

KS3
LEVEL

LEARNING
FOR LIFE
AND
WORK
HOME
ECONOMICS
IN CLOSE-UP



COLOURPOINT
EDUCATIONAL

Laura McGreevy

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**COLOURPOINT
EDUCATIONAL**

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Introduction

This book has been written to cover the theory for all three years of Home Economics at Key Stage 3 level. The content addresses:

- all of the **Statutory Requirements** outlined by the Northern Ireland Curriculum.
- the **Cross-curricular Skills, Thinking Skills and Personal Capabilities** required by the Northern Ireland Curriculum.
- the **Core Competences** identified by the British Nutrition Foundation, Public Health England (PHE), Food Standards Agency Northern Ireland, Food Standards Agency Scotland and the Welsh Government.

The book is arranged logically, looking at the three Key Concepts of Healthy Eating, Independent Living and Home and Family Life in order. These concepts are divided into individual chapters, each exploring a different topic and containing activities appropriate for a range of ages and abilities. The stand-alone nature of each chapter means that teachers can choose the most appropriate order to progress through the material during the course of three years.

Core competences

Core Competence boxes are used at the beginning of relevant chapters to show where a core competence for children and young people aged 5 to 16 years is addressed.

They represent core skills and knowledge around the themes of:

- Diet (food and drink)
- Consumer Awareness
- Cooking (food preparation and handling skills)
- Food Safety
- Active Lifestyles (physical activity)

These competences were developed by the British Nutrition Foundation, Public Health England (PHE), Food Standards Agency Northern Ireland, Food Standards Agency Scotland and the Welsh Government. The full competences framework can be accessed from the British Nutrition Foundation website: <http://www.nutrition.org.uk/foodinschools/competences/competences.html>

CORE COMPETENCE

Example

By the age of 14 pupils should... "plan and carry out food storage, preparation and cooking safely and hygienically."

Skills and capabilities key

Icons are used in the text to show where an activity uses the Cross-curricular Skills, Thinking Skills and Personal Capabilities required by the Northern Ireland Curriculum for Key Stage 3.


CROSS-CURRICULAR SKILLS


 Communication


 Using ICT


 Using Mathematics


THINKING SKILLS AND PERSONAL CAPABILITIES

 Working with Others

 Managing Information

 Self-management

 Thinking, Problem-solving, Decision-making

 Being Creative



HOME ECONOMICS
HEALTHY EATING

1. Hygiene and safety

We are learning about:

- Hygiene and safety rules
- Potential risks in a Home Economics lesson
- What to do if an accident occurs during a lesson

CORE COMPETENCE

By the age of 14 pupils should...“plan and carry out food storage, preparation and cooking safely and hygienically.”

As we learn how to prepare and cook foods in our Home Economics classes we are developing skills that we will use throughout our lives. These skills will help us to become more independent. We also need to learn about the health and safety rules to keep our lessons safe and reduce the risk of harm or injury. As our confidence grows we can start to plan our own dishes and take greater responsibility for risk assessing our practical work.

Hygiene and safety rules

Personal hygiene rules

- Wash hands thoroughly before preparing food.
- Remove all jewellery.
- Cover cuts with a blue waterproof plaster.
- Wear a clean apron.
- Tie long hair back.

Safety rules

- Always walk during practical lessons – do not run.
- Place school bags neatly outside the door or in a suitable storage area.
- Wipe up spilt liquids immediately.
- Carry sharp knives by the handle and pointed down towards the floor.
- Make sure that saucepan handles face inwards.
- Have a pot stand ready for placing hot objects on.
- Wear a pair of oven gloves when removing hot food from the oven.
- All equipment must be put away in the correct place.
- Report any breakages to your teacher.

Kitchen hygiene rules

- Tea towels and dishcloths must be clean before use.
- Always make sure utensils and equipment are clean before use.
- Spray tables with antibacterial spray and ensure they are clean and dry before preparing food.
- Use separate chopping boards for raw and cooked meat.

Potential risks in a Home Economics lesson

It is important that we think about the potential risks involved during our practical lessons. We should highlight any potential hazards and suggest actions to prevent any accidents.

Risk assessment

This is the process of:

- identifying any risks or potential hazards involved within a practical lesson.
- suggesting actions that should be taken to reduce these risks.
- recording this information for future reference.



ACTIVITY...

Look at the 'Kitchen Hazards' illustration opposite and identify any potential risks and hazards.



EXTENSION ACTIVITY...

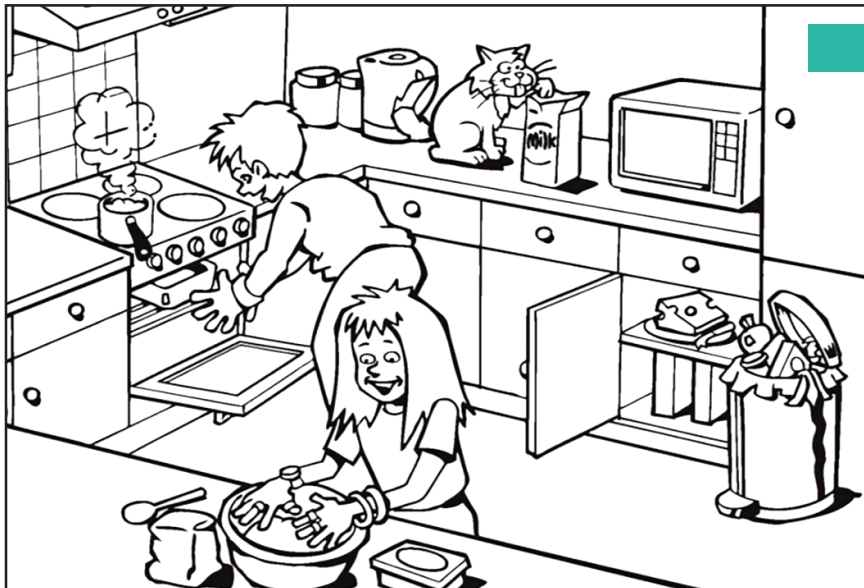
Think of a recent practical lesson and the potential risks involved during it.

Make a copy of the table below and complete it by:

- Outlining each risk.
- Suggesting any actions that could have minimised each risk.
- Adding any additional information.

Use the example below to help you.

RISK	ACTIONS TO MINIMISE RISK	ADDITIONAL INFORMATION
Cutting myself with a sharp knife.	Take extra care when using sharp knives. Point sharp knives down towards the floor and walk slowly.	Use the appropriate knife depending on what ingredients I am preparing, eg vegetable knife or bread knife.



Kitchen Hazards

Source: 2008 Flora 'Cooking With Schools' promotion pack. Reproduced with kind permission of Unilever PLC and group companies



THINK ABOUT...

What would you do if an accident occurred in class? Ask your teacher about the school's procedures for dealing with accidents or injuries.



What to do if an accident occurs during a lesson

It is important that we learn some basic first aid information so that we can take greater responsibility for each other and ourselves. If an accident occurs in class we should:

- remain calm.
- report the accident immediately to the teacher.
- seek medical attention if required.



ACTIVITY...

- Where is the first aid box in your classroom?
- Make a list of the items it contains.

Burns and scalds

Burns and scalds are two of the most common kitchen injuries. The first aid advice opposite explains how to treat them.



FIRST AID ADVICE

What is the difference between a burn and a scald?

A burn is caused by dry heat, for example touching a grill. A scald is caused by moist heat such as steam from a kettle. The information below from St John Ambulance explains how to treat a burn or scald.

If you think someone has a burn or scald, there are five key things to look for:

- Red skin
- Swelling
- Blisters may form on the skin later on
- The skin may peel
- The skin may be white or scorched

What you need to do:

- Stop the burning getting any worse, by moving the casualty away from the source of heat.
- Start cooling the burn as quickly as possible.
- Run it under cool water for about ten minutes or until the pain feels better. (Don't use ice, creams or gels – they can damage tissues and increase risk of infection).

Assess how bad the burn is.

It is serious if it is:

- larger than the size of the casualty's hand
- on the face, hands or feet.
- a deep burn (the skin turns red and blotchy).

If it is serious, call 999 for emergency medical help.

Source: St John Ambulance, <http://www.sja.org.uk>

2. Equipment

We are learning about:

- The different pieces of equipment we may use
- How to use equipment safely

CORE COMPETENCE

By the age of 14 pupils should “use equipment safely, being aware of others’ safety.”

We will use a wide range of equipment during our study of Home Economics. Some pieces may be completely new to you or your classmates, so it is important we learn how to use the equipment safely. We also need to take responsibility for the equipment, making sure it is clean before use, and cleaned and returned for the next student to use.

Often equipment has more than one use, so we will learn how to be flexible in our approach to using it. For example, spoons are often used for stirring but they can also be used to measure food quickly.

For dry ingredients (eg flour):

- 1 level tablespoon is the equivalent to 15 grams.
- 1 heaped tablespoon is approximately 25 grams.
- 1 level teaspoon is the equivalent to 5 grams.



Vegetable peeler

Spatula or bowl scraper

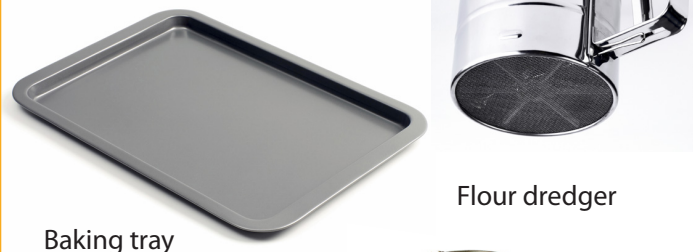
Fish slice

Hand blender



Kettle

Bun tray



Baking tray

Flour dredger



Rolling pin

Sieve



ACTIVITY...

Take a look around your classroom and make a list of all the different equipment you can see.



ACTIVITY...

State a use for each piece of equipment shown here. If relevant, include a tip for how to use each piece of equipment safely.

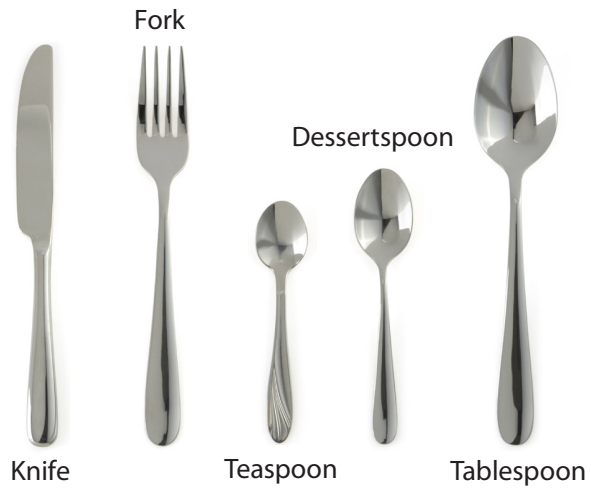


ACTIVITY...

What pieces of equipment have you used before and what did you use them for?



Vegetable knife
Chopping board



Fork
Dessertspoon
Teaspoon
Tablespoon
Knife



Bowl
Plate



Grater



Palette knife
Cooling tray



Tin opener



Pot stand



Measuring jug



Colander

Electric whisk



Toaster



Balloon whisk



ACTIVITY...

Explain the difference between utensils and appliances.



ACTIVITY...

Create a safety sign for your classroom, for example, on how to use knives safely or about the importance of keeping utensils and equipment clean.

3. Food storage

We are learning about:

- Different storage options for food
- The difference between 'use-by', 'best before' and 'display until' dates on food

CORE COMPETENCE

By the age of 14 pupils should... "use date-mark and storage instructions when storing and using food and drinks".

It is important we learn about the different storage options for food so that we can choose the most appropriate way to keep our food safe and prevent food poisoning. Before we learn about storage options we need to know a bit about the different types of food.

Types of food

Perishables – These foods go 'off' or 'spoil' quickly (eg meat, fish, poultry and dairy products).

Dried – These foods have had their moisture removed (eg coffee, raisins or stock cubes).

Tinned – These foods are sealed in an airtight container (eg soup, beans or chopped tomatoes).

Frozen – These foods are frozen from fresh or once prepared (eg frozen vegetables and chips).

Pre-prepared and convenience – These foods require little preparation (eg salads, sandwiches, jars of sauce and cook-chill foods such as ready meals). The majority are processed.

Fresh fruit and vegetables – These foods have not been altered or preserved (eg oranges, carrots and tomatoes).

Food storage options

There are many different food storage options to choose from. Some of the most common storage areas are listed in the table opposite, along with examples of the foods suitable to keep there.

Storage	Suitable foods
<p>Fridge Temperature: below 5 °C</p> 	<p>Milk Meat</p>
<p>Freezer Temperature: -18 °C</p> 	<p>Frozen peas Ice cream</p>
<p>Kitchen cupboard/ larder</p> 	<p>Tins of soup Pasta</p>
<p>Fruit bowl</p> 	<p>Fruit</p>
<p>Bread bin</p> 	<p>Bread Pancakes</p>