bulbs, leafy vegetables, tubers or fruits.



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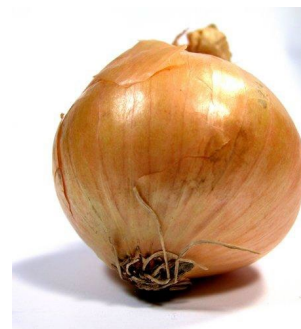
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## 5-a-Day

Fruit and vegetables are a good source of many vitamins and minerals, yet most of us don't eat enough of them. There is mounting evidence that people who eat lots of fruit and vegetables are less likely to develop chronic diseases such as coronary heart disease and some cancers. Fruit and vegetables are also low in fat.

### How much is one portion?

ONE portion = 80g = any of these

- 1 apple, banana, pear or other similar sized fruit
- 2 plums or similar sized fruit
- ½ grapefruit or avocado
- 1 slice of large fruit, such as melon or pineapple
- 3 heaped teaspoons of vegetables (raw, frozen or tinned)
- 3 teaspoons of beans and pulses (however much you eat, beans and pulses count as a maximum of one portion a day)
- 3 heaped teaspoons of fruit salad (fresh or tinned in fruit juice) or stewed fruit
- 1 heaped tablespoon of dried fruit (such as raisins and apricots)
- 1 handful of grapes, cherries and berries
- A dessert bowl of salad
- A glass (150ml) of fruit juice. (However much you drink, one glass of fruit juice counts for one portion a day.)

### When is the best time to buy vegetables?

The best time to buy vegetables is when they are in season. It's cheaper and buying vegetables in season is better for the environment because the vegetables haven't been flown over by plane and they haven't been grown in green houses. Complete the table below by writing the list of vegetables in the correct season.

Asparagus	Aubergine	Broccoli	Brussel Sprouts
Cabbage	Carrots	Cauliflower	Courgette
Beans	Leeks	Lettuce	Potatoes
Onions	Parsnip	Pumpkin	Tomato
Spinach	Swede	Sweetcorn	Watercress

<b>Winter Fruits and Vegetables</b>	<b>Autumn Fruits and Vegetables</b>
<b>Summer Fruits and Vegetables</b>	<b>Spring Fruits and Vegetables</b>





## 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>

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					

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 other people 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.



### Assessment for Learning

- ☐ Working towards Level 3 – I have written an evaluation with strengths, weaknesses or suggestions for improvement.
- ☐ Working towards Level 4 – I have written an evaluation and included strengths, weaknesses and suggestions for improvement.



## Week 7 : Design your own Apple Crumble

### Making Activity : Apple and Sultana Crumble

#### Learning Objectives

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

- weigh and measure ingredients accurately;
- prepare ingredients, e.g. peeling, slicing;
- use the rubbing in technique to make a topping;
- use the oven safely.

#### Ingredients

80g plain flour  
60g butter or margarine  
40g oats  
30g brown or white sugar  
2 eating apples  
50g sultanas

#### Equipment

Weighing scales, sieve, mixing bowl, wooden spoon, chopping board, knife, ovenproof dish, baking tray..

#### Method

1. Preheat the oven to 190°C or gas mark 5.
2. Rub in the butter or margarine into the flour until it resembles breadcrumbs.
3. Stir in the oats and sugar.
4. Cut the apples into quarters and remove the core. Slice thinly.
5. Arrange the apple slices in the oven-proof dish, and then add the sultanas.
6. Sprinkle the crumble topping over the apple slices.
7. Bake for 25-30 minutes, until the apple is soft and the crumble is golden.

#### Top tips

- You may wish to put the dish onto a baking tray when placing it in the oven.
- Be creative and experiment with other fruits, such as blackberries, apricots, raspberries, peaches, nectarines or plums.
- Try mixing different fruits, e.g. pear and plum.

#### Skills

Using an oven	Rubbing in	Combining	Coring	
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## Evaluation and Review - Apple Crumble

Name 3 different fruit combinations that could be used in a fruit crumble dessert.  1 .....  2 .....  3 .....	Describe how you could modify the topping to give it extra crunch.  .....  .....  .....
5. Use the Eatwell Plate to explain how the Apple Crumble dish is a composite dish. 6. Explain the health benefits and problems of eating fruit crumbles.  .....  .....  .....  .....	

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
					
Apple Crumble					

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 other people 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.





### Assessment for Learning

- ☐ Working towards Level 3 – I have written an evaluation with strengths, weaknesses or suggestions for improvement.
- ☐ Working towards Level 4 – I have written an evaluation and included strengths, weaknesses and suggestions for improvement.

## Week 8 : Time for lunch

**Scenario:** People are always looking for something to eat, that can easily be eaten on the go.

**Brief:** Create a food native to Scotland that you could eat for dinner, lunch or have as a snack

**Attributes:** Golden, Tastsoned, Crimped, Flaky *hoe shape (for luck). Another story is Margaret Bridie from Glamis made and sold them at the Buttermarket in Forfar.*

### Forfar Bridies

*A Forfar Bridie is a horseshoe-shaped meat product. It has a shortcrust pastry (but many use flakey) and the filling consists of beef, onions and seasoning. The Famous Forfar Bridie.*

*They originated in the early part of the 19th century. One story of their origin is that they were made for wedding meals (the Brides' meal) hence the horses*

**(makes 2 Bridies) – work in pairs**

200gm ground lamb ½ tsp mustard powder

15gm butter ¼ tsp nutmeg

½ onion, chopped finely 1 Tbsp flour

1 tsp crushed garlic ⅛c beef stock

1 tsp thyme ⅛c cream

salt and black pepper, to taste 1 tsp Worcestershire sauce

flaky pastry –one sheet

1 egg (per table)



1. Preheat the oven to 200°C. Line a baking tray with baking paper.
2. Melt butter in a large frying pan, over a medium heat. Add lamb, onion, garlic, thyme, salt and pepper. Cook until the meat is no longer pink (5mins).
3. Stir in mustard, nutmeg and flour. Cook for about 1 minute. Stir in stock and cream and simmer until thickened, about 1 minute. Remove from heat and stir in Worcestershire sauce. Transfer mixture to a bowl, cover in gladwrap, and put in the fridge to cool.
4. Cut dough into 4 portions for the table. On a lightly floured surface roll pastry out or see the teacher for 2 sheets of baking paper to roll dough out.
5. Use a bread and butter plate; place it on the pastry and cut around it. If you wish, slightly elongate the pastry by using a rolling pin to make an oval.
6. Place the filling in the top half of the oval.
7. Brush water around the unfilled half of the oval. Fold the pastry over the filling, and crimp edges to seal. Cut 2-3 slits on top to allow the steam to escape.
8. In a cup beat the egg with a fork until combined. Place Bridies apart on the tray. Brush tops with egg. 9. Bake for 25-30minutes, or until golden brown.

### Evaluation

Rate the following attributes & key competencies (1 - not good, 5 - excellent)

Golden	Tasty	Seasoned	Crimped	Flaky
<b>KEY COMPETENCIES</b>				
Read the recipe	Worked independently		Co-operated	



## Self-Assessment of Practical Cooking Skills in Food Technology

	Worked well	Needs improving
<b>Organisation</b>		
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.		
<b>Hygiene and safety</b>		
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.		
<b>Food preparation skills</b>		
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.		
<b>Cooking</b>		
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.		
<b>Final dish</b>		
I used a range of ingredients to make a high quality product. (Good appearance, taste, texture, nutrition and fit for purpose.)		
<b>Targets</b> List two targets that you need to improve on when cooking? <ul style="list-style-type: none"> <li>● .....</li> <li>● .....</li> </ul>		

## Week 9 : Time for a quick Dinner

# Beef Nachos <sup>(per</sup>

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

## 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....	

## Week 10 : Time for a treat!

### S'more cake in a mug

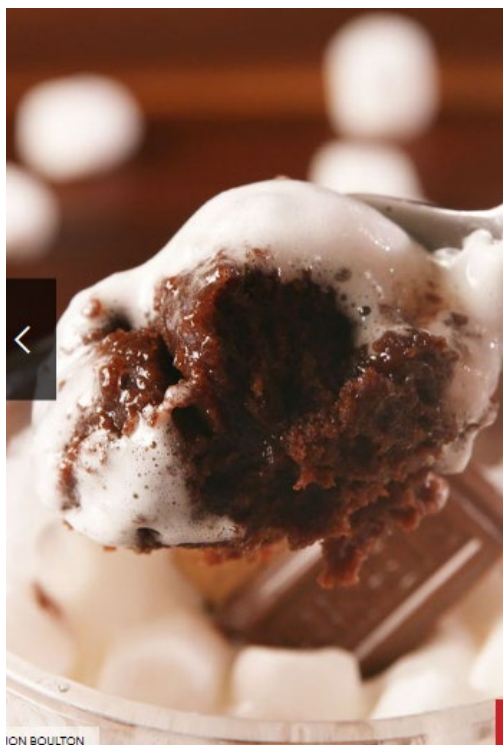
YIELDS:	PREP TIME:	TOTAL TIME:
<b>1</b>	<b>0</b> HOURS <b>5</b> MINS	<b>0</b> HOURS <b>10</b> MINS

#### INGREDIENTS

1/4 c. flour  
2 tbsp. unsweetened cocoa  
1/4 tsp. baking powder  
Pinch kosher salt  
3 tbsp. sugar  
1/3 c. milk  
2 tbsp. vegetable oil  
1/4 c. mini marshmallows  
1 square milk chocolate

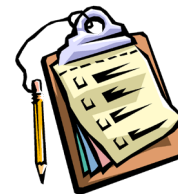
#### DIRECTIONS

- 1** | In a large bowl, combine flour, cocoa powder, baking powder, kosher salt, and sugar. Whisk until fully incorporated. Add milk and vegetable oil and whisk again until batter is smooth.
- 2** | Pour into microwave safe mug and microwave for 50 seconds on high. Remove from microwave and add marshmallows to top of cake. Microwave 10 seconds more. Garnish








ION BOULTON

## Student Survey



DO NOT WRITE YOUR NAME ON THIS FORM

WHAT DO YOU THINK ABOUT LESSONS IN FOOD TECHNOLOGY?	Strongly agree	Agree	Disagree	Strongly Disagree
Lessons were prepared well				
I understood what I need to do in the lessons				
I feel I have learned useful things				
I feel I was encouraged to work well				
Students are encouraged to behave appropriately				
I enjoyed doing this project				

Which recipes did you enjoy making?	Like a lot 	Like a little 	Neutral 	Dislike a little 	Dislike a lot 
Fruit Smoothie					
Muffins					
Forfar Bridies					
Vegetable Couscous					
Apple Crumble					
Nachos					
Your favourite:					

What suggestions do you have for improving the unit?

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**Thank you for completing this survey. It will help the Food Technology Department to improve this subject.**