

Name:

D&T Group:

Teacher:

Tutor Group:

Subject: Design & Technology

Progress band target: _____

This is the target for the end of Year 11. Targets will become more specific as you move up the year groups.

Your work will be marked as:

Below / On / Above / Well Above
the path to this target.



Food & Nutrition

Year 7

Use this space to keep track of your marks throughout the different sections of the project.

Marking Summary

Food Preparation

This work is
Below / On / Above / Well above
your minimum target path

Food Hygiene

This work is
Below / On / Above / Well above
your minimum target path

Food Science

This work is
Below / On / Above / Well above
your minimum target path

Food Provenance

This work is
Below / On / Above / Well above
your minimum target path

Nutritional Knowledge

This work is
Below / On / Above / Well above
your minimum target path

Overall Project

This work is
Below / On / Above / Well above
your minimum target path



Year 7 = Food for Life



My starting point and progress checker

	Can already do this	Date I did this:	Date I repeated it:	Date I did it again:
I know the nutritional content of the foods that I consume.				
I understand the consequences of not eating the correct nutrients.				
I am able to consider alternative production techniques, and validate the choices I have made				
I understand that my food choices affect the environment and can state how.				
I understand that ingredients are used in recipes because of their scientific function.				
I can add a variety of finishing techniques to improve the presentation of my work.				
I understand that ingredients change when scientific techniques are applied.				
I can follow a recipe in and work independently.				
I can work independently in order to test the readiness of my product.				
I can follow a time plan in order to complete a product within the allocated timeframe.				
I can anticipate the outcome of my product using my prior knowledge of ingredients in order to justify the choices that I make				

Hygiene and Safety Rules of the Food & Nutrition Area

Learning Objectives

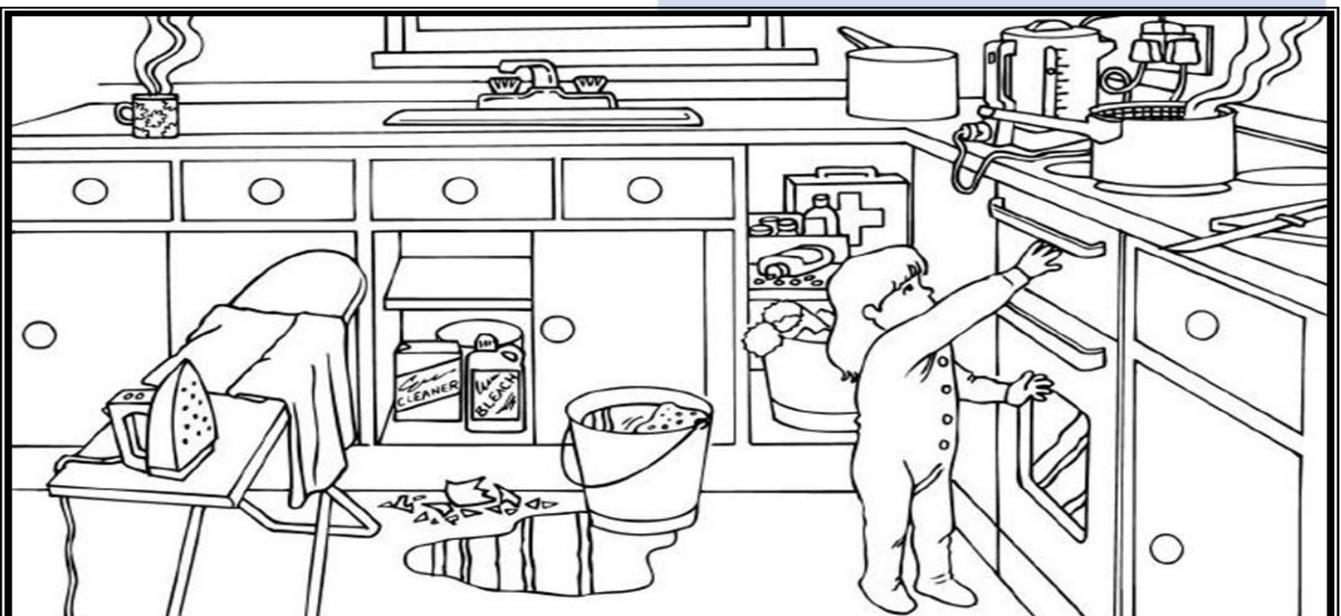
To recognise the importance of health and safety rules in Food Technology.

What are the potential consequences if we do not follow these rules?

Hygiene	REASON
• Wash your hands before practical work	
• Tie back long hair	
• Do not wear nail varnish	
• Remove jewellery	
• Always wear an apron	
• Do not cough or sneeze on food	
• Do not lick your fingers	
• Wash & dry utensils and cutlery thoroughly	
• Clean all worktops at the end of the lesson	

Safety	REASON
• Do not run	
• Take care when using knives	
• Mop up spills immediately	
• Take care with electricity	
• Turn pan handles to the side	
• Use oven gloves to remove food from the oven	
• Be aware of the emergency exits & procedures	
• Report any problems to your teacher	
• If not cooking, keep away from students that are.	

Spot the Hazards – circle things that you think are unsafe.



To be able to make decisions that will affect the outcome of your dish.

Know your cooker

Use your cooker safely at all times

Word Bank

Oven

Hob

Grill

Controls



Use the following words to complete the sentences:

GAS MARK BEFORE HOT FAHRENHEIT COOL MOVED
HEAT TEN CELSIUS COLD

If you are using the oven see that it is turned on you begin.

All electric and gas cookers have a numbered dial on the outside of the oven. This is called the on gas cookers.

A low number will give you a oven.

A high number will give you a oven.

Electric cookers are numbered as degrees in or scale.

The shelves inside the oven may need to be if they are not in the correct position. Do this whilst the oven is

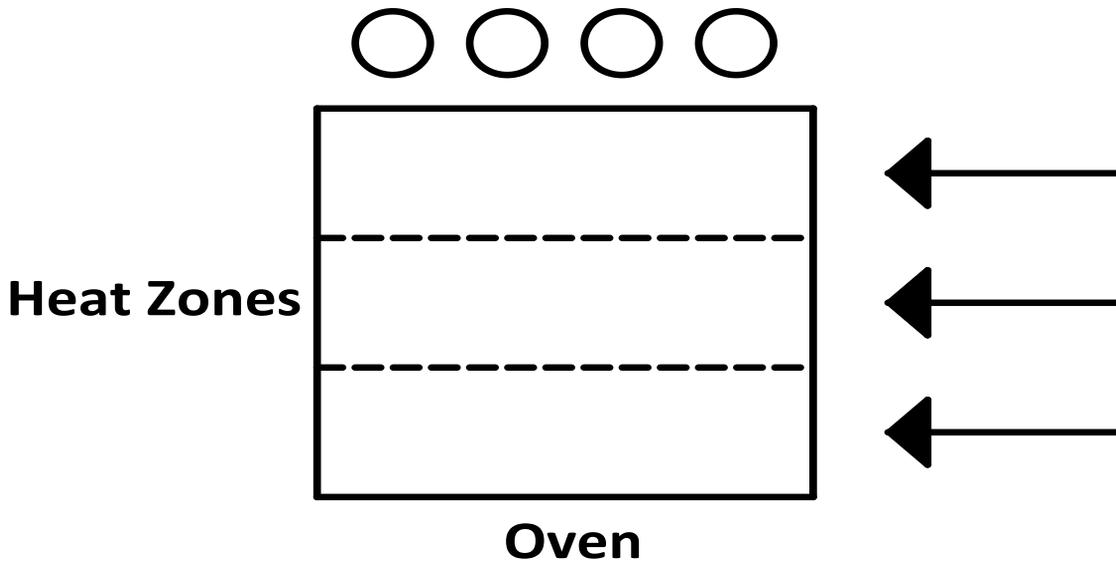
Your recipe will tell you the temperature you require.

Set the dial in the correct position, and allow about minutes for the oven to up.

To understand how an oven works in order to make decisions as to where to place your product.

1. There are 3 main heat zones in the oven. These zones are the **Hot** Zone, the **Cool** Zone and the **Medium** Zone, but can you identify where they are?

Label the heat zones on the diagram bellow.

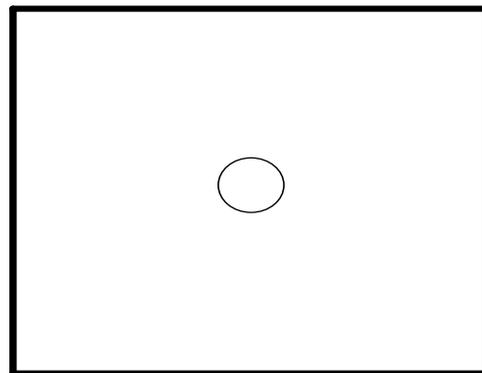


You can cook different foods together by making use of the temperature zones. In a fan assisted oven the hot air is circulated, so there are no temperature zones.

1. Draw arrows on these different types of ovens to show how the hot air acts.



Conventional Oven



Fan Assisted Oven

2. List 5 rules when using the oven:

-
-
-
-
-

To be able to organise your washing up and understand the consequences of your choices.

Re-write these in the correct order:

- Wipe down draining board and clean washing up bowl, and remove debris from the plug hole.
- Scrape food waste into the bin.
- Wash the cleanest objects first.
- Collect a clean cloth and tea towel.
- Fill washing up bowl with hot water and a small amount of detergent.
- Place washed objects upside down on the draining board so water can drain off.
- Dry dishes thoroughly
- Put the clean dishes away.

1	
2	
3	
4	
5	
6	
7	
8	

Food safety video - <https://www.youtube.com/watch?v=flxmB8NKMzE>

	Safety & Hygiene	Tick Box	
		Student	Teacher
Working Towards	I can state accidents and unhygienic practises that may occur in a food room.		
Secure	I can explain how my actions may cause an accident or illness and ways in which I can prevent these from occurring.		
Confident	I am fully aware of how accidents can occur and am able to apply techniques that will prevent these from occurring, and why my actions have that outcome.		

This work is
Below / On / Above / Well
above
your minimum target path

Teacher Feedback:



To be able to understand why we eat food and understand the benefits and consequences of our food choices in order to make my own decisions

STARTER: Discuss: “What is a balanced diet?” “Do you eat a balanced diet?” “I know I eat/don’t eat a balanced diet because...”



Carbohydrates

The main function of carbohydrates is to give you energy. There are two types of carbohydrates:

· Simple Carbohydrates (sugars)

These are found naturally in fruit and milk. Cakes and sweets contain refined sugars. They provide your body with a quick source of energy.

· Complex Carbohydrates (starches)

These are found in potatoes, rice and oats. They provide your body with a longer term steady supply of energy throughout the day.

Fibre

Fibre is a type of indigestible carbohydrate. They are found in fruits, vegetables, beans and oat bran. It is needed to help your digestive system work properly.

Proteins

Build and repair your body. They are the main component of muscle tissue and your organs.

Fats

Fats store energy and provide warmth and insulation for your body. Any energy which is taken in but not used is converted by your body into fat.

Minerals and Vitamins

These are naturally occurring chemicals that your body needs in order to remain healthy. They are found in the foods we eat.

Water

Over 50% of our body is made up of water. We therefore need to make sure we drink enough water for us to be healthy.

Task1: From the Powerpoint – Identify illnesses related to making poor food choices.

Task 2: Use the Blank Eatwell Plate to write down the foods that you eat in 1 day, and state what were good and bad choices, then identify possible consequences if eating this way regularly.

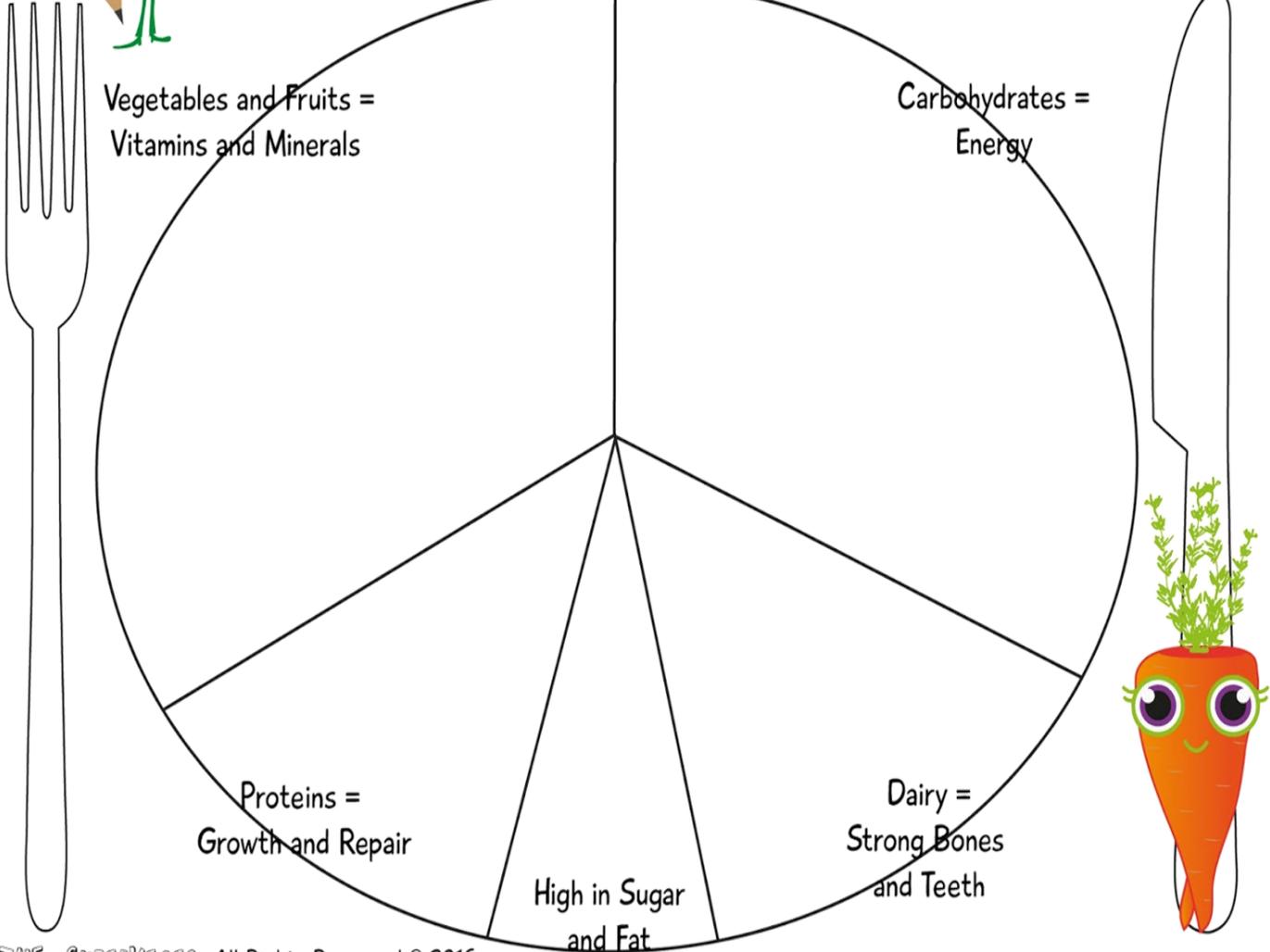
To be able to evaluate my food intake and discuss alternatives and the consequences.

MY HEALTHY PLATE



Draw your favourite foods under each group.

Which food group should we eat the least of? Why?



THE SUPERVEGES All Rights Reserved © 2016

How can you make changes to your food intake to ensure you eat a balanced diet?

FUN WITH FOOD.

Balance of Good Health



Biscuits
Bread
Cakes
Cereals
Cheese
Chips
Chocolate

Crisps
Dairy
Doughnut
Eggs
Fats
Fish
Fruit

Jam
Meat
Milk
Potatoes
Quorn
Salad
Soya

Sugar
Tofu
Vegetables
Yoghurt

Name the equipment









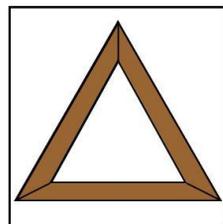












Carbohydrates

Lesson 3: To understand how our bodies use carbohydrates, where we get them from and the consequences of making poor food choices.

During digestion carbohydrates are changed to **Glucose**, which is used for energy.

* Excess glucose is stored in the liver as **Glycogen** and can be used when extra energy is needed.

* If it is not used it is stored as **Body Fat**

Intrinsic Sugars

These are contained in the structure of foods such as fruits and vegetables.

Fructose – honey and fruit

Glucose – ripe fruits

Lactose – milk and milk products

Extrinsic Sugars

are not part of the cell structure of plants

BUT are added to foods to provide sweetness.

Sucrose obtained by refining sugar cane/beet

Used in recipes or added to drinks



State 3 reasons why we need fibre

Why is it best to eat foods with a Low GI count?

Name foods you eat that contain sugar, then state if it is a Intrinsic and extrinsic source.

Type of Food	Intrinsic/Extrinsic

Lesson Evaluation:

I understand why we need carbohydrates:



I know why we need fibre:



I know what the Glycaemic Index is:



This lesson could have been better if:

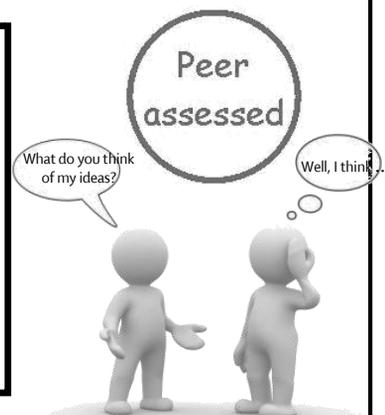
Assessment:

Plan a meal which provides a balance of nutrients

Food Item	Nutrient Provided

State how your meal would be deemed to be healthy?

Peer Assessment of Design Work so far: Discuss your idea in groups and show notes below of the feedback given

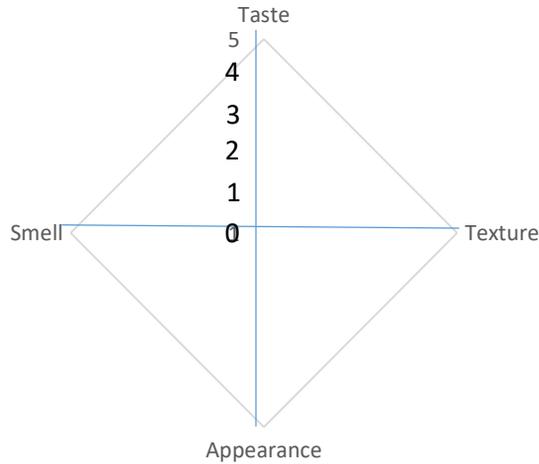


Sensory Evaluation

To question our senses in order to apply reasoning and analyse a product.

Sensory Testing Results

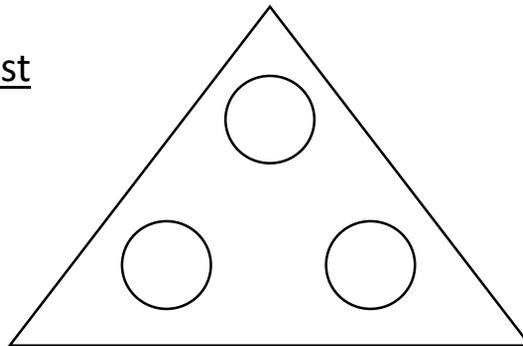
Hedonic Test



Key

- ZYX
- XYZ
- YZX

Difference Test



Word Bank of Adjectives

- Appetising
- Attractive
- Clear
- Cold
- Colour
- Colourful
- Fattening
- Fresh
- Healthy
- Moist
- Runny
- Smooth
- Tasty
- Fragrant
- Fruity
- Spicy
- Sickly
- Stale
- Acid
- Bitter
- Bland
- Fruity
- Old
- Salty
- Sharp
- Sickly
- Sour
- Spicy
- Sweet
- Tangy
- Tasteless
- Watery
- Airy
- Fizzy
- Foamy
- Smooth
- Soggy

Use adjective words to describe each product

ZYX _____

ZYX _____

ZYX _____

My favourite was: _____ because _____

My least favourite was: _____ because _____

Protein

To be able to recognise and assess foods for their biological value

https://www.youtube.com/watch?v=ywH2_KfrOUc&list=PLcvEcrsF_9zIqo2A3ts2EDohTauY1Y2U4&index=1

What is it?

Why is it important?

Who needs it?

Where is it found?

High Biological Value Proteins	Low Biological Proteins
Eg Sausages	Eg Sweetcorn

Re-Write a Section

Use the space below to Re-Write a Section if required. Remember to label which section it is for!



The Health and Environmental impact of eating meat

To be aware of the choices that we make and the affects of those decisions

Why may someone choose to not eat meat?

If we don't eat meat – what nutrients may we lack?

What alternative products could be eat that will provide us with those nutrients?

Watch the video at: <https://www.youtube.com/watch?v=ZEFa2BvNYml>

Comparing The Nutritional Value of Quorn With Meat

Quorn Mince		Beef Mince																																															
	Nutrition <table border="1"><thead><tr><th>Typical Values</th><th>Typical values per 87g serving</th></tr></thead><tbody><tr><td>Energy -kJ/kcal</td><td>387/92</td></tr><tr><td>Protein</td><td>12.7g</td></tr><tr><td>Carbohydrate</td><td>3.9g</td></tr><tr><td>- of which sugars</td><td>0.5g</td></tr><tr><td>Fat</td><td>1.8g</td></tr><tr><td>- of which saturates</td><td>0.4g</td></tr><tr><td>Cholesterol</td><td>Nil</td></tr><tr><td>Fibre</td><td>4.8g</td></tr><tr><td>Sodium</td><td>0.1g</td></tr><tr><td>Salt equivalent</td><td>0.2g</td></tr></tbody></table>	Typical Values	Typical values per 87g serving	Energy -kJ/kcal	387/92	Protein	12.7g	Carbohydrate	3.9g	- of which sugars	0.5g	Fat	1.8g	- of which saturates	0.4g	Cholesterol	Nil	Fibre	4.8g	Sodium	0.1g	Salt equivalent	0.2g		Nutrition <table border="1"><thead><tr><th>Typical Values</th><th>100g shallow fried contains</th></tr></thead><tbody><tr><td>Energy</td><td>1200kJ (290kcal)</td></tr><tr><td>Protein</td><td>23.3g</td></tr><tr><td>Carbohydrate</td><td>0g</td></tr><tr><td>Sugars</td><td>0g</td></tr><tr><td>Fat</td><td>21.7g</td></tr><tr><td>Saturates</td><td>10.8g</td></tr><tr><td>Mono Unsaturates</td><td>9.9g</td></tr><tr><td>Polysaturates</td><td>0.8g</td></tr><tr><td>Fibre</td><td>0g</td></tr><tr><td>Sodium*</td><td>0.1g</td></tr><tr><td>*Salt Equivalent</td><td>0.4g</td></tr></tbody></table>	Typical Values	100g shallow fried contains	Energy	1200kJ (290kcal)	Protein	23.3g	Carbohydrate	0g	Sugars	0g	Fat	21.7g	Saturates	10.8g	Mono Unsaturates	9.9g	Polysaturates	0.8g	Fibre	0g	Sodium*	0.1g	*Salt Equivalent	0.4g
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Compare the nutritional value of Quorn mince and Beef mince and answer these questions...

1. Which has more protein? _____
2. Why do you think that is? _____
3. Which contains more fibre? _____
4. Which contains more fat? _____
5. Which do you think is healthiest? _____
6. Why do you think that? _____

Re-Write a Section

Use the space below to Re-Write a Section if required. Remember to label which section it is for!

The Meat Industry

<https://www.youtube.com/watch?v=0dmZKRLljZ4>

Watch the video. What steps are being taken to ensure that meat is produced safely?

- Meat is available to buy in the form of cuts, joints or mince. It is also available ready prepared, e.g. sausages, ham, burgers.
- The variety of cuts of meat available to the consumer provide choice, are convenient to prepare, simple to store and easy to cook.
- Different cuts of meat have different characteristics, e.g. energy and nutrients, composition, weight, size and appearance.
- Because of where the cut of meat comes from on the animal, different cuts require different cooking methods, e.g. slow (casserole), quicker (stir-fry).
- To add choice and variety, pork is cured. Offal is also available to be used in a range of popular dishes, e.g. liver and bacon.

Dishes made from these meats

Beef	Lamb	Pork

Links to Careers and SMSC

Below is some ideas about how your project links to Careers and SMSC



restaurant manager, driver, blogger, bartender, food stylist, nutritionist, dietician, barista, server, chef, butcher, baker, grocer, designer, food scientist, food photographer, Mycologist, production manager and many more.

Meat

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

Food – Match the meat to the animal.



Chicken
 Pork (bacon)
 Beef (steak)
 Fish
 Lamb



Chicken
 Sheep
 Fish
 Cow
 Pig

I like...

He likes...

I eat...

He eats...

I don't like...

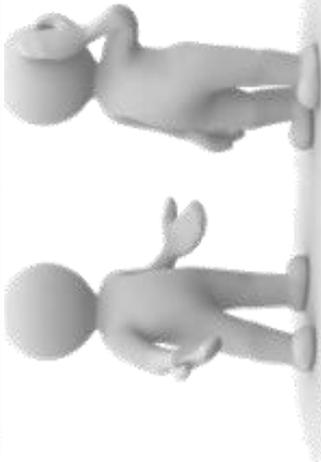
He doesn't like...

I don't eat...

He doesn't eat...

Name	Meat	Like/Don't like	Eat/Don't eat

ALLIGATOR CRAB MUTTON
 ANTELOPE ELK OYSTER
 BEEF FISH PORK
 BUFFALO FROG TURKEY
 CHEVON LAMB VEAL
 CHICKEN MOOSE VENISON

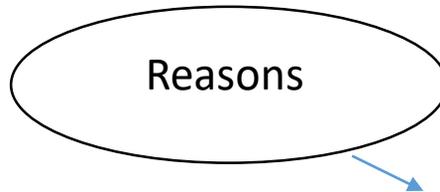


How well have I done?...

Vegetarianism & Veganism

To evaluate whether vegetarianism or veganism is a positive dietary choice.

Starter: In groups: Give reasons why a person may be or become a Vegetarian or Vegan.



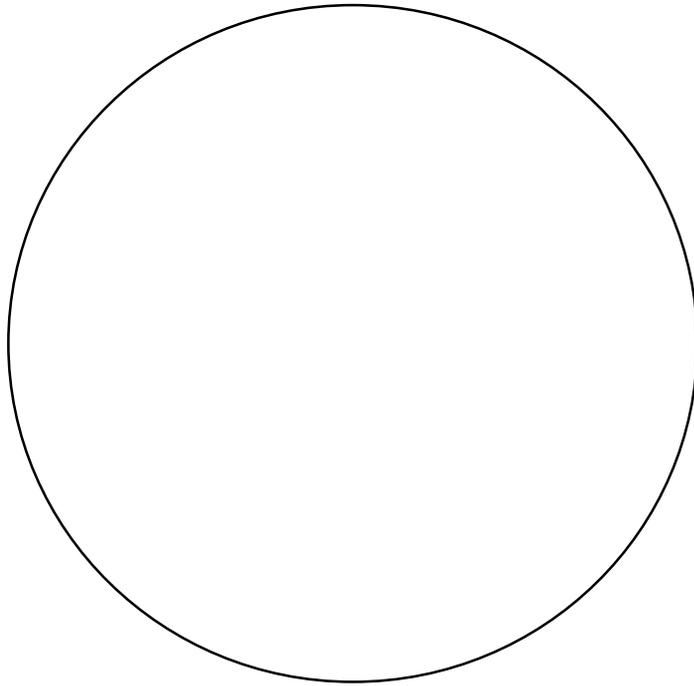
Look at the cards provided. Decide which of the 4 reasons you agree most strongly with and write it here:

Where Do Vegans Get Their Nutrients?

Nutrient	Vitamin or Mineral	Vegan source	Non-Vegan source
Protein Purpose:			
Calcium Purpose:			
Iron Purpose:			
Vitamin B12 Purpose:			
Omega-3 Fatty Acids Purpose			

Designing a Vegan meal

Apply your knowledge and understanding of Veganism to design a main course meal, stating the nutrients that each ingredient provides.



Food Ingredient	Nutrient provided

Self / Peer Assessment

Peer Feedback:

Self assessment:

	Nutrition	Tick Box	
		Student	Teacher
Working Towards	I can state the names of the nutrient groups that I need to eat.		
Secure	I can explain the consequences of not eating a balanced diet, and how to avoid these.		
Confident	I can plan a meal and state the nutritional composition of that meal and the functions of the nutrients.		

Re-Write a Section

Use the page below to Re-Write a Section if required. Remember to label which section it is for!

Fruit & Vegetables

To listen to the facts and analyse the consequences of not eating enough fruit and vegetables in order that I can adapt

<https://youtu.be/ilp3wvAFGYE>



Did you know?

Only 8% of children aged 11-18 years meet the 5 A DAY recommendation!

Why eat these foods?

Different fruit and vegetables contain:

- **Vitamin C** - important for maintaining healthy body tissues.
- **Vitamin A** - important for maintenance of normal vision, skin and the immune system.
- **Folate** - important for normal and healthy blood formation.
- **Fibre** – helps to maintain a healthy gut.
- **Potassium** – helps to maintain a healthy blood pressure and is also important for the normal functioning of the nervous system.

TASK

1. Produce a chart to show the varieties of Fruit and Vegetables most eaten by the students in your class similar to the example shown.

Fruit & Vegetable variety	Number who like them
Apple	6
Carrot	8

2. Present these findings on a graph or chart.

3. Analyse the data to find out:
- Which is the most liked Fruit?
 - Which is the most liked vegetable?
 - Which is the least liked Fruit?
 - Which is the least liked vegetable?

Stick your graph/chart here

Types of Fruit

Nutritional Value:

Fruit is a good source of Vitamins and should form part of your daily diet!

- They supply **fibre** which is needed for the passage of food through the body.
- They supply **vitamins** which are **essential** for good health.
- They supply **natural sugars** which gives the body **energy**.
- They supply a lot of **water**.

Serving Fruit:

Fruit can be served in many ways including pies, crumbles, cakes, mousses, chutneys, salad and simply as fresh fruit. It is naturally sweet and does not have any added sugar. Fresh fruit, in particular apples, help keep teeth in good shape because it must be crunched!

Types of Fruit:

Fruit can be put into groups.

- Stone Fruits
- Soft Fruits
- Dried Fruits
- Tree Fruits
- Citrus Fruits

Storing Fruit:

Soft fruits and stone fruits usually ripen quickly and are easily damaged. This means they must be eaten very quickly after you have bought them. You can make them last longer by storing them carefully in the fridge and avoid bruising them. Refrigeration will extend the life of most fruits. Fruits can also be frozen but this may affect the texture of the fruit. Fruit can also be dried or bottled to make it last longer, but only refrigeration keeps the fruit in its original state.

1. Use the following words to **complete** the sentences:

VITAMINS DRIED FRUITS REFRIGERATOR

TEXTURE STONE FRUITS RIPEN SOFT FRUITS

Fruits are a valuable source of _____. Some fruits are very soft and can be easily damaged - these are called _____. Fruits such as peaches and plums contain large stones - these are called _____. Soft fruits and stone fruits usually _____ quickly. Some fruits are dried e.g. sultanas and currants (from grapes) - these are called _____. You can make fruits last longer by storing them in a _____. You can also freeze fruit, but this can sometimes affect the _____.

2. Decode the names of the following fruits and put them in the correct food category:

aenogr plape eehsrsci rseabrwtiesr rtiaefgrup
 autsasnl rrrbesiepsa srnaii
 elmi aespr ucatnsrr sororsegbiee

Dried Fruits	Citrus Fruits	Soft Fruits	Tree Fruits

Can you find the hidden fruits?

I E A P S C P E R P A P A Y A S
 B S L S I A A E S K I A S S I T
 R R T S S S E N I R A T C E N Y
 E S U O R P S E T W S E L P P A
 A R I E C R C M E A S N A S S S
 A E I P A I P G N T L N O E E E
 B L U E B E R R I E S O I M P O
 A E P T N A S P W R T R U S E B
 N B S S P E G A A M R K S P S L
 A A L E G R P I B E A P E E E O
 N K S N R B E L B L R T I A A S
 A B A A R M G W R O E E R C E I
 S R T E R B A E E N T T R H L W
 O S E I R R E B P S A R E E N I
 C I C E T G E S S E A B H S R K
 I L C S S P L U M S A E C E R S

APPLES
 APRICOTS
 BANANAS
 BLUEBERRIES
 CANTALOUPE
 CHERRIES

GRAPES
 KIWIS
 LEMONS
 NECTARINES
 ORANGES
 PAPAYAS

PEACHES
 PEARS
 PLUMS
 RASPBERRIES
 STRAWBERRIES
 WATERMELONS

Vegetables

To acquire knowledge about where vegetables come from and the benefits of eating them.

<https://www.bbc.co.uk/sounds/play/p0356w8l>

Listen to the soundbite and make notes on what you hear:

EAT A RAINBOW



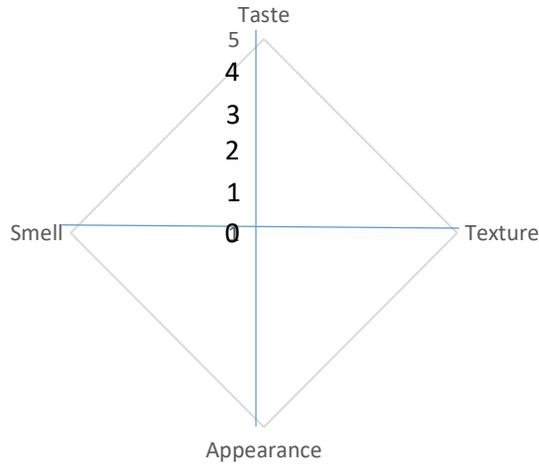
TASK: Design a dish that will contain a variety of coloured fruit & vegetables.

Sensory Evaluation Exotic Fruits

To evaluate products using our senses and apply descriptive language.

Sensory Testing Results

Hedonic Test



Key

- ZYX
- XYZ
- YZX
- ZXY

Use adjective words to describe each product

ZYX _____

XYZ _____

YZX _____

ZXY _____

My favourite was: _____ because _____

My least favourite was: _____ because _____

Reveal

- ZYX =
- XYZ =
- YZX =
- ZXY =

**Word Bank
of
Adjectives**

- Appetising
- Attractive
- Clear
- Cold
- Colour
- Colourful
- Fattening
- Fresh
- Healthy
- Moist
- Runny
- Smooth
- Tasty
- Fragrant
- Fruity
- Spicy
- Sickly
- Stale
- Acid
- Bitter
- Bland
- Fruity
- Old
- Salty
- Sharp
- Sickly
- Sour
- Spicy
- Sweet
- Tangy
- Tasteless
- Watery
- Airy
- Fizzy
- Foamy
- Smooth
- Soggy

ENZYMIC BROWNING

LO: To be able to understand how fruits and vegetables react to different environments in order to make decisions to that will affect the way you prepare and store them.

You will need:

- 1 apple
- 4 cups – 1 fresh air (control sample), 1 with 100ml cold water and 1 tsp salt, 1 with 100ml lemon juice, 1 with 100ml cold water.

Hypothesis: What do you think will happen & why?

Observations:

Time	Control sample	Water/salt	Lemon juice	Water
10 mins				
20 mins				
30 mins				

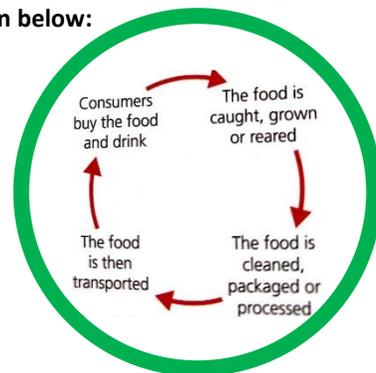
Conclusion: What happened, and why was there a difference in the samples?

What is enzymic browning and what causes it?

How can you prevent it?

Food Provenance means knowing:
 Where food is grown, caught or reared
 How it is produced
 How it is transported

The food we buy and eat goes through the cycle shown below:



Key Words and Terms

Food provenance: knowing where food is grown, reared and caught and how it is produced and transported

Intensive Farming – a method of farming aimed at increasing the amount of food produced

Free Range Farming – a method of farming where animals have access to outdoor space

Sustainable– meets the needs of the present, without making it difficult for future generations to meet their own needs

Food Miles– the distance food travels from farm to fork

Compost Heap– a pile of garden and organic kitchen refuse which decomposes to produce compost

Natural Fertiliser – a natural source of nutrients for plants which help them to grow

Glut – an excess or oversupply (e.g. apples in the autumn)

Seasonal Foods – foods that are only available at certain times of the year



Why choose seasonal foods?

Advantages

- Locally grown or in the UK
- Food miles will be low
- Supporting local farmers
- will have more nutrients as fresher
- in plentiful supply, which will makes the food cheaper
- gluts of seasonal foods can be used to make chutneys, jams or pickles

Disadvantages

- Food can be repetitive
- If there is an excess and the food cannot be used or sold quickly enough there will be wastage

Food is wasted as

- too much food is prepared
- Food is not used before it goes off

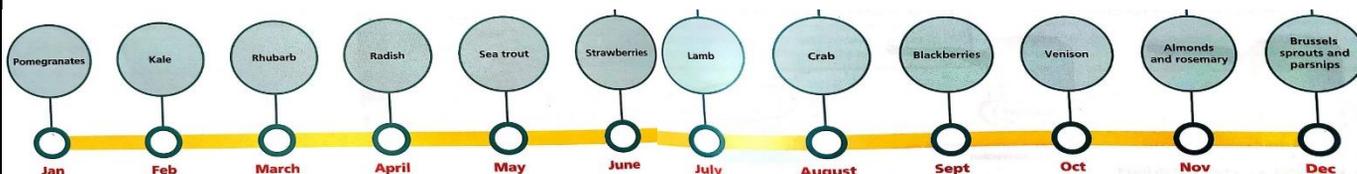
Reducing Food Waste

Recycling reduces food waste, this can be done by having a food compost heap. It is good for the environment and saves money.

Use Left-over food

Left-over food can make other dishes such as

- Rice and pasta in salads
- Bread for breadcrumbs
- Potatoes in frittata
- Chicken in a curry



Food Provenance

To acquire an understanding of how we can ensure the food we eat is safe and responsibly produced.

Norfolk Produce:

<https://youtu.be/OgzaDTa6E7o>

<https://youtu.be/uy9P0GqsZdE>

https://youtu.be/nMsLr1_QdYI

<https://youtu.be/aVvmD64SrOI>

<https://vimeo.com/431629973>

What foods are grown or reared in Norfolk?

What are the advantages of buying locally produced ingredients?

How can YOU help to prevent food waste?

How do the food choices that you make impact the environment?

Do you consider the impact of your purchases?

YASK: Design a dish that is made from ingredients sourced locally.

Responsible Farming

To be aware of the choices that consumers have and the impact those choices have on the environment.

1. Watch the Power point Presentation then name 4 schemes, and say what it is that they are hoping to achieve.

Scheme	Aim

2. Having looked at these schemes – are there any particular ones that you feel you may look out for when shopping for food, and why?

3. Design a poster to raise awareness of one of the schemes.

Applying the learning - Design a dish that shows your understanding of responsible farming and environmental awareness:

Explain the reasoning behind your choices:

	FOOD PROVENANCE	Tick Box	
		Student	Teacher
Working Towards	* I understand how my food choices affect the environment		
Secure	· I am able to explain the environmental affect that my food choices have on the environment and discuss measures to help prevent these.		
Confident	* I am able to explain the environmental affect that my food choices have on the environment and discuss measures to help prevent these as well as consider these when planning meals and shopping for ingredients.		

This work is
Below / On / Above / Well above
 your minimum target path

Re-Write a Section

Use the page below to Re-Write a Section if required. Remember to label which section it is for!



