

# Y8 Food & Nutrition

9 Week Rotation

Online Learning

# Lesson 1: Fantastic Fibre

- [https://farmorsfairford-my.sharepoint.com/:b:/g/personal/acadwallader\\_farmors\\_gloucs\\_sch\\_uk/ES2Kmg93I3VDtMd72dTLI4Bie1NOvImQFOJ2qNAu70jMg?e=Zjg6Ni](https://farmorsfairford-my.sharepoint.com/:b:/g/personal/acadwallader_farmors_gloucs_sch_uk/ES2Kmg93I3VDtMd72dTLI4Bie1NOvImQFOJ2qNAu70jMg?e=Zjg6Ni)
- Read through the attached document and then complete the following tasks. You will have to login to your school email account to access it.
- Title 'Fibre' in your DT exercise book and then copy and complete the table on the next page.
- Write in what you ate yesterday and then make suggestions for adding fibre to your diet. I am not judging what you ate; this is to make sure you have understood how changes can be made, for instance I had spaghetti Bolognese last night. I could have used whole-wheat pasta and added some additional vegetables to my sauce to increase the fibre.
- Next, please copy out the paragraph at the bottom of the Fantastic Fibre page, adding in the missing words listed below it. Underline or highlight the words so they stand out.

	What I ate	What changes could I make to increase my fibre intake?
Breakfast		
Lunch		
Evening meal		
Snacks		

Dietary fibre is a type of ..... found exclusively in plant foods. Dietary fibre helps to ..... constipation, increases the feeling of ..... and reduces blood ..... levels.

Most people do not eat ..... dietary fibre. The ..... average intake for dietary fibre is 18g per day for ..... but children need.....

A diet rich in dietary fibre is usually ..... in fat and contains more starchy foods, ..... and .....

fullness  
cholesterol  
Recommended  
Adults  
carbohydrate  
less  
lower  
Fruit  
Enough  
vegetables  
prevent

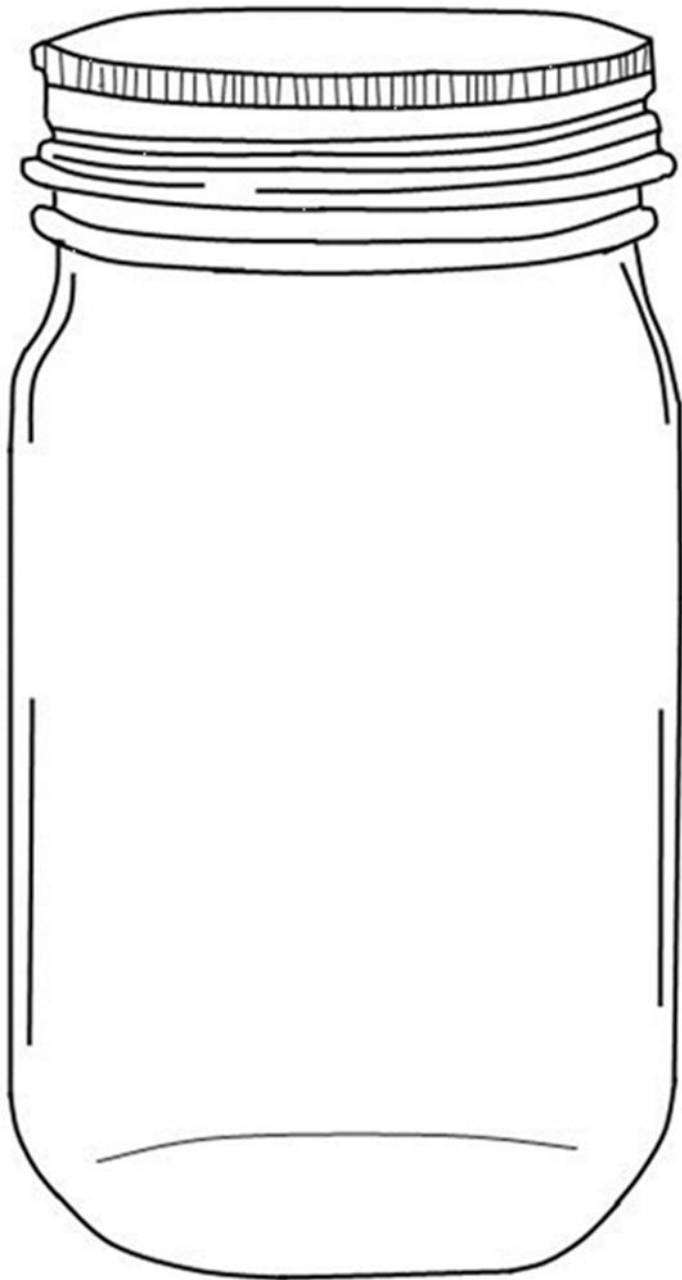
## Lesson 2: Mood board

- What is a mood board? A mood board is a range of pictures that overlap each other to form one large picture. There should be no gaps on your page.
- Create a mood board of beautifully presented food dishes. Think about using a range of food types, colours, shapes and texture.
- Fill one whole page in your book.
- Can be printed and stuck in, or cut & stuck from magazines etc. but must be in colour.

# Lesson 3: Salad in a Jar!



- 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...



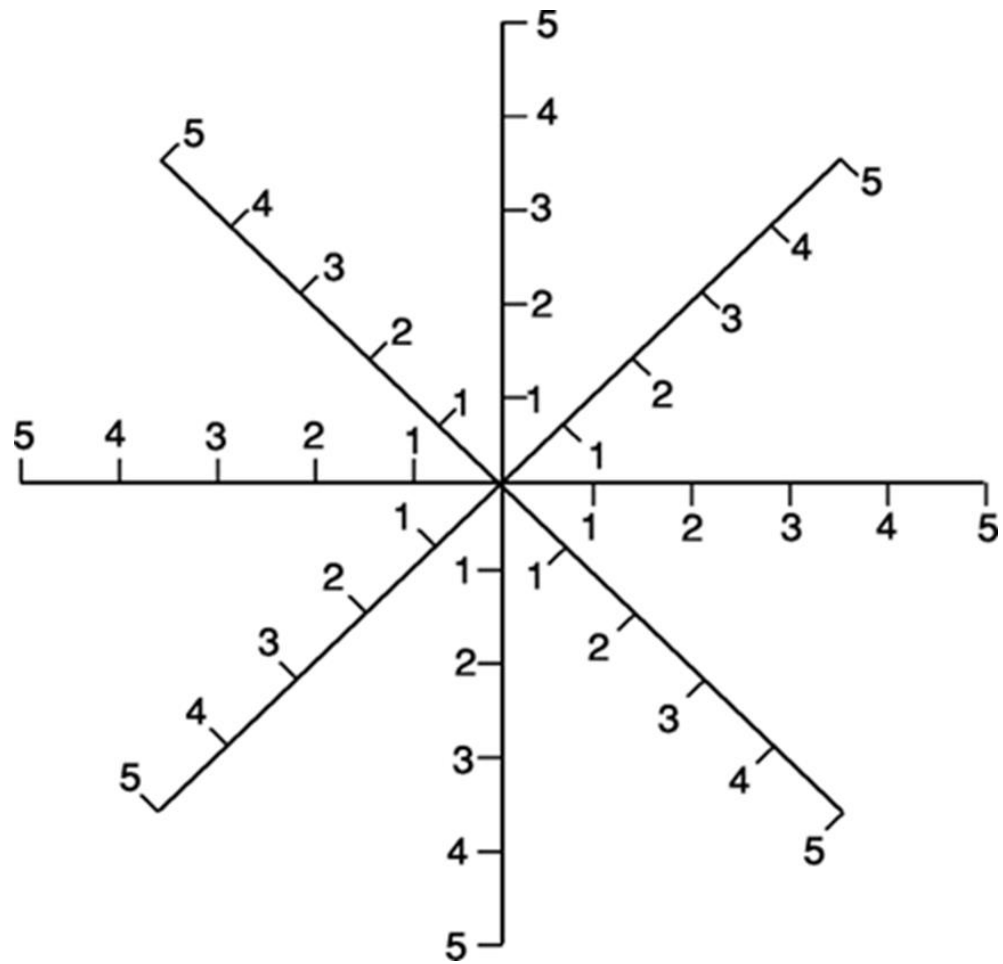
<https://www.youtube.com/watch?v=kFPAL926uGk&safe=true>

# Lesson 4: Sensory Analysis

- I would like you to complete a sensory analysis of a meal you have eaten this week.
- Choose 8 sensory descriptors, so words that describe either the appearance, smell, taste or texture of your dish and write them in the boxes along the top of the table, and at the end of each point on the star diagram. For a lasagne you might choose words like 'golden' and 'cheesy', whereas a curry might be 'spicy' or 'tangy'.
- Ask the other people who tasted it to rate each quality from 1 for poor, to 5 for excellent, and write the number in the corresponding box in the table.
- Plot the results on the star profile diagram. Do each person in a different colour and join their points using a ruler. It's less confusing if you do one person at a time!
- You can either print the table and star profile or draw a copy for yourself.

<b>Sensory Property</b>									<b>Comments</b>
<b>Taster 1</b>									
<b>Taster 2</b>									
<b>Taster 3</b>									





# Lesson 5: Functions of Ingredients

- This week we are looking at the science of bread making and how each ingredient has an important function in the recipe.
- Watch the following videos and then copy/print out the attached tables and complete them as you go.
- <https://www.youtube.com/watch?v=0USi4DbRVVQ&safe=true>
- This relates to how yeast works. Complete the 'Yeast Experiment' table as you watch. It may help if you pause the video as you go.
- <https://www.youtube.com/watch?v=OoaQVdSXR48&safe=true>
- You should now be able to fill in the 'strong flour' section on the Functions of Ingredients in Bread Making table.
- <https://www.youtube.com/watch?v=VrUdtzXquWk&safe=true>
- Now complete the rest of the functions of ingredients page EXCEPT fat and salt...you will have to research those yourself!

# Yeast Experiment



Test tube	Ingredients	Conditions	Result observed	Explanation of results
1	Yeast Sugar	Warm water		
2	Yeast Sugar	Cold water		
3	Yeast Sugar	Boiling water		
4	Yeast	Warm water		
5	Yeast Sugar	No water		

The 4 things yeast needs to work are:

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



# Functions of Ingredients in Bread Making

- During the video make notes below about the function of the ingredients in bread. Be really specific; yeast makes bread rise, but how?
- You will find all the answers except fat and salt. Don't guess these...do some research! Hint...the salt is not just for flavour!

<u>Ingredient</u>	<u>Function</u>
Strong Flour	
Yeast	
Water	
Fat	
Sugar	
Salt	



# Lesson 7: Mystery at The Swan

Ben, Tony, Jennie and Anna all went to a party at 'The Swan Inn' on Saturday evening. The next day, some of the friends were unwell. Can you work out why? Think about what you learnt last year about food safety! Use the table on the next page to help you.



<b>Guest Name:</b>	<b>What did they eat?</b>	<b>Who was the food prepared by?</b>	<b>How was the food prepared?</b>	<b>Did this person suffer from any type of illness?</b>
<b>Ben</b>				
<b>Tony</b>				
<b>Anna</b>				
<b>Jennie</b>				

# Who did what...?

For starter Ben and Anna both had tomato soup.
Tony and Jennie had garlic mushrooms for their starter.
For his main course Ben had chicken wrapped in bacon with seasonal vegetables.
For her main course Anna had chilli con carne.
For his main course Tony had cod and chips.
For her main course Jennie had lasagne and chips.
The head chef at 'The Swan' is called Jack.
The assistant chef at 'The Swan' is called Maureen.
Maureen prepared all of the starters for Saturday evening.
The garlic mushrooms and tomato soup were both heated to 75°C before being served.
Jack checked the temperature of the cod using a temperature probe. It was 75°C just before being served.
The beef for the chilli con carne was cooked at 75°C until it was all brown. It was then left to simmer at 65°C until it was served.
The chicken was cooked until the outside was golden brown. The vegetables were steamed over boiling water.
Tony ordered himself a bottle of red wine whilst the others had a soft drink each.
In total the meal came to £56.00 including the bottle of red wine.
On Sunday morning Ben was violently sick and suffered severe stomach pains and diarrhoea.
On Sunday morning Tony had a headache and felt slightly sick.
On Sunday Jennie and Anna both got up early and went shopping.



# What did you find out?

- What good examples of food hygiene did the staff demonstrate?
- Why do you think some of the guests suffered from illnesses?
- How could this have been prevented?

# Lesson 8: Food Inspector

- Now that we have looked at Food Safety again I would like you to put it into practise.
- This week, watch an episode of Bake-Off (it can be any series) or one of the 'live' recording programs such as Saturday Kitchen or Sunday Brunch.
- Make a list of all the things they do wrong! It may be things like wiping their hands on a tea towel after handling raw meat, or licking their fingers. Watch out...there will be LOADS of thing!!

# Lesson 9: Current Affairs

- There are many ethical issues surrounding food production around the world, from palm oil production to pesticide, and organic vs. intensive farming.
- I would like you to imagine you are a Food Investigator, find an 'issue' and investigate it! Think about:
  - Where it is happening, who is involved, what effect it may have, why it is wrong, what should we be doing about it, can we stop it, is there an alternative, is anyone already trying to help...
- You can present your work any way you wish...as a newspaper article, a poster, a film, a leaflet...just make it interesting, and informative.