



## Year 7: Food Technology

### Homework Booklet

## Project: Time for lunch



Name:		Tutor:	
Teacher:		Room:	

<u>Assessment</u>					
Target Level		Aspirational Target		End of Project	

Homework	Date Set	Level	Target Met?
1			
2			

All homework should be **AT LEAST** two side of A4, completed to the best of your ability and presented neatly. You will be expected to hole punch and attach your work to the back of this booklet once it has been marked. **Tips and advice with**

**homework can be found on**

<https://www.nhs.uk/live-well/eat-well/>

<http://www.eatingwell.com/>

<https://www.nutrition.org.uk/>

**Due date: Tuesday 29<sup>th</sup> January 2019**

**Homework Menu** - Choose your homework tasks from the selection below. The spice level suggests the level of challenge that each task offers (**1 chilli = Level 1, 2 chillies = Level 2, 3 chillies = Level 3, 4 chillies = Level 4**). You should meet your **target level for 2 tasks**, and then challenge yourself to complete 2 tasks **above your target level**. Side orders can be completed as **extra** pieces of homework and alongside the tasks you complete. These will aid your level and you will be rewarded with purple points for giving them a go. **Tick off each task that you do, and record your level in the table on the front once it has been marked. Have fun**

**Starters**

- Design a poster with 5-10 healthy, safety & hygiene rules to follow in the kitchen. 
- Design a presentation to explain to students what health, safety and hygiene rules they should follow during a practical lesson, and why. 
- Produce a step-by-step guide to explain how you should prepare for and finish a practical. Include evidence of you working through the stages with photos or videos. 

**Sharers**  
Share as a pair, or try alone.

- Design a PowerPoint, video, poem or song to encourage people to eat more fruit and vegetables. 
- Imagine you are working for a TV shopping channel. Promote 5 pieces of kitchen equipment, explaining what you would use them for and why they are good to have. include photos/video. 

**Mains**

-   Choose 5 pieces of basic kitchen equipment and explain why and when each one would be used. Use images to illustrate your work.
-   Produce a guide to explain how to use 10 key pieces of kitchen equipment. Include images.
-   Thinking about 5-a-day, conduct a survey with 5 people to assess how many fruit and vegetables they eat. Present your results in graphs, analyse your findings, and recommend ways that people could include more fruit and vegetables in their diet.
- For one of the products you have made in school, suggest five ways it could be modified to make it healthier, considering the five nutrients.
- Re-make one of the products we have made in school, and take photos of the various stages to develop a step-by-step photographic method.
- Ask a friend or family member to keep a food diary to record what they eat in a day. Analyse the results against the Eatwell Plate, and write a short, persuasive letter to advise them how they could improve their diet. Include at least 3 suggestions and explain them in full.
- Write your own tips for healthy eating and explain each one in detail.
- Keep a food diary to record what you eat in one day. Compare it against the Eatwell Plate, and then write a one day eating plan with food and drink you could enjoy to make your diet healthier.
- Develop a Glossary of 20 key words used in Food Technology. Use images where possible to illustrate your work.
- For one of the products you have made, develop a storyboard to show the step-by-step method.
- Keep a food diary to record what you eat in one day. Comment on how well balanced your diet is, and suggest 3 ways to make it healthier.
- Design a poster to promote the NHS Eight Tips for Healthy Eating. Google "NHS eight tips for healthy eating" to help you.

**Food Challenge!** 

- Watch a cooking show on TV, and record all of the good and bad health, safety and hygiene points that you see.
- Research 5 pieces of food manufacturing equipment that would be used in the food industry. Give examples of what each one would be used to make.
- Research how one of the products you have made in class would be mass manufactured for a supermarket.
- Keep a food diary and ask someone else to do the same. For both diaries, enter the details at [explorefood.foodaffectoflife.org.uk](http://explorefood.foodaffectoflife.org.uk), using the 'Calculate a Diet' tool. Compare and analyse the results.

**Side Orders – fancy something extra?**

- Design a starter activity for one of the lessons you have completed so far.
- Create a game that could be played at the end of a lesson as a plenary.
- Develop a recipe bank for products that could be made in one hour Food Technology lessons.
- Design a cooking competition that could take place in school. Explain the rules and procedures.