

NAME

GROUP

TARGET LEVEL

TEACHER

ROOM

PROJECT BRIEF

TIME FOR LUNCH

Design and make 4 dishes that are suitable to be found in a lunch box. These will be sweet and savoury dishes that are suitable for a student.

End of rotation Level	End of rotation ATL

FOOD: Rules and Expectations

Food practical lessons can be very busy, with a lot to get done in the time limit. To ensure lessons run smoothly, please make sure you follow the following rules and procedures.

Rules and expectations

Before a practical lesson...

- Bring your ingredients to the food room **BEFORE** the start of the day.
- Cold ingredients need to be stored in the fridge. Dry and ambient ingredients need to be stored in the cupboard, along with your container.
- Your ingredients and container should be labelled with your name and tutor group.
- When specified and where possible, ingredients should be weighed out before coming to school, and we will then re weigh it in school to ensure accuracy.
- If you are unable to bring ingredients to school, you must come and inform me **BEFORE** the start of the day. You should have a note from home to explain why.

At the start of a lesson...

- Line up outside of the room sensibly and silently.
- If it is a practical lesson, remove your coats and have it ready to hang up, along with your bag.
- Failure to be prepared before entering the food room will delay the lesson, which may prevent you from being able to complete your practical.
- If it is a theory lesson, remove your coat, and get out your diary, pencil case, home learning (if due in) and ipad. You will place your other belongings on the hooks when you enter the room.

During a lesson...

- You must sit in your assigned seat and work in your assigned kitchen area. It is your responsibility to ensure your area is clean and tidy at the end of the lesson, whether it is a theory or practical lesson.
- In practical lessons, you must only use equipment from the cupboard and drawer you have been assigned. It is your responsibility to ensure equipment is clean, dry and packed away in the right place by the end of the lesson.
- Sanctions will be issued to anyone who has not washed up, dried up, or cleared away their equipment properly. Please leave the room how you would expect to find it!

At the end of a lesson...

- Products can be left in the cupboard or in the fridge (depending on what you have made) and collected at the end of the day.
- Anything that is left behind must be clearly labelled with your name and tutor group.
- If you choose to leave your food, you will not be allowed to collect it at break or lunch time – only at the end of the day.
- If any containers, ingredients, etc. are left behind after a lesson and not collected the next day, they will be thrown away.

Student Contract

I (insert name)agree to follow the rules and procedures outlined above. I understand that failing to follow these rules and procedures will result in sanctions.

Signed: _____

Date: _____

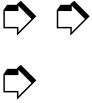
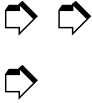
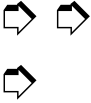
My Practical Learning Journey

As you use skills again and again during practical lessons, you should become more confident and independent in the kitchen. On this page, you will keep a record of the skills that you are learning and developing. The page should be looked at **all practicals have been completed**.

Next to the skills you have used, you should track what stage you are at. Be honest when completing the trackers so that your progress here reflects how confidently and independently you are working in class.

Colour	What does it mean?
Blank ☞ ☞ ☞	Not covered
One arrow ➡ ☞ ☞	Novice - I understand some (i.e. from watching a demonstration, or from doing it previously)
Two arrows ➡ ➡ ☞	Apprentice - I understand and can do (i.e. from completing a practical)
Three arrows ➡ ➡ ➡	Expert - I understand and can help others (i.e. from completing more than one practical)

☞ ☞ ☞	Weigh / Measure Ingredients	☞ ☞ ☞	Assemble a Food Product	☞ ☞ ☞	Boil water
☞ ☞ ☞	Use the Bridge Hold Cutting Technique	☞ ☞ ☞	Use the Hob Safely	☞ ☞ ☞	Shape Dough
☞ ☞ ☞	Use the Claw Grip Cutting Technique	☞ ☞ ☞	Use a knife safely	☞ ☞ ☞	Use a Cutter
☞ ☞ ☞	Cut Evenly Sized Pieces	☞ ☞ ☞	Use the Oven Safely	☞ ☞ ☞	Measure Thickness of Dough
☞ ☞ ☞	Combine Ingredients	☞ ☞ ☞	Use the Rubbing in Method	☞ ☞ ☞	Beat Ingredients
☞ ☞ ☞	Knead a dough	☞ ☞ ☞	Use the Creaming Method	☞ ☞ ☞	Roll out Dough
☞ ☞ ☞	Use Finishing Techniques	☞ ☞ ☞	Work hygienically	☞ ☞ ☞	Drain

	Grate		Wash up		Divide Mixtures Evenly
---	-------	---	---------	---	------------------------

SENSORY WORD LIST



<u>Appearance</u> What does the food look like?	<u>Smell / Aroma</u> What aroma is most noticeable?	<u>Texture / Mouthfeel</u> What does the food feel like to touch / eat?	<u>Taste / Flavour</u> How does the food taste?
Appetising	Baked	Bouncy	Acidic
Attractive	Burnt	Bubbly	Aftertaste
Bubbly	Buttery	Chewy	Artificial
Clear	Caramelised	Crispy	Bitter
Cloudy	Citrus	Crumbly	Bland
Coarse	Fresh	Crunchy	Burnt
Colourful	Fried	Doughy	Buttery
Colourless	Garlicky	Dry	Caramelised
Crumbly	Herby	Firm	Creamy
Dry	Malty	Fizzy	Dry
Firm	Meaty	Flaky	Fatty
Fibrous	Pungent	Foamy	Fresh
Flat	Savoury	Goopy	Fruity
Foamy	Spicy	Greasy	Herby
Fresh	Sweet	Gritty	Meaty
Glossy		Hard	Metallic
Golden		Juicy	Old
Grained		Lumpy	Processed
Greasy		Moist	Salty
Healthy		Mushy	Savoury
Hot		Powdery	Sharp
Lumpy		Rough	Sickly
Mashed		Rubbery	Soggy
Minced		Slimy	Sour
Moist		Smooth	Spicy
Powdery		Soft	Stale
Risen		Soggy	Stewed
Shaped		Spongy	Succulent
Shiny		Springy	Sweet
Slimy		Sticky	Tasteless
Smooth		Stiff	Tart
Soggy		Stretchy	Tasty
Solid		Stringy	Tangy
Stringy		Tender	Undercooked
Syrupy		Thick	Watery
Tasty		Thin	Weak

Thick		Watery	
Watery		Waxy	

Use this word bank when talking about the sensory qualities of food!

HEALTH AND SAFETY IN THE KITCHEN

Today's BIG QUESTION: Why is Health and Safety in the Kitchen so important??

Bronze - To understand hazards and risks that may occur in a kitchen

Silver - To understand the importance of following health, safety and hygiene procedures when working with food.

Gold - To Identify potential hazards and how to prevent them.

The Food room is one of the most dangerous rooms in the school. During practical lessons, you will be using a range of equipment, such as sharp knives, ovens, and the hob. It is therefore really important that you follow strict health and safety rules to reduce the risk of accidents and injuries.

TASK: Look at the picture below and circle the hazards in the kitchen area.



Why is it important to follow health and safety rules in the kitchen?

List 4 ways that the kitchen area above could be made safer.

• -----

- -----
- -----
- -----

HYGIENE AND LESSON PROCEDURES

Today's BIG QUESTION : What is good hygiene??

Bronze - To understand what is meant by good hygiene.

Silver - To understand the importance of following hygiene procedures when working with food.

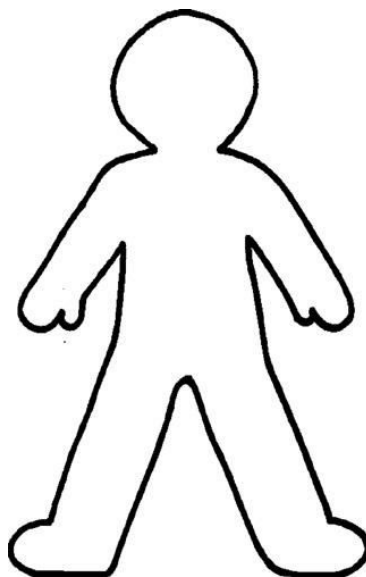
Gold - To Identify potential hygiene hazards and how to prevent them.

Good hygiene is **VERY** important when working with food. Poor hygiene can lead to the contamination of food, which can result in food poisoning.

There are two types of hygiene that you will need to think about carefully during practical food lessons in school, and when preparing, making, cooking, and storing food outside of school. These are **Personal Hygiene** and **Food Hygiene**.

Personal Hygiene is about caring for your body by keeping it clean and healthy.

TASK: On the person, draw or label at least 5 things you should do to prepare yourself for a food practical to ensure that you work hygienically. Can you also explain why?



When working with food, cuts must be covered with a _____ plaster because

Food Hygiene refers to the rules followed when handling, cooking and storing food to prevent food poisoning. The 4Cs for food hygiene tell us what we must do to ensure that food is safe to eat.

TASK: Name each of the Cs in the space below. Can you also explain why they are important?

- C _____

- C _____
- C _____
- C _____ - C _____

SAFETY RULES

There is a lot of dangerous equipment so it is very important that we act in a safe and careful way. Make a list of rules that you consider to be important in a food preparation area, give reasons for each rule and label the rules in order of importance:

Safety rules	Reason for the rules	Order of importance
Always wipe up spills immediately	So that no-one slips and hurts themselves	












At the end of the lesson

Just think about how you would like the room to be when you start your practical. Would you like your equipment to be dirty from the previous lesson? Would you like to work at a desk covered in bits of food? Probably not! In order to maintain the hygiene of the room it is important that you follow the rules below:

1. That your cooker has been turned off and wiped
2. Pack your food items away and make sure they are kept cool and covered
3. That the equipment box is clean and correct
4. That your floor area has been swept and checked
5. That all worktops and tables have been thoroughly cleaned
6. That your sink has been checked and wiped down
7. That all cloths and towels used during the lesson have been placed in the linen basket
8. Ask your teacher to check your working area
9. Return your apron and collect you coat and bag ready to be dismissed

Before you design and make any food product you need to know about

- Food Hygiene
- How to prepare and store food so that it is safe to eat
- Personal hygiene

APRON NAILS COUGH	TOILET WASH LICK	CUTS CLEAN USE-BY-DATE	BLUE STORE EQUIPMENT	CLOTHES WORKSURFACES	
<p>Wash and dry all _____</p> <p>Why?</p> 	<p>_____ all perishable foods in a refrigerator.</p> <p>Why?</p> 	<p>Don't use foods which are past their _____.</p> <p>Why?</p> 	<p>Always _____ your hands well after visiting the _____.</p> <p>Why?</p> 	<p>Keep your _____ short and clean.</p> <p>Why?</p> 	<p>Use _____ tea towels and dish cloths.</p> <p>Why?</p> 
<p>Do not _____ over food.</p> <p>Why?</p> 	<p>Cover all _____ and sores with a _____ waterproof dressing.</p> <p>Why?</p> 	<p>Wipe down _____ before you use them.</p> <p>Why?</p> 	<p>Cover your _____ with an _____.</p> <p>Why?</p> 	<p>Do not _____ your fingers during food preparation.</p> <p>Why?</p> 	<p>In the space below write a rule of your own and give reasons for your choice.</p>

WASHING UP

Today's BIG QUESTION : Why wash up??

Bronze - To identify the routines involved in washing up correctly.

Silver - To understand the importance of following hygiene procedures when working with food.

Gold - To recognise the correct order and procedure for washing up after a practical lesson

Dishcloth
Hot water
Knives

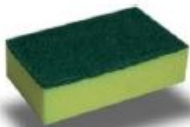
Glassware
Washing up bowl
Upside down

Scourer
Soak
Detergent

Tea Towel
Sink
Cloth

Fill in the missing words. To wash up you will need:

1. A _____ and _____ to kill bacteria and remove grease.
2. A _____ to scrub stubborn foods.
3. A _____ to wipe the equipment in the soapy water.
4. A _____ 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 fill the bowl.
10. Drain the dishes _____ on the draining board.
11. Wash all work surfaces with a _____ wrung in hot soapy water.



WEIGHING AND MEASURING

When making food products, it is really important to weigh and measure ingredients accurately. If ingredients are not weighed or measured accurately, the product that you make may not taste, smell, look or feel right.

A number of pieces of equipment can be used to weigh and measure ingredients.

TASK: Name each of the following pieces of equipment and suggest what ingredients they may be used to measure.

			
Name of Equipment			
Used to Measure...			
Unit (e.g. grams, etc.)			

Accuracy Tests

To help you to develop your weighing and measuring skills, you are going to complete a set of accuracy tests. In the space below, explain what tests you completed and name the equipment that you used. A peer or teacher should verify that you completed each test by initialling the final column.

	Piece of Equipment	Description of Test	Completed	Verified
Test 1	Weighing scales	Weighing out flour.	<input type="checkbox"/>	
Test 2	Measuring jug	Measuring out water.	<input type="checkbox"/>	

EQUIPMENT

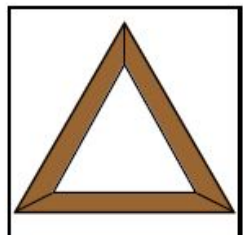
Today's BIG QUESTION : What equipment should I use??

Bronze - To understand what equipment can be used to prepare and cook ingredients and what equipment can be used to weigh and measure ingredients.

Silver - To be able to identify the equipment for preparing, cooking, weighing and measuring.

Gold - To use the equipment to weigh and measure ingredients accurately.

In food lessons you will be using a range of equipment to prepare and cook your recipes. Before we start we must make sure that we know what these pieces of equipment look like. Look at the pictures and fill in the boxes with the name of the item:



THE COOKER

Today's BIG QUESTION : How does a cooker work??

Bronze - To understand how a cooker works.

Silver - To be able to show how to use a cooker safely and accurately

Gold - To use a cooker safely.

Cookers

The picture below shows an electric fan oven with a gas hob. Try to label as many parts as you can:



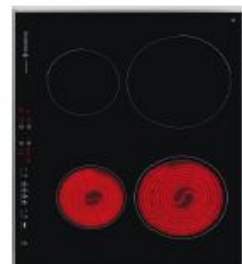
Fan oven with gas hob

Hobs

There are a number of different types of hobs. Some hobs are attached to the top of the oven and some are mounted separately on a worktop. Label the types of hobs shown:

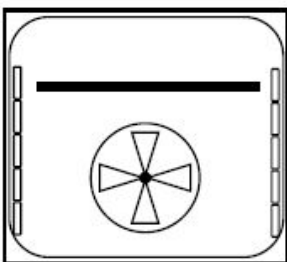


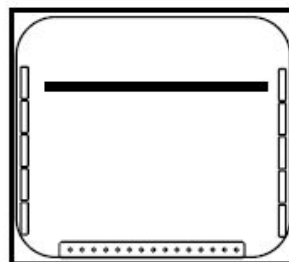


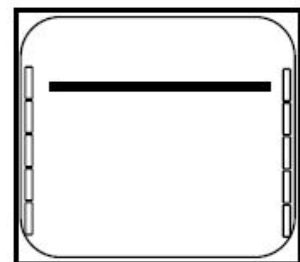


Ovens

There are a few different types of ovens—some ovens run off gas and some run off electricity. The diagrams below show the insides of three different types of oven. Name each of the ovens and label the key parts:







Health and Safety points for using a cooker.....

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Parts of the cooker

Label the picture below showing where the following foods would normally be cooked:



English Breakfast



Peas



Toast



Roast Lamb



Salmon



Carrots



Buns



Stew & Dumplings



Cheese on Toast

HEALTHY EATING

- **Today's BIG QUESTION:** What is healthy eating ?? Do you have a balanced diet??
- **Bronze** -To understand what healthy eating is.
- **Silver** -To be able to identify the five key nutrients.
- **Gold** - To explain why we need each of the nutrients.

On a daily basis, it is important that we eat the right types of foods and in the right quantities to enable us to stay healthy. As well as eating healthily, we should also do regular exercise to help us stay fit. If we don't, health conditions can impact our lives.

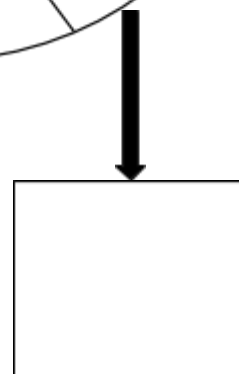
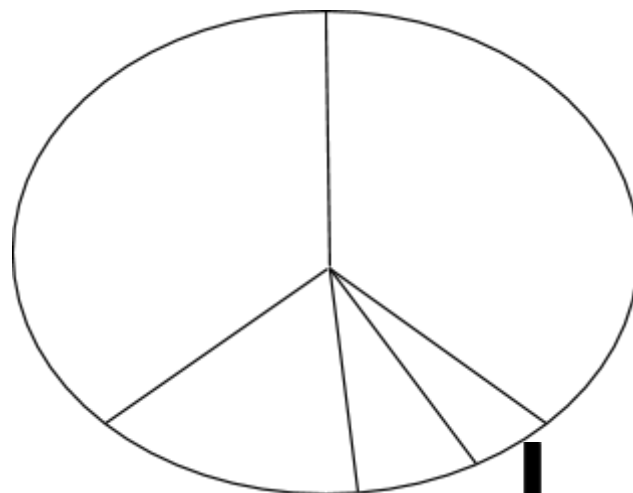
Show video clip (7 mins) https://www.youtube.com/watch?v=S9__23-zjM

What health conditions can having a poor diet cause / contribute to?

The Eatwell Guide shows us what we should eat to have a well-balanced and healthy diet. The different sections of the Eatwell Plate represent different types and proportions of food. Getting the balance right every day will mean your diet is healthy.

TASK: Fill in the "Eatwell Guide" below using the level criteria to help you.

Assessment Criteria Checklist	
L1 - Correctly render and label the sections of the Eatwell Plate.	
L2 - Write or draw relevant examples of food products for each section.	
L3 - Label the nutrient that each section provides.	
L4 - Suggest the function that each of the nutrients performs in the body.	



NUTRIENTS

All foods are made up of chemical substances called **nutrients**. Nutrients are needed by the body to perform different functions.

The five key nutrients are Carbohydrate, Fat, Protein, Vitamins and Minerals. You can remember these by using your hand.

TASK: Draw round your hand in the space below, and label your thumb and fingers as different nutrients. You could also label what the functions of the different nutrients are in the body.

Assessment Criteria Checklist
L1 Have you drawn in pencil?
L1 Have you added colour?
L1 Have you checked spellings and grammar?
L2 Have you named the 5 nutrients?
L3 Have you labelled the functions of the nutrients?

TASK: In the table below, link each nutrient to the relevant section of the “Eatwell Guide”, and provide an example of a food that is high in that nutrient.

Nutrient	Example of Foods
Protein	
Carbohydrate	
Fats	
Vitamin	
Minerals	

SCONES

Today's BIG QUESTION: How do you make scones??

Bronze - To understand the skills and techniques used to make a batch of scones.

Silver - To understand how different ingredients can be used to flavour scones.

Gold - To design and plan the making of a batch of scones

Watch the teacher demonstration on how to make scones.

TASK: In the space below, develop a mind map to consider different ingredients you could add to your scones. Then, circle the ingredients you are going to add to use.

Assessment Criteria Checklist
L1 - Neatly list a selection of different additional ingredients that could be used in the dish.
L2 - Explain what the additional ingredients will add to the dish based on their sensory features, e.g. to add a crunchy texture.
L3 - Identify the nutrients provided by the additional ingredients. Discuss the other ingredients used to make the scone.
L4 - Explain the functions of the nutrients identified. Explain what processes and techniques would be used to make the scone.

SCONE PRACTICAL PLAN

Ingredients: What will you use? How much?

200g Self Raising Flour
50g Margarine/ Butter
150ml Milk

Extra ingredient.....

- -----
- -----

Equipment Needed: What will you use?

- -----
- -----
- -----
- -----
- -----
- -----
- -----
- -----

Method: How will you make the scones? What stages will you work through?

1. Heat the oven to 220C/Gas 7 and grease a baking tray.
2. Weigh the flour into a bowl and _____ in the margarine until it resembles breadcrumbs.
3. Stir in the -----
4. Pour in the milk, _____, stirring it in, reserving a little for brushing the tops.
5. Knead lightly on a floured surface and flatten out to 1 cm thick and cut into rounds.
6. Re-roll the trimmings and cut more rounds. Place them onto a lightly greased baking tray.
7. Brush the tops carefully with the remaining milk and bake for about 10-12 minutes

Health, Safety and Hygiene Measures: How will you work safely and hygienically?

REMINDER: Complete the 'My Practical Learning Journey' page for skills used.

SCORE PRACTICAL EVALUATION

Today's BIG QUESTION: Can you evaluate your Scones??

Bronze - To identify strengths and weaknesses from making scones.

Silver - To explain how you overcame problems when making scones.

Gold- To suggest improvements that could be made to your scones.

What additional ingredient did you add to your batch of scones?

What went well when making the scones?

What problems did you face, and how did you overcome them?

How did you work safely and hygienically when making the scones?

What feedback did you receive about your scones?

Assessment Criteria Checklist	
Have you answered all of the questions?	
Have you written in full sentences?	
Have you explained your answers in detail?	
Have you checked spellings and grammar?	

If you made the scones again, what would you do differently?

What five key sensory words would you use to describe your scones?

CAKE MAKING (UPSIDE DOWN CAKE)

Today's BIG QUESTION: How do you make an upside down cake??

Bronze - To understand the ingredients and methods used to make cake.

Silver - To be able to modify a basic cake recipe to make it healthier.

Gold- To design and plan the making of an upside down cake

The four main ingredients used to make cakes are:



The four different cake-making methods are:

1. -----

3. -----

2. -----

4. -----

TASK: Next lesson you will use the creaming method to make an Upside Down Cake. You should make the cake healthier by modifying the original cake recipe.

In the space below, develop a mind map to consider different ingredients you could add to your cake. Then, circle the ingredients you are going to add to use.

Assessment Criteria Checklist
L1 - Neatly list a selection of different additional ingredients that could be used in the dish.
L2 - Explain what the additional ingredients will add to the dish based on their sensory features, e.g. to add a crunchy texture.
L3 - Identify the nutrients provided by the additional ingredients. Label the other ingredients used to make the dish.
L4 - Explain the functions of the nutrients identified. Explain what processes and techniques would be used to make the dish.

UPSIDE DOWN CAKE PRACTICAL PLAN

Ingredients: What will you use? How much?

1 Eggs
50g Self Raising Flour
50g Caster Sugar
50g Margarine

Fruit.....

- -----
- -----

Equipment Needed: What will you use?

- -----
- -----
- -----
- -----
- -----
- -----
- -----
- -----

Method: How will you make the cake? What stages will you work through?

1. Grease and line a tin with greaseproof paper.

2. Prepare your fruit, by -----
----- and arranged in
the base of the tin.

3. Weigh out all the ingredients into a mixing bowl.

4. Whisk all the ingredients together until it is light and fluffy.

5. Put the mixture into the tin, even out using a spatula.

6. Cook the sponge at 180C for about
15 minutes until it is golden brown and
springy to touch.

7. Remove from the tins and leave to cool
on a cooling rack.

Health, Safety and Hygiene Measures: How will you work safely and hygienically?

UPSIDE DOWN CAKE PRACTICAL EVALUATION

Today's BIG QUESTION: Can you evaluate your Cake??

Bronze - To identify strengths and weaknesses from making your cake.

Silver - To explain how you overcame problems when making your cake.

Gold- To suggest improvements that could be made to your cake.

What additional ingredient did you add to your Upside-down cake ?

What went well when making the Upside-down cake ?

What problems did you face, and how did you overcome them?

How did you work safely and hygienically when making the cake?

What feedback did you receive about your cake?

Assessment Criteria Checklist	
Have you answered all of the questions?	
Have you written in full sentences?	
Have you explained your answers in detail?	
Have you checked spellings and grammar?	

If you made the cake again, what would you do differently?

What five key sensory words would you use to describe your cake?

PIZZA MUFFINS

Today's BIG QUESTION: How do you make Pizza Muffins??

Bronze - To be able to consider appropriate ingredients to add to a Pizza muffin.

Silver - To demonstrate an understanding of how to design a Pizza muffin considering sensory features.

Gold- To design and plan the making of Pizza muffins.

TASK: Develop a spider diagram to consider ingredients that you could add to your Pizza muffins. Think about whether each one will add flavour / colour / texture. Circle the ones you are going to use.

Assessment Criteria Checklist
L1 - Neatly list a selection of different additional ingredients that could be used in the dish.
L2 - Explain what the additional ingredients will add to the dish based on their sensory features, e.g. to add a crunchy texture.
L3 - Identify the nutrients provided by the additional ingredients. Label the other ingredients used to make the dish.
L4 - Explain the functions of the nutrients identified. Explain what processes and techniques would be used to make the dish.

PIZZA MUFFINS PRACTICAL PLAN

Ingredients: What will you use? How much?

- 75g Butter
- 1 egg
- 250ml Milk
- 300g Self raising flour
- 150g Cheese.
- Pinch of salt
- up to 4 other additional _____

Equipment Needed: What will you use?

- -----
- -----
- -----
- -----
- -----
- -----
- -----
- -----

Method: How will you make the savoury muffins? What stages will you work through?

1. Prepare yourself and your equipment. Pre-heat your oven to 190°C.
2. Arrange 12 cake cases in a bun tray.
3. Weigh the flour and salt into a mixing bowl and add the butter.
4. Rub the butter into the flour until it resembles

5. Prepare your additional ingredients and cheese by

stir them into the flour and butter mixture.

6. Measure out the milk and beat in the egg using a _____
7. Pour the milk mixture into the flour mixture and mix.
8. Spoon the mixture evenly into the cake cases.
9. Cook for 20 minutes until golden brown. Leave to cool on a wire rack.

Health, Safety and Hygiene Measures: How will you work safely and hygienically?

PIZZA MUFFINS EVALUATION

Today's BIG QUESTION: Can you evaluate your Pizza muffins??

Bronze - To identify strengths and weaknesses from making the Pizza muffins .

Silver - To explain how you overcame problems when making the Pizza muffins .

Gold- To suggest improvements that could be made to your Pizza muffins .

What additional ingredient did you add to your Pizza muffins ?

What went well when making the Pizza muffins ?

What problems did you face, and how did you overcome them?

How did you work safely and hygienically when making the Pizza muffins ?

What feedback did you receive about your Pizza muffins ?

Assessment Criteria Checklist	
Have you answered all of the questions?	
Have you written in full sentences?	
Have you explained your answers in detail?	
Have you checked spellings and grammar?	

If you made the Pizza muffins again, what would you do differently?

What five key sensory words would you use to describe your muffins ?

PASTA SALAD PRODUCT: DESIGN IDEAS PART 1

Today's BIG QUESTION: How do you design a new food product??

Bronze - To understand what a design brief and specification are.

Silver - To be able to develop design ideas to meet a design brief and specification criteria.

Gold- To explore new ideas. And plan the making of your new product.

Context

Sainsbury's is looking to extend the range of children's lunch box products that they sell. They would like you to develop some design ideas for new products, which would be suitable for primary school children.

Design Brief

Using the work you have completed within the Food rotation to inspire you, you must develop lunch box product that would be suitable for a primary school student's lunchbox. You will make one of your design ideas.

Specification Criteria

Products must:

- Be suitable to be eaten as part of a packed lunch box.
- Be colourful and appealing to primary school children
- Be nutritious and well balanced, taking the Eatwell Guide into consideration by using....pasta shapes, 2-4 vegetables (e.g. spring onion, red onion, tomato, etc.), a source of protein (e.g. cooked meat, cheese, etc.) and 2-3 tablespoons salad dressing

TASK: In the space below, develop a mind map to explore ideas for products that you could design.

Pasta	Vegetables
Protein	Dressing

PASTA SALAD PRODUCT: DESIGN IDEAS PART 2

Assessment Criteria Checklist
L1 - Draw diagrams of 2-3 pasta salad products. Label the key features of each product.
L2 - Draw and colour diagrams of 3-4 pasta salad products. Label the key features of each product, considering ingredients used and sensory qualities.
L3 - Draw and colour diagrams of 4-5 pasta salad products. Label the key features of each product, considering ingredients used, along with sensory and nutritional qualities. Justify why each product is suitable for primary school children.
L4 - Draw and colour diagrams of 5 pasta salad products. Label the key features of each product, showing full consideration of the sensory and nutritional needs of primary school children. Explain what processes and techniques would be used to make the products.

Draw and annotate your design ideas in the space below.

Assessment Criteria Checklist
L1 - Neatly list a selection of different additional ingredients that could be used in the dish.
L2 - Explain what the additional ingredients will add to the dish based on their sensory features, e.g. to add a crunchy texture.
L3 - Identify the nutrients provided by the additional ingredients. Label the other ingredients used to make the dish.
L4 - Explain the functions of the nutrients identified. Explain what processes and techniques would be used to make the dish.

PASTA SALAD PRODUCT PRACTICAL PLAN

Name of Product: _____

Ingredients: What will you use? How much?	Equipment Needed: What will you use?
<ul style="list-style-type: none">• 100g pasta shapes _____• 2-4 vegetables (e.g. spring onion, red onion, tomato, etc.)• I will use _____	<ul style="list-style-type: none">• _____• _____• _____• _____• _____
<ul style="list-style-type: none">• A source of protein (e.g. cooked meat, cheese, etc.)• I will use _____	<ul style="list-style-type: none">• _____• _____• _____
<ul style="list-style-type: none">• 2-3 tablespoons salad dressing• I will use _____	<ul style="list-style-type: none">• _____

Method: How will you make your chosen product? What stages will you work through?

1. Prepare yourself and your equipment.
2. Half fill a large saucepan with cold water, and put it on the hob on a high heat to bring it to the boil. Wait for the water to reach boiling point before adding your pasta.
3. Meanwhile, prepare the ingredients you are adding to your pasta salad, by _____
_____ and add them to a mixing bowl.
4. When your pasta is cooked, drain it over the sink using a colander, and run it under cold water until it has cooled down.
5. Add the pasta to the mixing bowl with your other ingredients.
6. Then add your salad dressing and mix all of the ingredients together.

When finished, wash up your equipment and clean your work areas.

Health, Safety and Hygiene Measures:

PASTA SALAD PRODUCT EVALUATION

Today's BIG QUESTION: Can you evaluate your pasta salad product??

Bronze - To identify strengths and weaknesses from making the pasta salad product .

Silver - To explain how you overcame problems when making the pasta salad product .

Gold- To suggest improvements that could be made to your pasta salad product.

What inspired this product?

How is your product suitable for primary school children?

What went well during the practical?

What problems did you face, and how did you overcome them?

What feedback did you receive about your product?

If you made the product again, what would you do differently?

What five sensory words would you use to describe your pasta salad?

Assessment Criteria Checklist	
Have you answered all of the questions?	
Have you written in full sentences?	
Have you explained your answers in detail?	
Have you checked spellings and grammar?	

END OF PROJECT SELF ASSESSMENT

Complete the following self-assessment to help you reflect on how well you have worked in Food.
Tick the appropriate face for each of the statements.

	☺ Yes	• Maybe	☹ No
Organisation			
I came to practical lessons ready to cook and prepared with the necessary ingredients.			
I worked well throughout practical lessons and kept my work area tidy.			
I managed my time effectively and completed all of the tasks set each lesson.			
I listened to instructions and followed them carefully in all lessons.			
Hygiene and Safety			
I wore an apron, tied my hair back (if necessary) and removed jewellery at the start of practical lessons.			
I washed my hands before and during practical lessons.			
I cleaned my area, washed up, and cleared away properly after each practical lesson.			
I used the oven/grill safely, and used oven gloves to place items into and remove items from the oven/grill.			
I used the hob safely, and remembered how to position saucepans safely (handles turned in).			
I used sharp knives safely with the correct cutting techniques.			
Food Preparation and Making Skills			
I followed recipes accurately.			
I measured and weighed ingredients accurately using the appropriate equipment, e.g. measuring jug, weighing scales.			
I used a range of basic equipment.			
I know what the bridge hold and claw grip cutting techniques are, and can use them accurately.			
I used different techniques when making food, e.g. the rubbing-in method when making scones.			
Evaluating			
When evaluating products, I used sensory analysis terminology.			
When asked to do so, I evaluated practical lessons in detail, and thought about what went well and what I could do to improve products / my performance.			
Targets			
Based on the Food rotation, what do you hope to improve during the next ADT rotation?			

END OF PROJECT SURVEY

Please complete the following survey to let us know what you think about the food rotation you have just completed. **Read the statements in the table below, and then tick the relevant box to show if you strongly agree, agree, disagree, or strongly disagree with it.**

	Strongly Agree	Agree	Disagree	Strongly Disagree
Lessons were enjoyable.				
The booklet was easy to complete.				
I understood what I had to do in all of the lessons.				
The classroom environment was managed safely.				
I have developed basic cooking skills.				
I have developed a good understanding of nutrition.				
My teacher provided useful feedback to help me achieve my potential.				
I know my target level.				
I know what I need to do to meet my target level.				
I enjoyed being able to choose my home learning from the Home Learning Menu.				
Home Learning Tasks were easy to understand.				
Home Learning Tasks were enjoyable to complete.				

In the table below, choose the most appropriate smiley face to rate the practical lessons you completed. Mark your answers by ticking the relevant box.

	☺ Like	• Neutral	☹ Dislike	Practical not completed.
Scones				
Upside-down Cake				
Pizza muffins				
Pasta salad				

How could year 7 Food be improved?
