

# Y7 Food & Nutrition

9 Week Rotation

Online Learning

# Lesson 1:

- Today you have 3 tasks, all based on safety in the kitchen. All the information you need is on the slides so just work your way through lesson 1.
- But first...before you do anything, please have a go at the quiz on SMHW.
- I'm not expecting you to know the answers yet because this is our first lesson.
- It's just to let me know what you already know 😊.

# Kitchen Safety

1. Do not \_\_\_\_.
2. Work \_\_\_\_\_ and \_\_\_\_\_ at all times.
3. \_\_\_\_\_ to instructions.
4. Always leave \_\_\_\_\_ and \_\_\_\_\_ in the cloakroom.
5. Wear a clean \_\_\_\_\_ and take \_\_\_\_\_ off.
6. Always tie long \_\_\_\_\_ back.
7. Wash \_\_\_\_\_ before starting and after going to the \_\_\_\_\_.
8. Use a \_\_\_\_\_ plaster for small cuts.
9. Never wear \_\_\_\_\_ or \_\_\_\_\_.
10. Use \_\_\_\_\_ when handling hot foods.
11. Wash up in clean, \_\_\_\_\_ and \_\_\_\_\_ water.
12. Always use a \_\_\_\_\_ spoon for tasting.
13. Clean up \_\_\_\_\_ immediately.
14. Inform your \_\_\_\_\_ if an accident occurs.

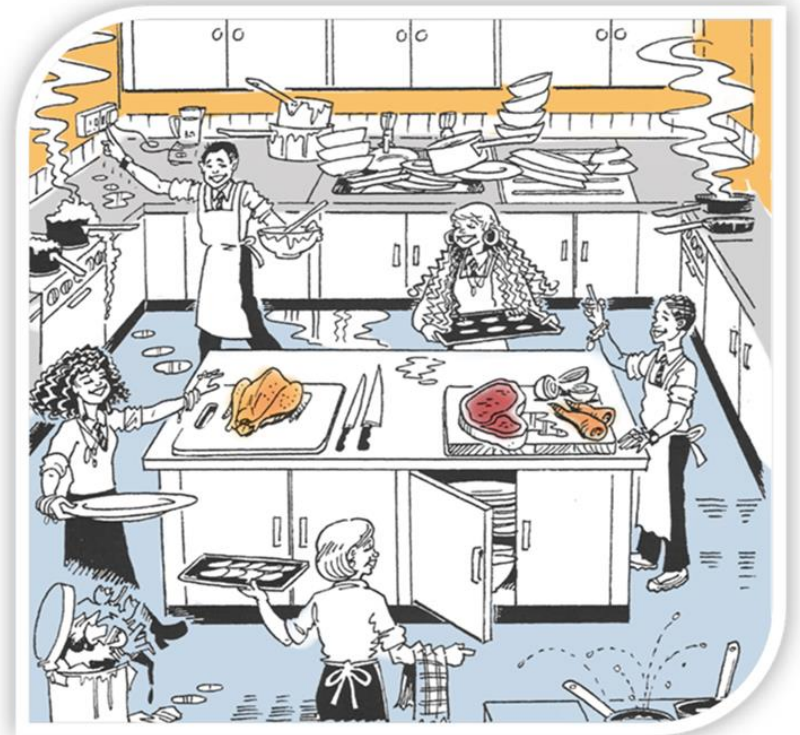
Write out the sentences adding in the correct word from the list below. There is one 'extra' word in the list so watch out!

jewellery  
teacher  
sensibly  
toilet  
hot  
spills  
apron  
quietly  
soapy  
hands

coats  
run  
listen  
nail varnish  
clean  
blue  
hair  
bags  
jumpers  
oven gloves








# Kitchen Hazards

- Find at least 10 things which are unsafe in the kitchen picture and make a list.
- Choose 3 of your reasons and explain WHY they are dangerous.
- Think about hygiene as well as physical hazards.

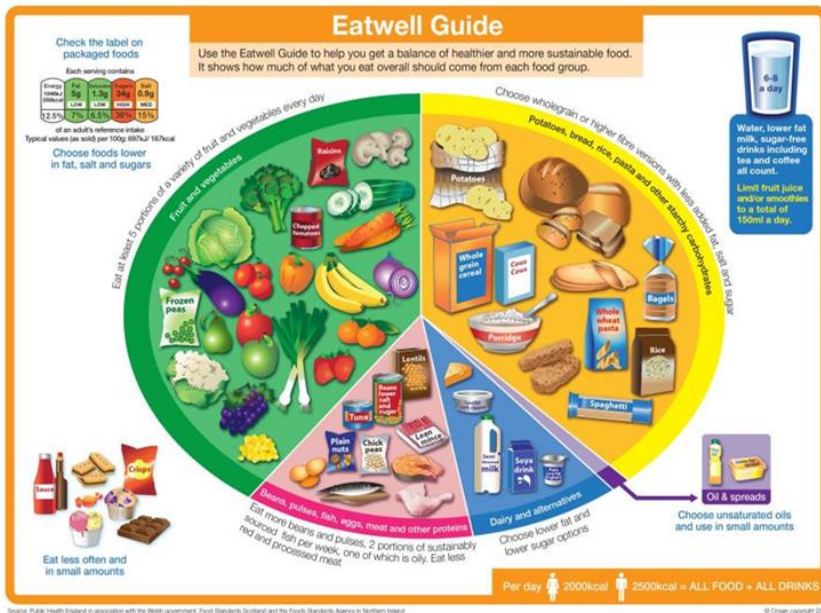


# Washing Up

- Unfortunately we don't have dishwashers or washing up fairies in school so we do need to be very efficient with our clearing up!
- I would like you to rearrange the washing up instructions into a sensible order (there isn't one correct answer to this) and write them out either as a list (another one...sorry!) **or** create a storyboard to show your instructions if you would prefer.

<p><b>Task</b></p> <p>Read the description and look at the images carefully then number them from 1—8 in the order you should do each task.</p>	<p>Wash cleaner equipment first, then move onto the dirty equipment.</p> 	<p>Empty the sink, wipe and clean the plug hole.</p> 
<p>Wipe surfaces with a dish cloth and put all rubbish into the correct bin.</p> 	<p>Fill the bowl with clean, hot and soapy water.</p> 	<p>Take your dirty equipment to the sink.</p> 
<p>Put dirty tea towels and dish cloths into the washing machine.</p> 	<p>Scrape food scraps into the bin and fill pans with hot, soapy water and leave to soak.</p> 	<p>Dry equipment with a tea towel and put it away.</p> 

# Lesson 2:



- In the UK we use the Eatwell Guide to help us follow a **BALANCED DIET**.
- Use this link to find out more about each section of the Eatwell Guide...
- <https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/>
- Click on each section, as well as the information around the plate.

- Make an Eatwell Guide of your own.
- Add foods that you eat and enjoy to each section, making sure you are following the guidelines and including the correct food items in each section.
- Make sure you include:
  - Colour
  - Labels
  - Examples of the foods
  - Information which appears outside the plate
- There is a blank copy on the next slide which you can copy or print to help you.

# The Eatwell Guide



Fruit and vegetables

Potatoes, bread, rice,  
pasta and other starchy  
carbohydrates

Oils and spreads

Dairy and alternatives

Beans, pulses, fish, eggs, meat  
and other proteins



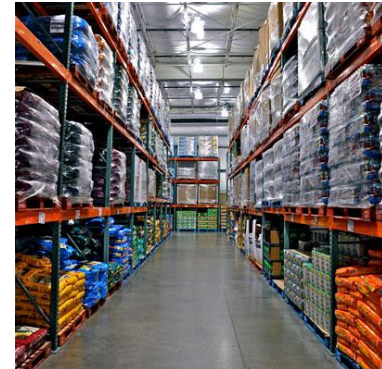
# Lesson 3: Seasonal Foods

## Why should we buy seasonal and local produce?

We can buy pretty much anything we want in the supermarkets at any time of year, so what do we mean by seasonal food?

- This refers to foods which are at their peak, either in terms of harvest or flavour (although these usually coincide!) specifically where we are right now. So foods in season at any given time will vary around the world.
- I want you to remember this when we are talking about seasonal foods; we mean **what is being produced here and now**.
- We can buy things now which are in season in other parts of the world, but that's not seasonal food for us.
- Having food flown across the world means we can have more choice, but current events have shown us that our food supply can be affected by things we don't expect!
- **Using the next two slides for some clues, I'd like you to create a mind-map showing advantages and disadvantages of using seasonal foods.**
- Remember the definition...food that is being produced here and now.
- Local can mean our very local area, but really we mean Britain as a whole.
- See what you can come up with...

# Why is it important to buy seasonal and local produce?



# Are there any disadvantages to buying seasonal and local?



# So, what's in season...?

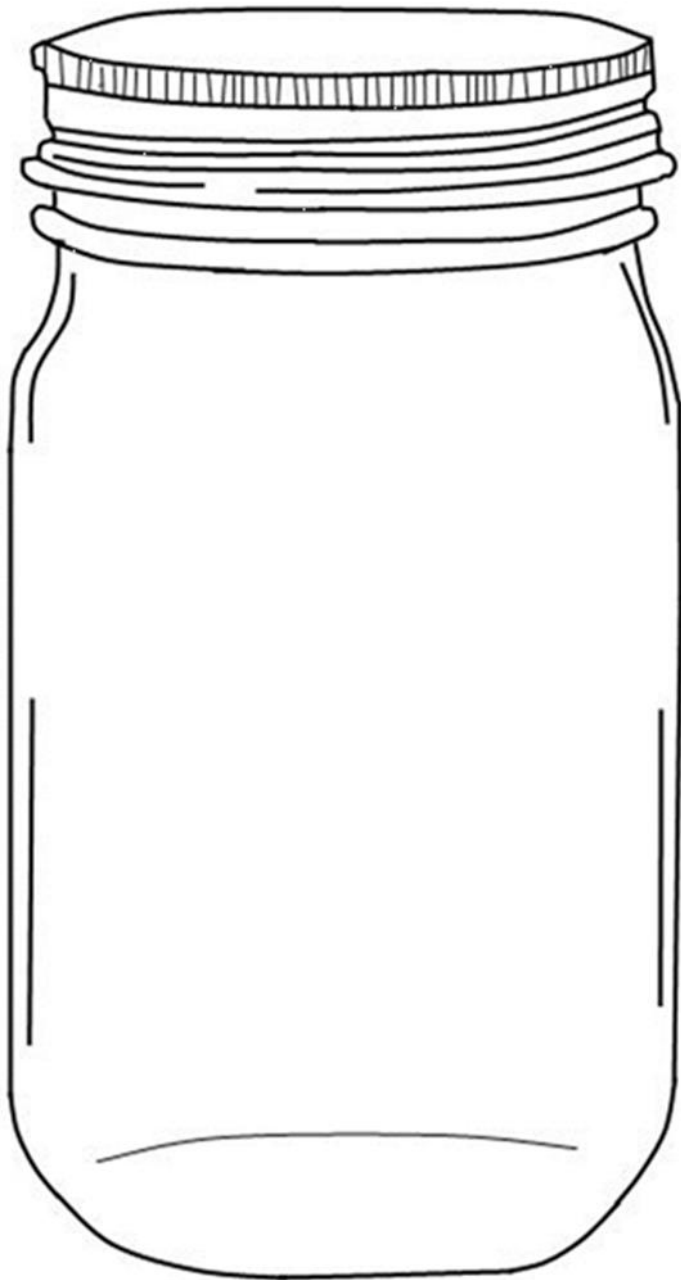
- I'd like you to produce a poster showing what is in season in Britain throughout the year.
  - Think how you will arrange it...by month? Or by season?
  - I would like to be able to display some of your work so please make it colourful as well as informative.
  - I have added some links to websites which may help you.
- <https://www.youtube.com/watch?v=OtVQIDByEzk>
  - <https://www.vegsoc.org/cookery-school/blog/seasonal-uk-grown-produce/>
  - <https://www.bbcgoodfood.com/seasonal-calendar/all>
  - <http://www.eattheseasons.co.uk/>



# Lesson 4:



- Today I would like you to design a dish of your own.
  - Watch the attached film clip of Jamie Oliver making a salad in a jar. Use the information he gives you to design your own version.
  - I would like you to consider the different food groups you should include as well as the appearance of your dish (so think about colours) and also think about textures and flavours and how you can make your dish interesting.
  - Most importantly, I would like you to make it something you would enjoy eating!
- I have included a template of a jar but you can draw your own just as easily.
  - I would like you to draw, colour and annotate your dish to tell me
    - what the food is
    - describe the texture of each layer
    - tell me where on the Eatwell Guide it would appear
    - tell me a nutrient it contains
    - I would also like you to think about different preparation techniques and tell me what you have done. Can you show off a variety of skills in your dish too? e.g. slice, dice, grate, boil, roast...



<https://www.youtube.com/watch?v=kFPAL926uGk&safe=true>

# Lesson 5: Eggs

Watch this short video and then answer the questions below. Either print the next page or copy the diagram, and then In the boxes draw diagrams to show a very fresh, and older but still fine to eat, and a stale egg.

<https://www.youtube.com/watch?v=E2OWXN80NZQ&safe=true>

The shell of an egg is p .....which means it has .....

.....

How do you test if an egg is fresh or stale? Explain why and complete the diagrams.

.....

.....

.....

.....

**CHALLENGE:** Why is it important that we wash our hands after handling eggs?

.....

What is the name of the bacteria associated with eggs? .....

**Very fresh egg**



**Older, but still fine to eat**



**Very old egg**





# Lesson 6: Food Safety

## What's wrong...?

- Watch the film clip in the link below and list as many things as you can which are unsafe.
- Think about hygiene AND safety issues.
- [What's wrong?](#)
- We will look at the list again later...

## What is Cross Contamination?

- We use different coloured chopping boards in school for different foods, but do you know why?
- It is to prevent 'cross contamination' of bacteria from one food to another.
- It is particularly important to keep raw and cooked foods separate.
- Cooking foods kills bacteria, but if you are not going to cook something, such as salad, or you already have cooked something, such as ham, it is important it doesn't become contaminated with bacteria from raw food, as the bacteria will remain on the food which doesn't get cooked.
- Use the web page on cross contamination to find 5 ways to prevent cross contamination occurring when you are cooking. List them in your book.

<https://www.youtube.com/watch?v=IA8IW5abQTg&safe=true>

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- Use the web page linked below on cross contamination to find 5 ways to prevent cross contamination occurring when you are cooking.
- List them in your book and then create a poster (one whole page) showing these top tips.
- <https://www.food.gov.uk/safety-hygiene/avoiding-cross-contamination>

# What's wrong?

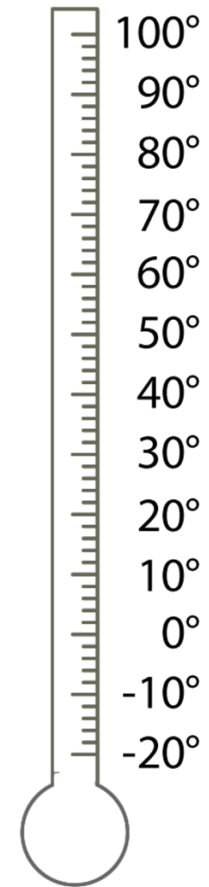
- Now let's watch the film clip again and add to your list in a different colour to show what you have learnt about food safety today...
- [What's wrong?](#)

# My list...how many did you get?

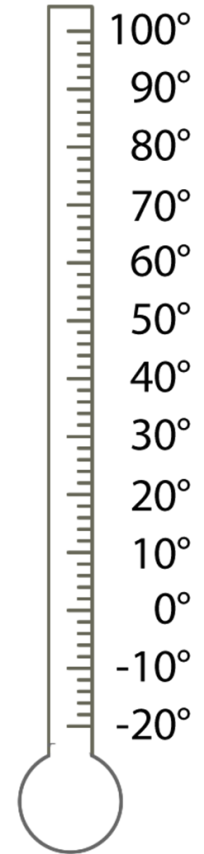
- Rings
- Hair
- Cutting technique
- Knife in sink
- Raw meat on board with herbs
- Didn't wash hands – touched salt and pepper
- Touched lettuce – still not washed hands
- Lettuce on board with raw chicken
- (Touched bread – not that bad as it was going in the oven anyway!)
- Touched oven
- No oven gloves
- Wiped hands and board with tea towel
- Used same cloth to remove dish with cooked food in it from oven
- Didn't check if chicken was cooked
- Handled all the ingredients and bowl for dressing without washing hands
- Lemon on board where raw chicken was
- Touched drawer and utensils – still not washed hands
- Scratched head
- Spilled dressing on floor but didn't wipe it up – slip hazard
- Touched mixing bowl – on board where raw chicken was
- Didn't wash lettuce
- Coughed – didn't wash hands
- Touched serving dish – on board where raw chicken was
- Cooked meat on board where raw meat was cut
- Bones into the bowl with the lettuce

# Lesson 7: Important temperatures in food safety.

- Use the linked web pages (next page) to find out what the following temperatures should be. Make sure you are looking at regulations which apply to ENGLAND and they must be in °C. You may have to look for a few of these yourself, and you may already know some.
- Fridge to be kept between.....and.....
- Freezer to be kept below.....
- Hot food to be kept (held) above.....
- Boiling point of water.....
- Freezing point of water.....
- Cook food to this temperature for 2 minutes.....
- Body temperature.....
- The **DANGER ZONE** is between.....and.....



- Copy the thermometer on to a whole page in your book, or print it if you prefer.
- Now add the temperatures you just found to your own thermometer.
- Key points...
  - Use appropriate colours
  - Be accurate
  - Label each temperature



<https://www.food.gov.uk/safety-hygiene/cooking-your-food>

<https://www.food.gov.uk/safety-hygiene/chilling>

<https://www.food.gov.uk/sites/default/files/media/document/hot-holding.pdf>

Copy out the following sentences, filling in the gaps using the words below.

- Frozen food should be stored below \_\_\_\_\_. This will help to \_\_\_\_\_ the bacteria from multiplying because they are \_\_\_\_\_.
- Foods kept in the fridge should be between \_\_\_\_ and \_\_\_\_\_. This will \_\_\_\_\_ down the \_\_\_\_\_ of bacteria.
- When cooking food, food needs to reach \_\_\_\_\_ for 2 minutes to ensure that all \_\_\_\_\_ are \_\_\_\_\_.
- Cooked food should be kept above \_\_\_\_\_ to prevent it entering the '\_\_\_\_\_ \_\_\_\_\_'.
- Food should not be reheated more than \_\_\_\_\_ because bacteria will begin to \_\_\_\_\_.

-18°C	bacteria	grow	5°C	slow
frozen	multiplication		63°C	killed
70°C	Danger Zone	once	stop	0°C



# Lesson 8:

# Nutrition

- There are 5 types of nutrients which our bodies need to carry out all their functions. These are:- carbohydrate, protein, fat, vitamins and minerals.
- Draw around your own hand on a piece of A4 paper and label each finger (and thumb!) with one of the nutrients.
- I would then like you to find out what the main functions (uses) are of each of the nutrients in our bodies and add it to the diagram. This can be outside the hand if it's a bit small.
- Then find an example of at least one food which is a good source of this nutrient.
- For the vitamins and minerals, I would like you to choose 2 of each, so for example vitamin C and vitamin D, and iron and calcium for minerals. It doesn't have to be those ones though!
- Example...please don't use this one!!! Vitamin K is used in blood clotting. It is found in green leafy vegetables such as spinach and kale.
- Feel free to add colour, images or anything else that will help you remember this information. You may like to look at the website below to help you with this task, but there are lots of others you could use too!
- <https://www.nutrition.org.uk/healthyliving/basics/exploring-nutrients.html>

# Lesson 9:



## Task One:

- Choose a famous chef and produce a fact-file about them.
- Include:
  - information about where they trained, where they have worked and who with, any books they have written and TV series they are involved in.
  - The sort of food they are well known for cooking
  - Relevant images
- Don't include:
  - Lots of information about their families!

Please don't just copy and paste (or even just copy!) straight from a website and please don't all choose Gordon Ramsay!!!!

## Task Two:

- Please complete the quiz on SMHW to show me what you have learnt this rotation.