

Food

Name

Date



Nutritional Needs of Adolescents

1. Adolescence is a period of rapid and this is when occurs.
2. The demand for and most are relatively
3. Boys need more and than girls for
4. Why is it important to encourage an active lifestyle with a healthy, balanced diet during this time?
.....
.....
.....
5. Why should teenagers try to avoid having too many high sugar, high fat type snacks?
.....
.....
6. How many mgs of iron does a teenage girl need?
.....
7. Below are some ingredients that could be used to make a curry. Circle the ingredients you would choose for a teenage girl that are high in protein and iron.

Ingredients
Meat (protein)- chicken, beef, turkey, lamb
Non-meat (protein) - soya bean, lentils.
Vegetables - carrots, spinach, cauliflower, broccoli, red peppers
Fruits - apricots, pears, apples,

Name

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Specification for hot school meal suitable for adolescent

A specification for a food product gives exact details of the product so it can be made again with the same results. Fill in the following information about the curry dish that you will make in next week's lesson.

Name of dish madecurry.

1 onion	<u>Drawer</u> - wooden spoon, tablespoon, teaspoon, pan stand.
1 or 2 cloves garlic	
2tsp curry powder	<u>Cupboard</u> - blue tray, pan
1 tin tomatoes	
2tbsp tomato puree	<u>Classroom</u> - chopping board, vegetable knife, vegetable peeler, garlic press, white chopping board, coloured chopping board.
1 small pot natural yoghurt	
250g chicken breast or	
1 pack Quorn chunks or	
300g vegetables (carrots, peppers, peas, courgettes, broccoli, cauliflower, potato, spinach etc)	

Step by step plan for making

Shade in red at least two quality control checks that should be made to ensure you get good quality end results.

Start of lesson routine

Check :

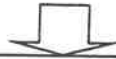
time



Cut up chicken into chunks or cut up vegetables

Check:

time



Put oil in pan

Check:

time



Add meat (or vegetables or Quorn)

Check:

time



Add the curry powder

Check:

time



Add any additional ingredients

Check:

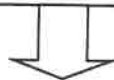
time



Add tin of tomatoes and

Check :

time



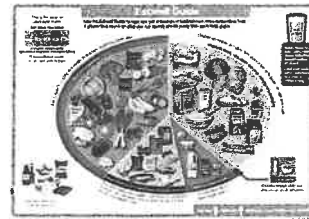
Stir in the

Check :

time

Adolescence

- Adolescence is a period of **rapid growth** and development and is when **puberty** occurs.
- The demand for **energy** and most **nutrients** are relatively **high**. Boys need more **protein and energy** than girls for **growth**.
- Adolescents should try to follow the Eatwell guide and choose a selection from the different food groups.



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Weight management in adolescence

- It is important to encourage an active lifestyle with a healthy, balanced diet during this time. Why?
- **This is because good habits practised now are likely to benefit their health for the rest of their lives.**
- High Fat and sugar laden snacks can **add a lot of calories to a young person's diet yet not providing very many other nutrients.**



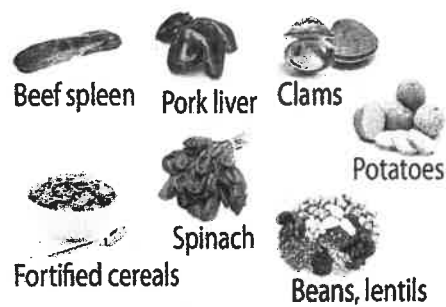
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Adolescence: iron

Iron is important in making red blood cells, which carry oxygen around the body.

Challenge Question –

Why would teenage girls need more iron than teenage boys?



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- After menstruation begins, **girls need more iron** than boys to **replace menstrual losses**. It is recommended that teenage **girls and women require 14.8mg of iron each day**, while adolescent boys need 11.3mg of iron.

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Iron from meat sources, e.g. liver, beef and lamb, is easily absorbed by the human body.

Iron from non-meat sources, such as green leafy vegetables (spinach, broccoli), nuts, pulses (peas, beans and lentils), dried fruits (e.g. apricots), wheat flour and breakfast cereals, is not easily absorbed.

Vitamin C helps the body to absorb non meat sources of iron so, drinking a glass of fruit juice or eating fruit and vegetables at mealtimes can help with iron absorption.

FOOD SOURCES OF:



Vitamin C



Iron

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context

The School Food Plan



- The school food plan is a plan supported by the government and other organisations to help improve food in schools.
- Can you think of any famous chefs who have helped to bring about these changes?

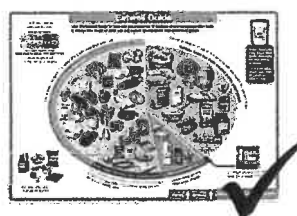
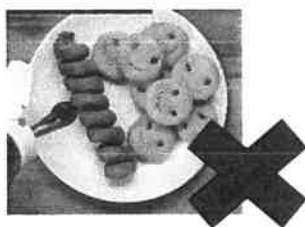


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School food plan



- Found that 20% of children are obese by the time they reach year 6.
- Diet related diseases are costing NHS over £10 billion per year.
- 1% of school packed lunches meet the nutritional requirements.



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As part of the School Food Plan you have been asked by the catering manager of St. Julie's Catholic High School to **design a new curry**. The **curry** must follow the following criteria:

- Contain **protein source** (either meat or non-meat)
- Contain a **selection of vegetables**.
- Contain some ingredients that are high in **iron**.
- Contain **spices for flavour** (instead of salt).

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Specification for curry

- A specification for a food product gives **exact details** of the product so that it can be made again with the same results.
- **You will be making a curry dish in next week's lesson for your assessment.**
- You are going to produce a **step by step plan for making that someone else could follow.**
- You will include the method (how to make it)

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- Challenge.

- You will include some checks that you could carry out for safety and quality.

- Tips

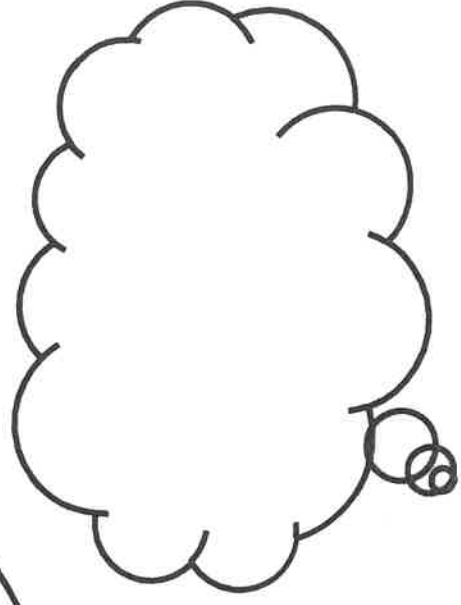
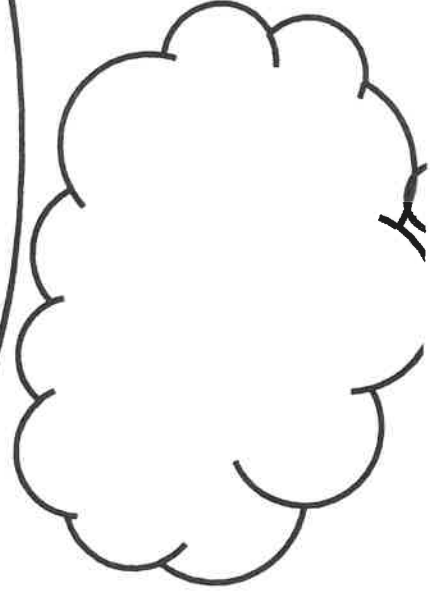
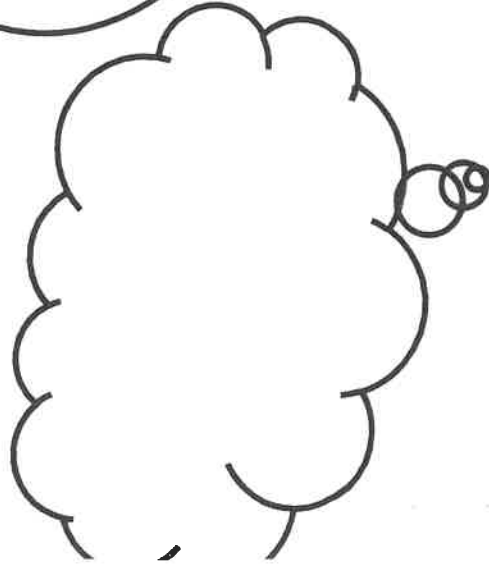
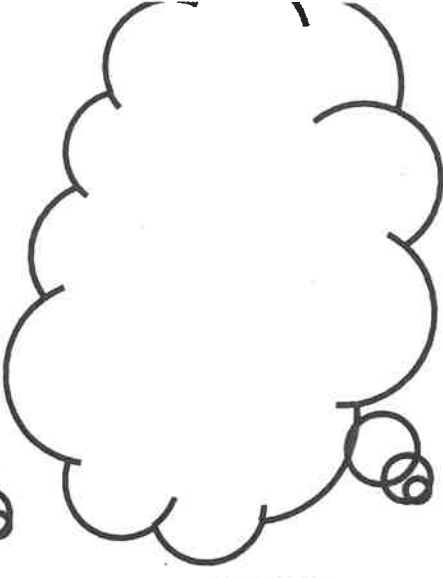
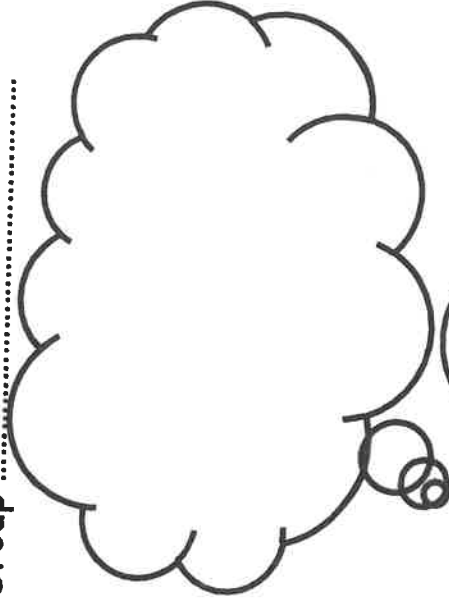
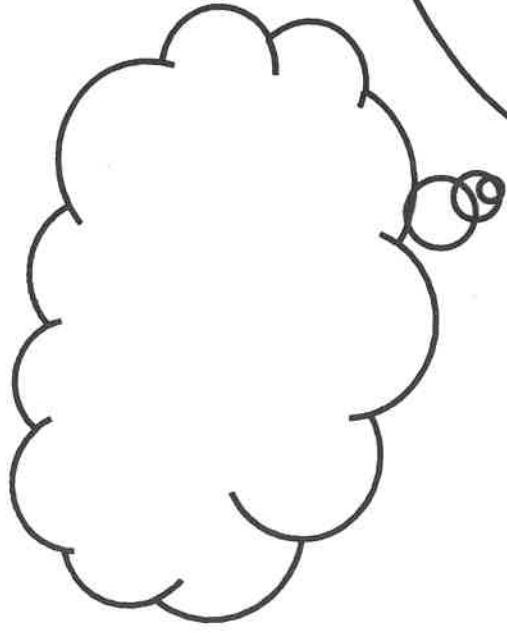
- Think about the safety aspect of handling raw ~~meat~~.
- Think about the safety points of keeping yourself safe in the lesson.
- Think about any things you must do to get a 'good quality' end product.

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Name

Group

Things to consider
when planning a hot
school lunch for
adolescent (teenager)



Curry

Ingredients	Equipment
<p>1 large onion 1 or 2 garlic cloves 2tsp curry powder 1 tin (400g) of chopped tomatoes 2tbsp tomato puree. 1 small pot of natural yoghurt Select one of the following additions: 250g (approx.) chicken breast OR 1 pack Quorn chunks OR 300g vegetables; selection of your choice, from carrots, peppers, peas, courgettes, cauliflower, potato, leeks, spinach etc.</p>	<p><u>Drawer</u> - wooden spoon, tablespoon, teaspoon, pan stand. <u>Cupboard</u> - blue tray, pan <u>Classroom</u> - chopping board, vegetable knife, vegetable peeler, garlic press, white chopping board, coloured chopping board.</p>
method	Special points
<p>1. Start of lesson routine - prepare self and work area. Get out all equipment.</p> <p>Meat</p> <p>2. Cut up chicken (meat) into chunks. OR</p> <p>Vegetables</p> <p>2.Chop vegetables on a chopping board.(peel and slice carrots thinly, cut cauliflower into florets, slice courgettes, potatoes cut into 3cm chunks), peppers into chunks.</p> <p>3. Put oil into the large saucepan and add onions and garlic - fry for 2 mins</p> <p>4. Add in the meat and cook for 5 to 10 minutes until meat looks cooked through.</p> <p>5. Add the curry powder and fry for a further 2 minutes.</p> <p>6. Add any additional vegetables and cook for 5 minutes.</p> <p>7. Add your tin of chopped tomatoes and tomato puree and simmer for 20 minutes.</p> <p>8. Stir in the yoghurt at the end of cooking.</p> <p>9. End of lesson routine.</p>	<p>Sanitise work area. Put all equipment on blue tray for good organisation.</p> <p>Use coloured chopping board. Wash and s and knife thoroughly after this.</p> <p>check (chicken) by cutting a large piece in half and making sure the middle is not pink)</p> <p>this is called 'reduction' the sauce will get thicker.</p>

Challenge Task:

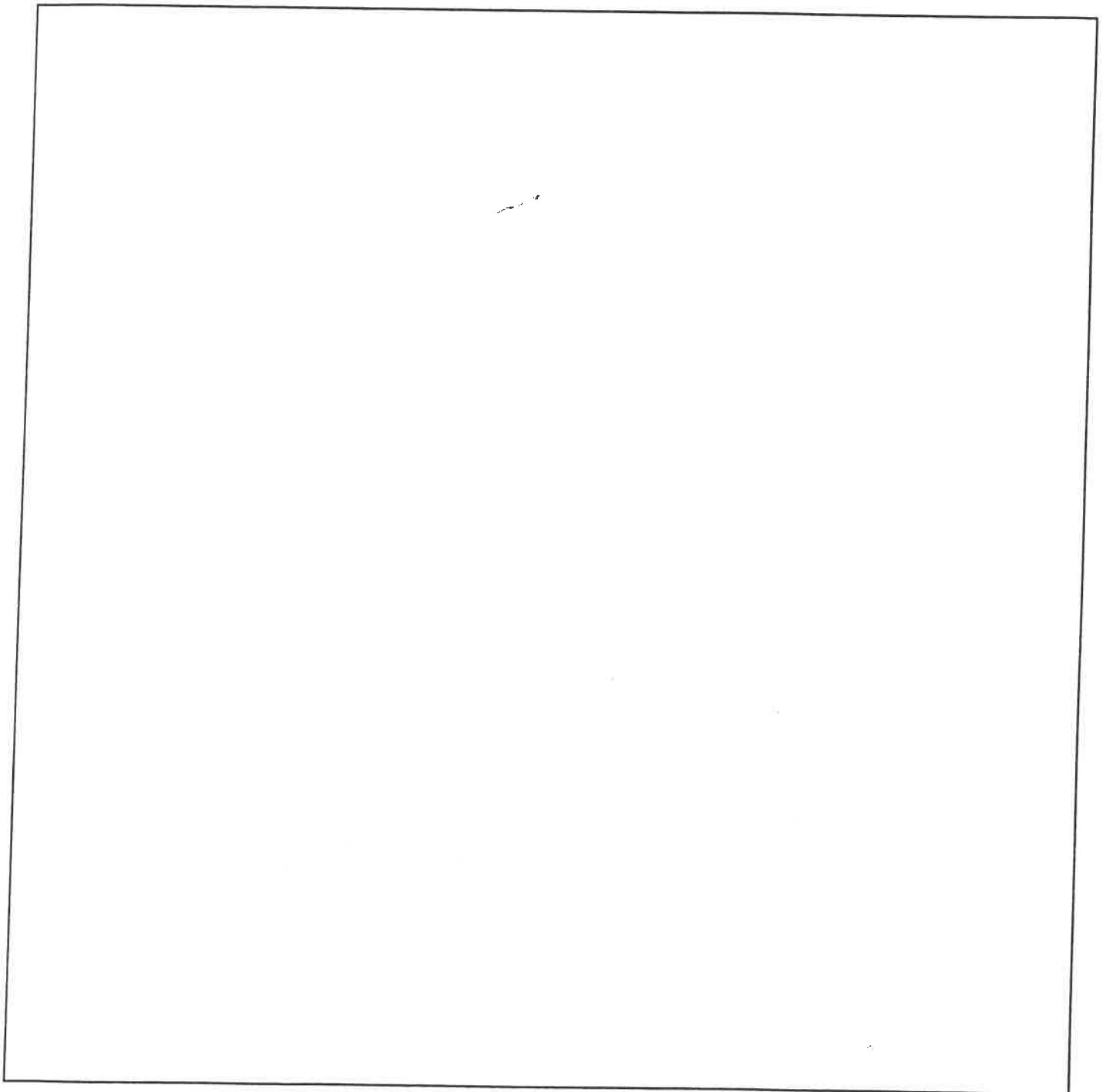
Year 8

Name: _____ **Form:** _____

Design Task:

Using your lantern as inspiration design a garment using electronic textiles

Draw and annotated your deign here.

A large, empty rectangular box with a thin black border, intended for the student to draw and annotate their design. It occupies the majority of the page below the instructions.

Challenge Task:

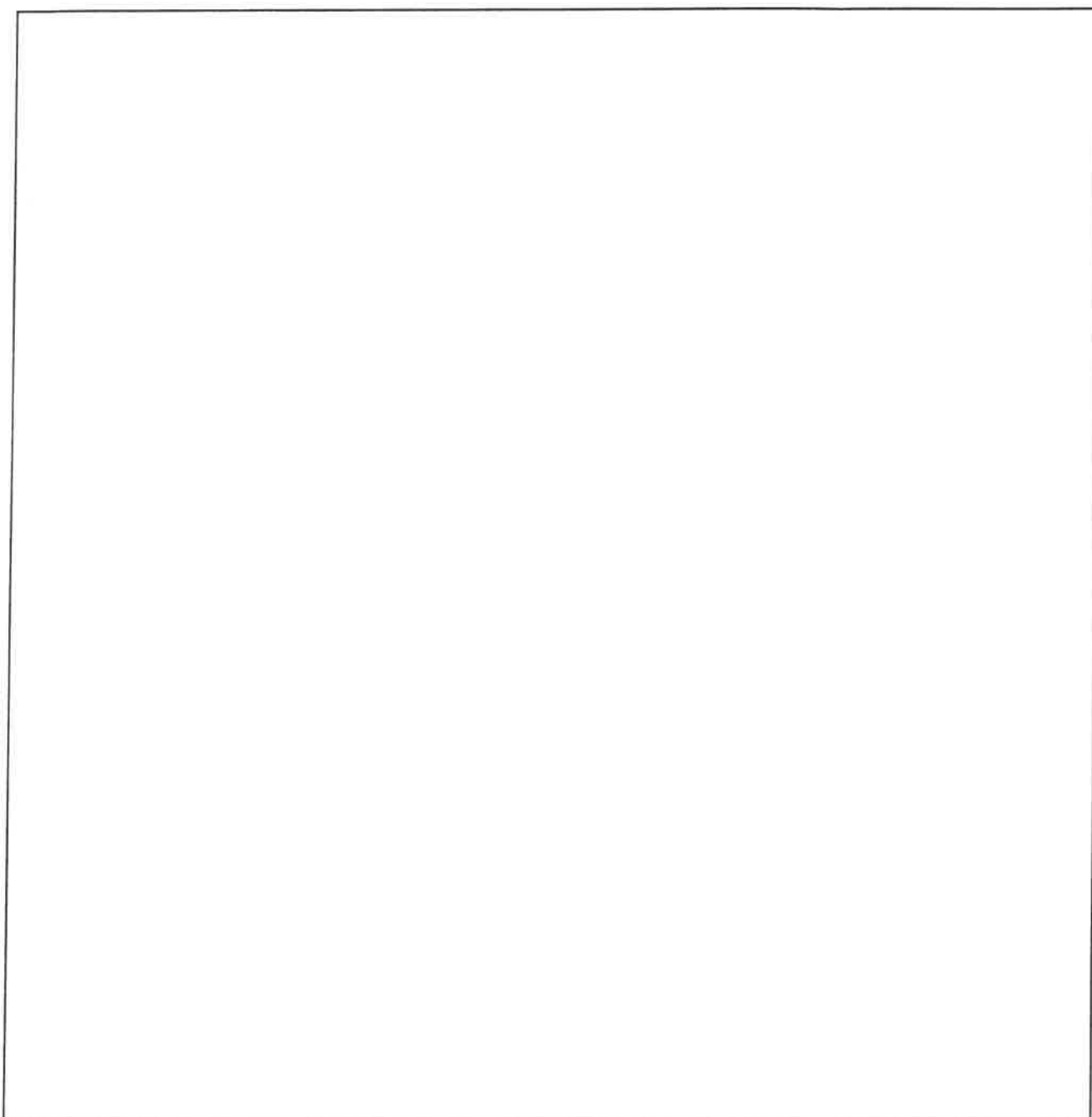
Challenge Task:

Year 8

Name: _____ **Form:** _____

Theory / Design task: Electronic

**Deign a drawing using electronic symbols to show a circuit which had power source, a switch to tur
it on and off, and a LED**



Challenge Task:

Year 8

Name: _____ Form: _____

Theory task: understanding materials – properties

Use the dictionary (or google!) to help you match up the pairs colour them in the same colour (write out the meaning of any words you don't know)

Will bend under pressure
Malleable
Weight very little
Insulated
Will not break if banged
Absorbent
Will not soak up water
Extremely light
Molecular structure is close and therefore
Durable
A little bit sticky
Viscous
Weights a lot
Ductile
Stiff / does not bend
Conductive
Can be pulled to make it longer
Heavy
Feels comfortable not cold to touch
Tough

Shock resistant
Soaks up liquid
Flexible
Stops heat or cold moving in and out
Heat resistant
Will not wear quickly
Dense
Will not melt or burn easily
Water repellant
Can be moulded into shape
Rigid
Passes energy though material
Tacky
Will not soak up water
Reflective
Will not break easily
Warm
A shiny surface that bounces light / heat
Water repellant
Flows / is stiff liquid

Meaning of key words:

[illegible]

Challenge Task:

Year 8

Name: _____ **Form:** _____

Theory Task:

Fashion design

Research a fashion designer

1) Find out.

a) Where they are from

b) Where they were trained

b) who they have worked for (what fashion house)

c) What do they design, e.g. clothes, footwear, perfume etc.

2) Collate images of their work and describe their styles

3) Do they have a high street collection, or haute couture

4) How much are their clothes

5) Do they have any famous clients

6) Write your own options of their clothes

Fashion designer you can chose from, or choose your own:

Alexandra McQueen

Anna Sui

Channel

Christian Dior

Donna Karen

Issey Miyake

Christopher Kane

Mary Quant

Vera Wang

Victoria Wang

Lastly design a range of dresses inspired by that designer

