Zig Zag Education

Food and Nutrition

Interactive PowerPoints for AQA GCSE Food Preparation and Nutrition

POWERPOINT SLIDES AND TEACHER NOTES

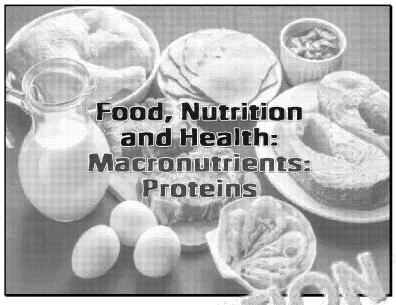
zigzageducation.co.uk

POD 9377

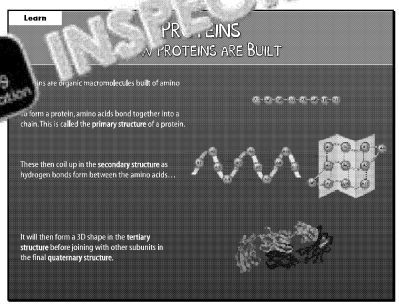
3.2.1 Macronutrients

PowerPoint 1: Proteins

Slide 1

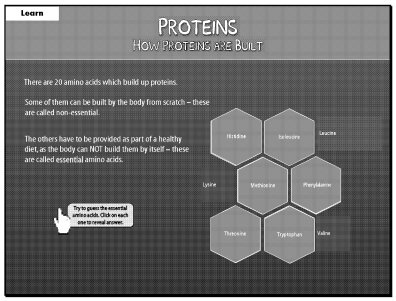


Slide 2



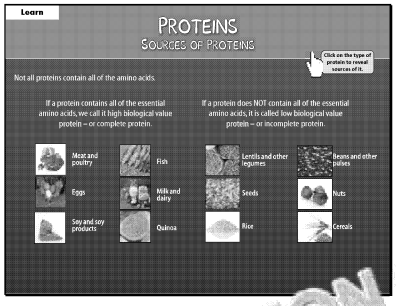
- Click through to reveal
- Discuss with students
learnt for their exam b
that the chemical stru
later on in the Food Sc

Slide 3



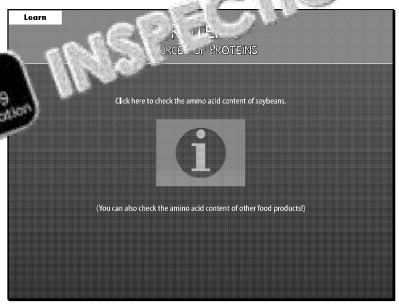
- Introduce essential an
- Click on each hexagon

Slide 4



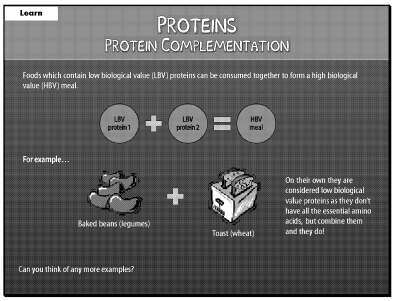
- Click on the name of t
sources.

Slide 5



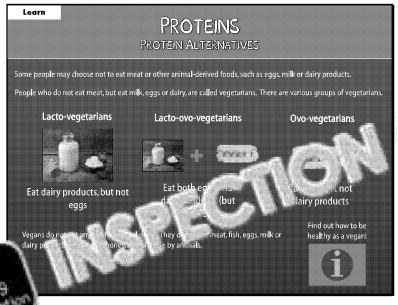
- Students can compare
(score) in various food

Slide 6



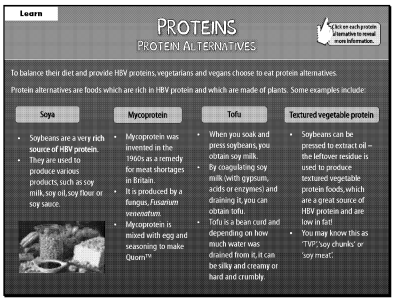
- Students should provi
are eaten every day an
complementation tech

Slide 7



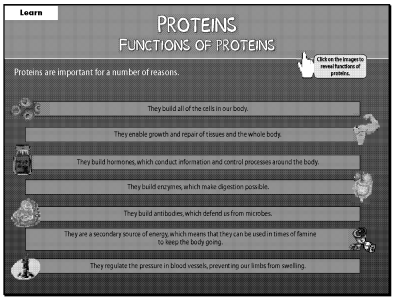
- Students learn the diff
of vegetarians and veg

Slide 8



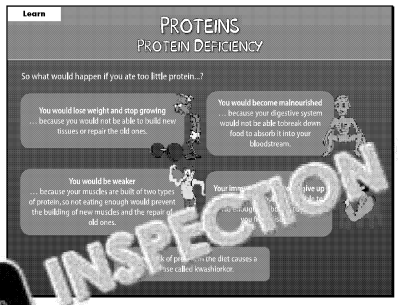
- Click on each title to re
different protein altern
- Students should consi
of.

Slide 9



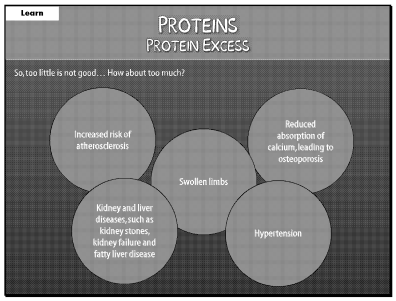
- See whether students
the images as prompts
- Click on each image to

Slide 10



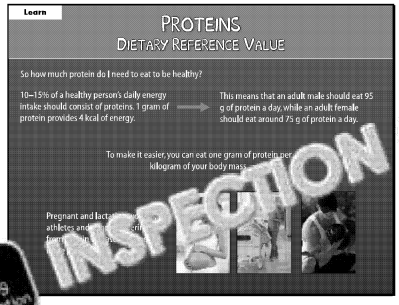
- Students should write
deficiency on a piece o
ner answers.

Slide 11



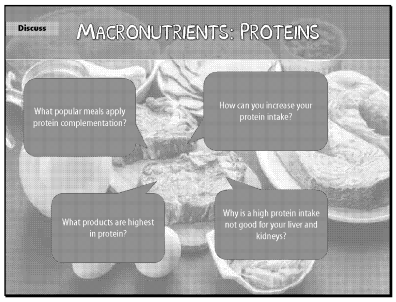
- Use the pictures as pr
  the effects of protein e
- Students should write
  on a piece of paper an
  Click on each picture t

Slide 12



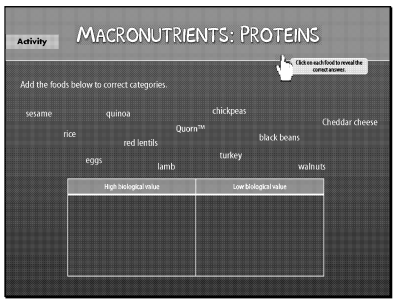
- For an adult male the r
  calorie intake is 2,500
  kcal.
- Discuss how this may
  pregnant, and for diffe

Slide 13



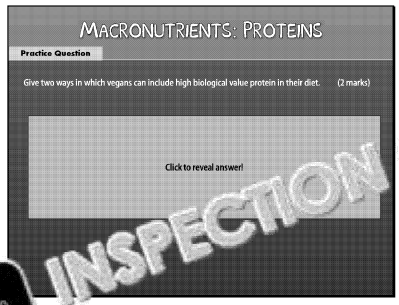
- Take this opportunity t
  learnt and to broaden
- Students should provi
  possible to get a bette

Slide 14



- Students should write
  foods contain HBV pro
  proteins, and then com
- Click on each type of f
- Students may also add

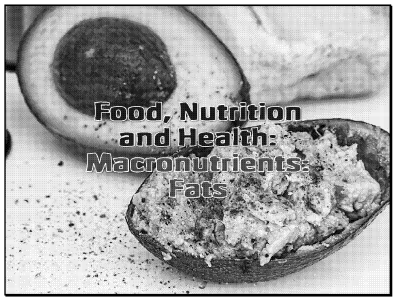
Slide 15



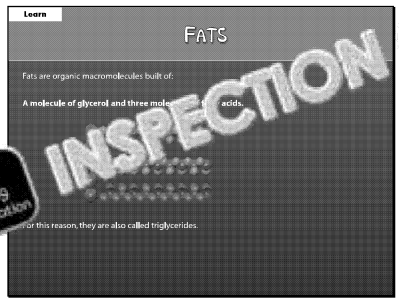
- Students should write
  on a piece of paper an
  lick to reveal the answ
  mark or self-mark thei

PowerPoint 2: Fats

Slide 1

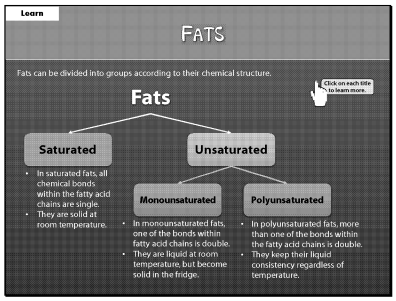


Slide 2



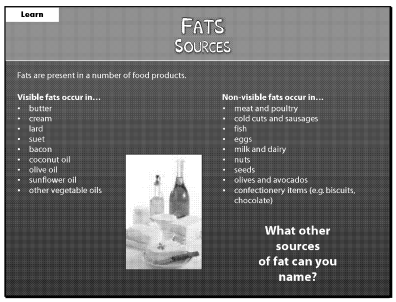
- Explain how a molecul
- Take this opportunity t are built affects their c saturated fats will be s will be liquid at room t

Slide 3



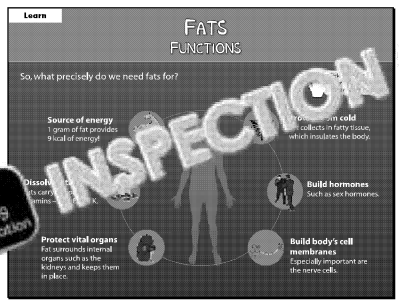
- Discuss how fats are d according to their che

Slide 4



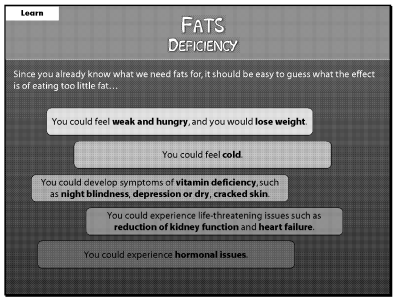
- Discuss how fats cann
- Get students to try to g

Slide 5



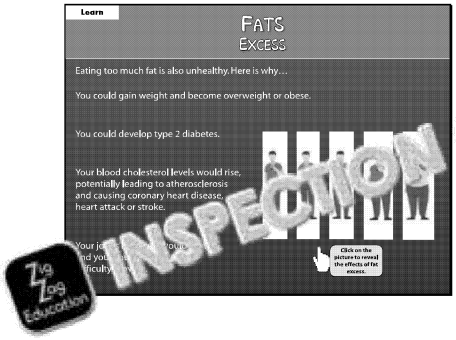
- sing the images as pr fats in the body.

Slide 6



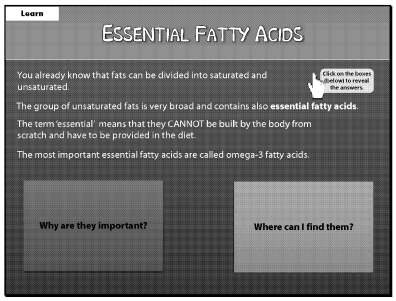
- Click anywhere on the
of fat deficiency in the
explain why these occu
- You could feel cold – t
insulation to the body,
it, our bodies will not b

Slide 7



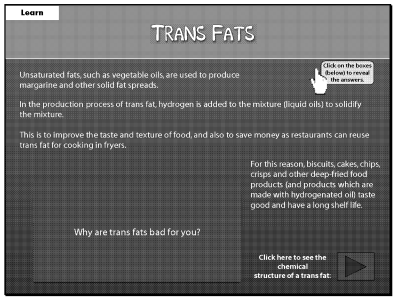
- Click on the person to
dis uss further.

Slide 8



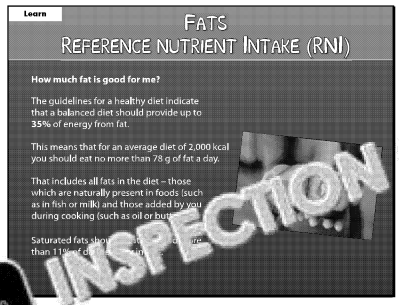
- Click on the left-hand b
- Click on the right-hand

Slide 9



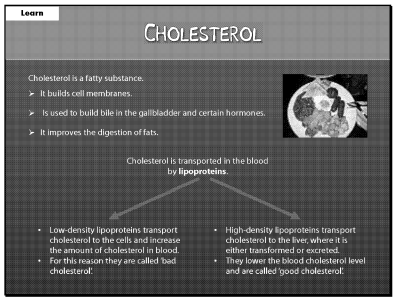
- Click on the arrow to re
for you. See if students
the answer.

Slide 10



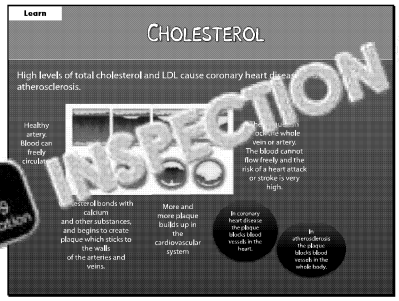
- Discuss the reference

Slide 11



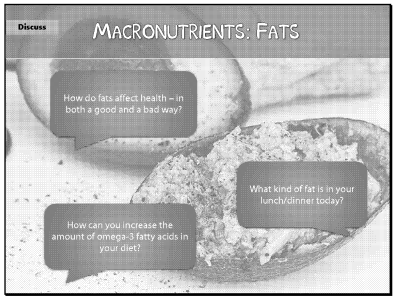
- Outline the importance
different types of chol
- Ask the students if the
the picture contain ch
egg yolk, bacon, and b
- Stress that the amoun
the diet DOES NOT aff
the blood. However, th
FATS consumed does!

Slide 12



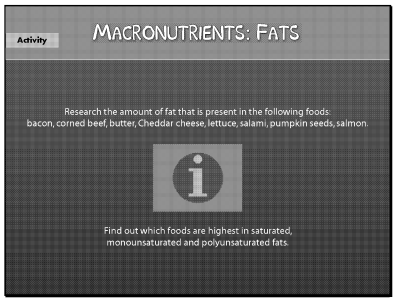
- Click through to reveal

Slide 13



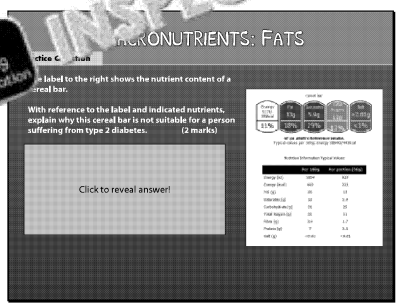
- Take this opportunity t
learnt and how it impa

Slide 14



- SATS – saturated fats;
fatty acids, PUFA – po
values per 100 g unpre
- Cured pork bacon: SAT
- Corned beef, canned: SA
- Butter, unsalted: SATS
- Cheddar cheese: SATS
- Lettuce: SATS 0.02 g, M
- Salami: SATS 13 g, MU
- Pumpkin seeds: SATS
- Salmon, raw: SATS 0.8

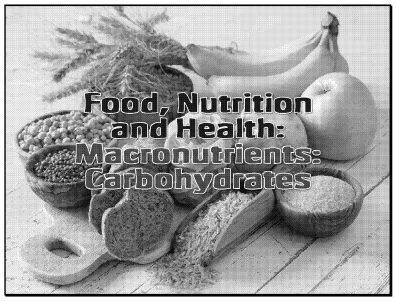
Slide 15



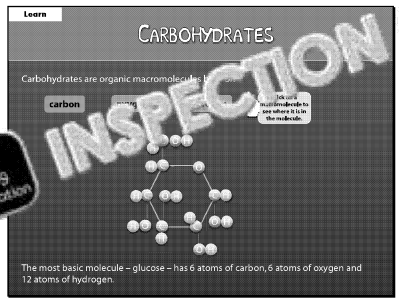
- Students should write
on a piece of paper an
- Click to reveal the ans
mark or self-mark thei

PowerPoint 3: Carbohydrates

Slide 1

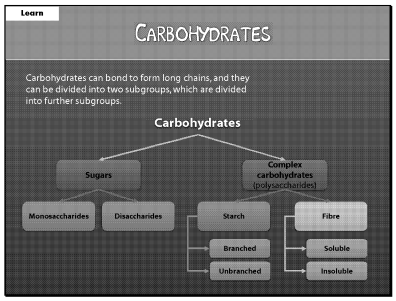


Slide 2



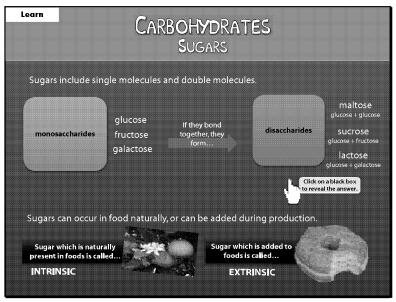
- Briefly introduce the st

Slide 3



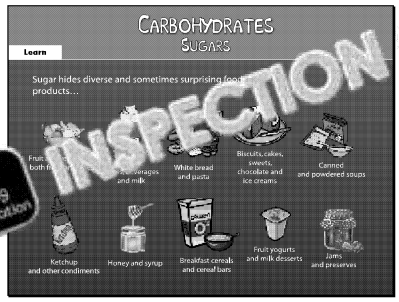
- Click to reveal the diffe carbohydrates.

Slide 4

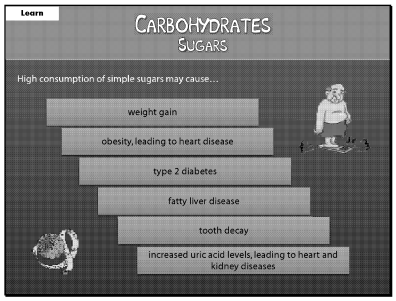


- Click anywhere to reve
- Click on the black text to the unfinished sente

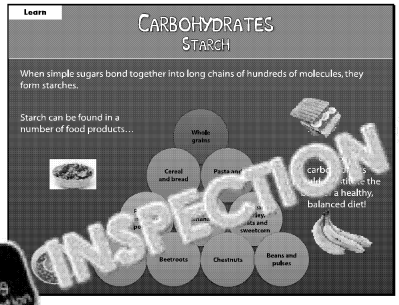
Slide 5



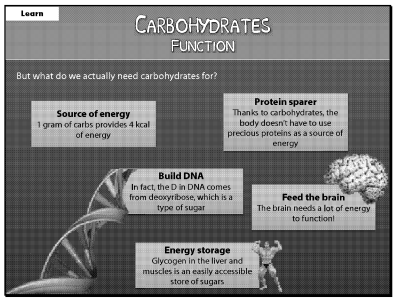
Slide 6



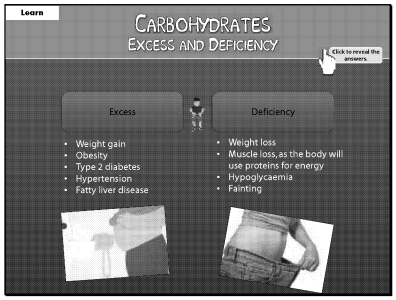
Slide 7



Slide 8

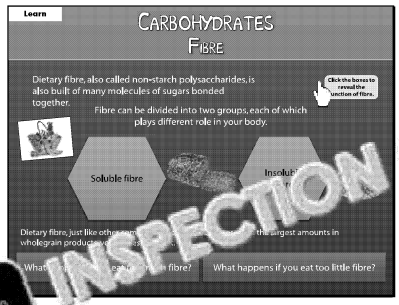


Slide 9



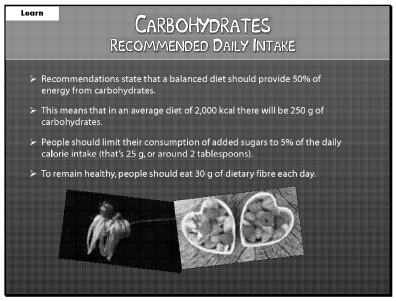
- Click on the 'Excess' ar
  the answers.

Slide 10

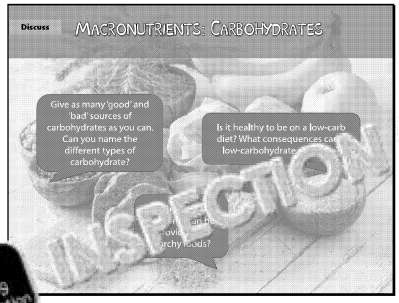


- Students may try to gu
  functions of each type
- tudents may try to gu
  deficiency.
- Click on each of the fie

Slide 11

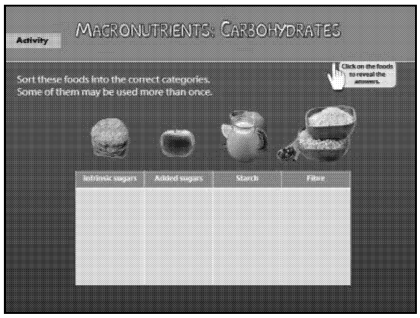


Slide 12

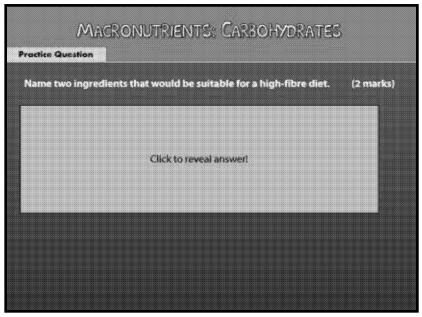


- Take this opportunity t
  lea nt and how it impa
- Nutrients provided by
  dietary fibre, vitamins
  K) and minerals (iron,
  zinc).

Slide 13



Slide 14

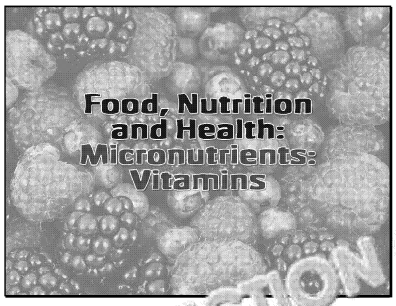


- Students should write
  on a piece of paper an
- Click to reveal the ans
  mark or self-mark thei

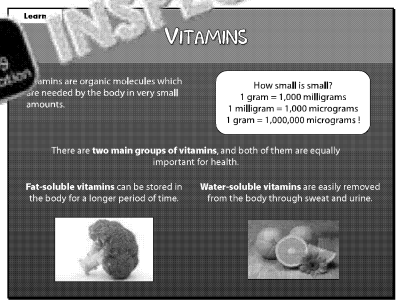
3.2.2 Micronutrients

PowerPoint 4: Vitamins

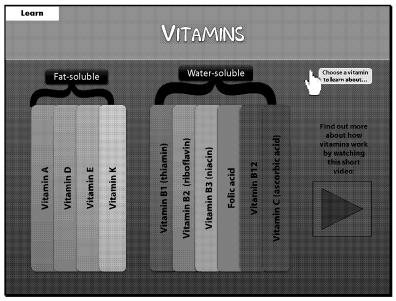
Slide 1



Slide 2

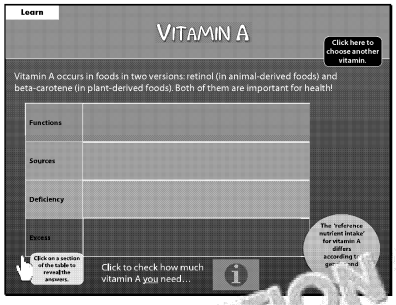


Slide 3



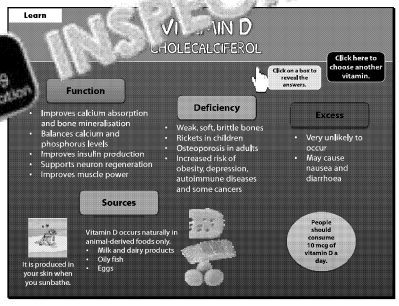
- Click on a vitamin to le
- Get back to this slide b
  choose another vitami

Slide 4



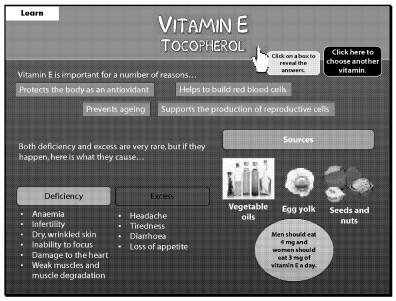
- Discuss each section o
  reveal the answers.

Slide 5



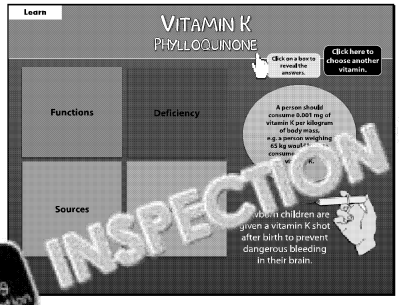
- Discuss each box and
  answers.

Slide 6



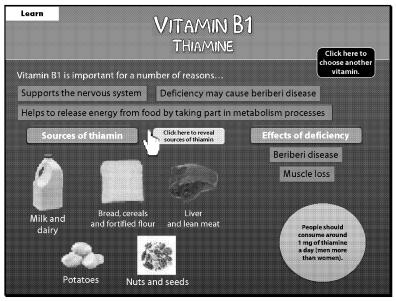
- Click anywhere on the
  vitamin E.
- Click on 'Excess'/'Defic
  and on 'Sources' to rev
- Click anywhere to reve

Slide 7



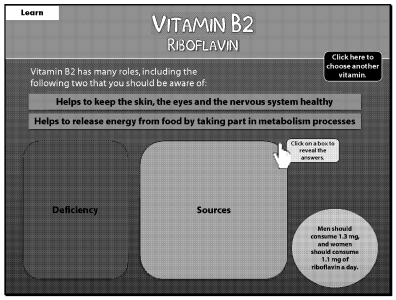
- Click on a box to revea
- St dents may attempt
- lick anywhere to find
  newborns.

Slide 8



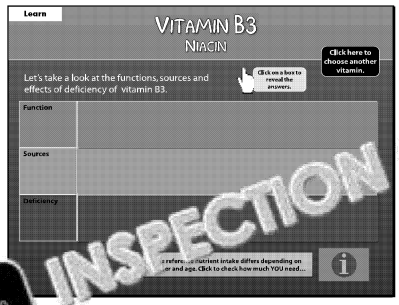
- Click anywhere on the
  of vitamin B1.
- Click on the 'Sources o
  times) to reveal the an
- Click on 'Effects of def
  answers.

Slide 9



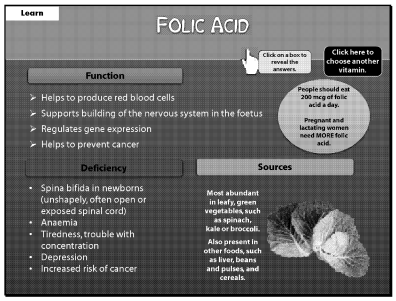
- Click to reveal.

Slide 10



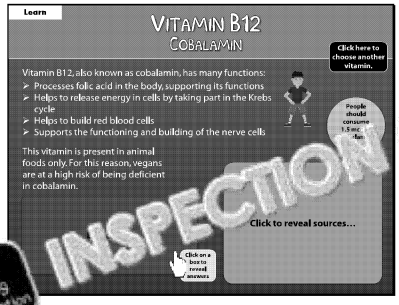
- Click to reveal.
- Click on the informatio
- erent groups of pe

Slide 11



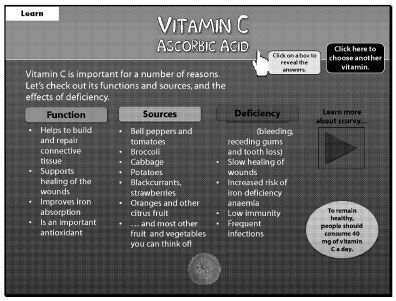
- Click on 'Function' (fou
  answers.
- Click on 'Deficiency' to
- Click on 'Sources' to re
- Click anywhere to see

Slide 12



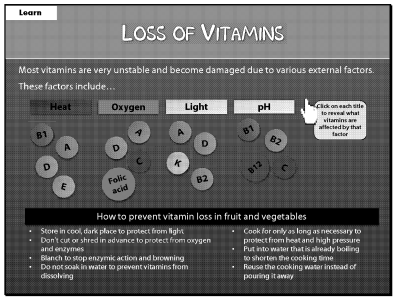
- Click on the right-hand
- Click on the left-hand b
  deficiency.
- Click anywhere to reve

Slide 13



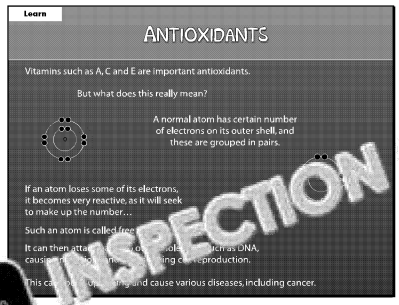
- Click on the titles to re
- Click on the arrow icon

Slide 14

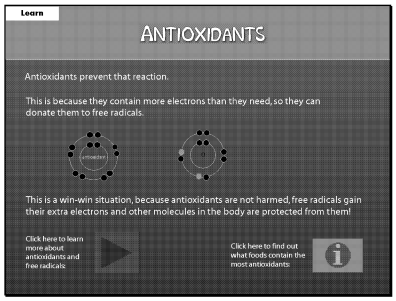


- Click anywhere to unc
  vitamin content in frui
- Click on each title to re
  affected by it the most
- Click on the backgroun
  techniques for prevent

Slide 15



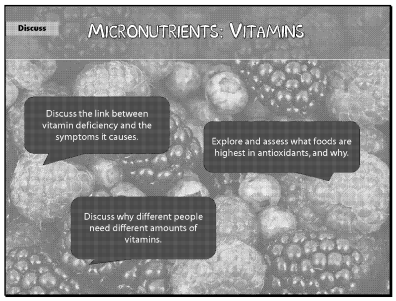
Slide 16



- Click on the arrow icon
- Click on the informatio

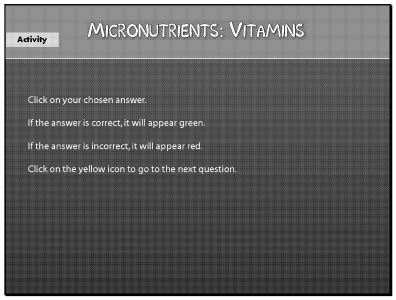
Slide 17

Slide 18

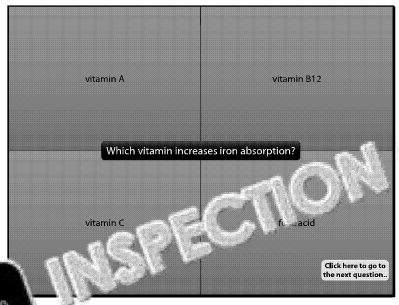


- Take this opportunity t
  learnt and how it impa

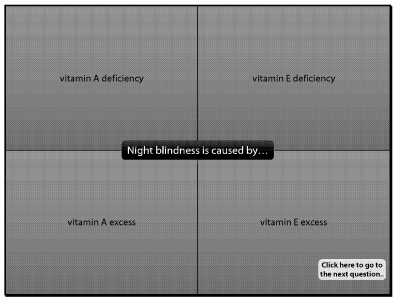
Slide 19



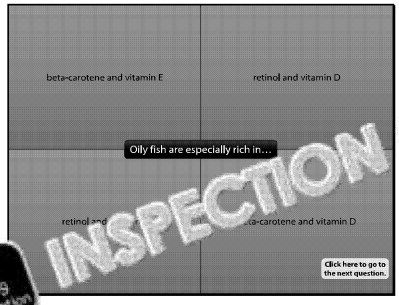
Slide 20



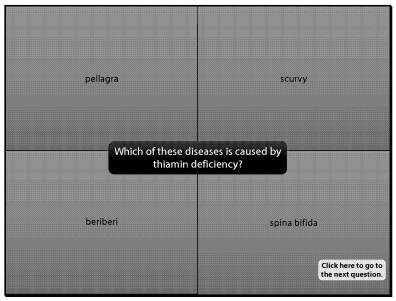
Slide 21



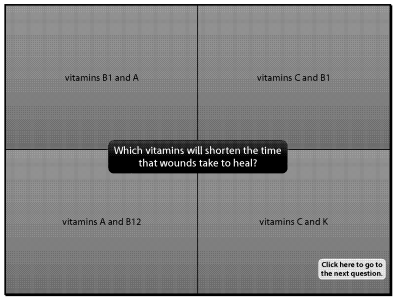
Slide 22



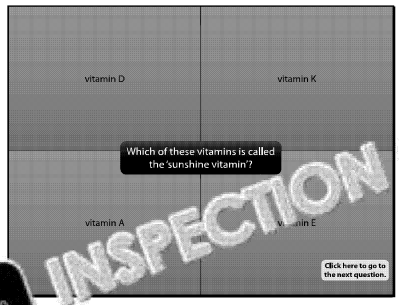
Slide 23



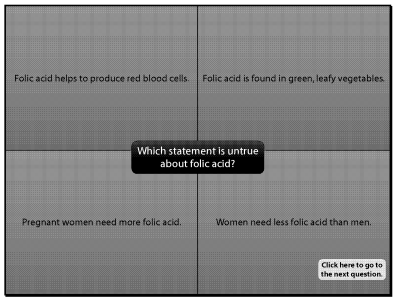
Slide 24



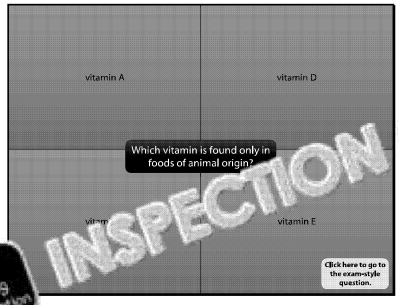
Slide 25



Slide 26



Slide 27

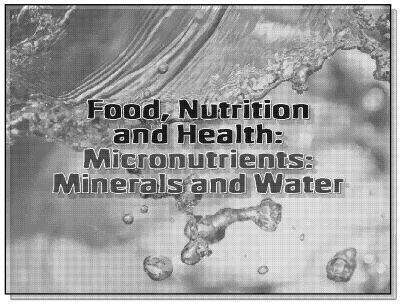


Slide 28

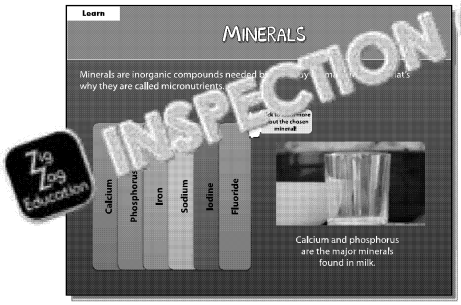
- Students should write
  on a piece of paper an
- Click to reveal the ans
  mark or self-mark thei

PowerPoint 5: Minerals and Water

Slide 1

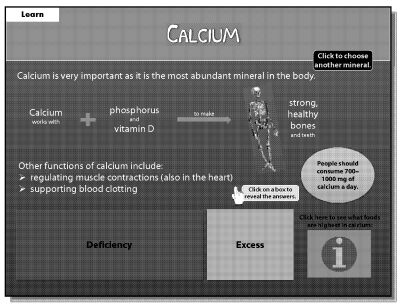


Slide 2



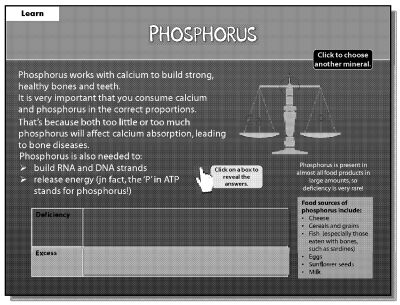
- Click on each mineral t
the 'choose another mi
return to this home sli

Slide 3



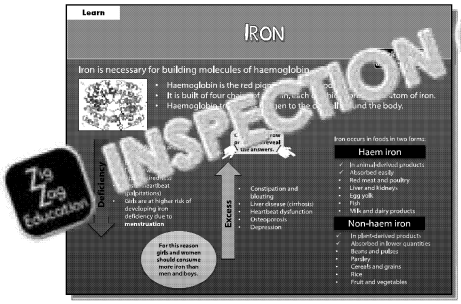
- Click to reveal effects
- Click on the informatio
calcium-rich food prod

Slide 4



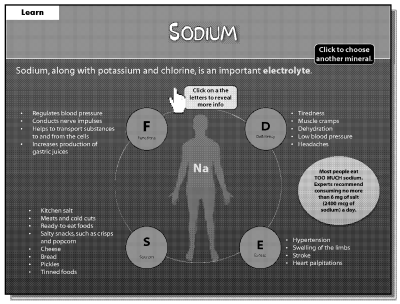
- Click to reveal the effe
deficiency.

Slide 5



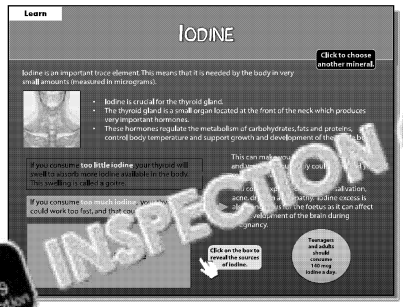
- Click on an arrow to di
deficiency or excess.

Slide 6



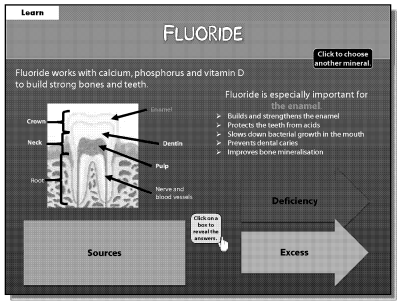
- Click on F, D, S or E to

Slide 7



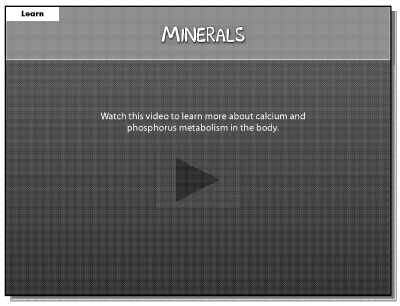
- Click on the 'Sources o
ans wers.

Slide 8



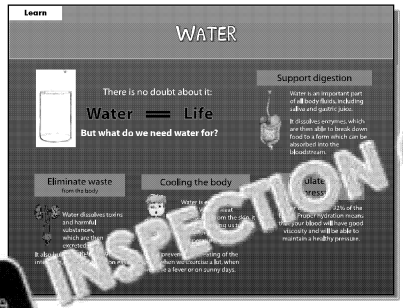
- Click on an arrow to re
deficiency and excess.

Slide 9

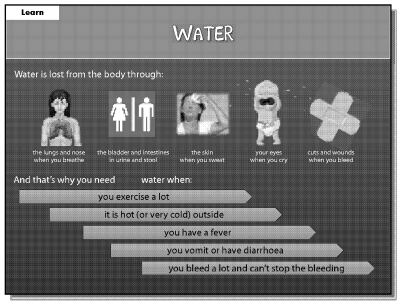


- Watch the video to lea
phosphorus.

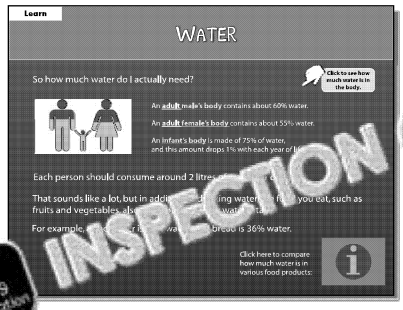
Slide 10



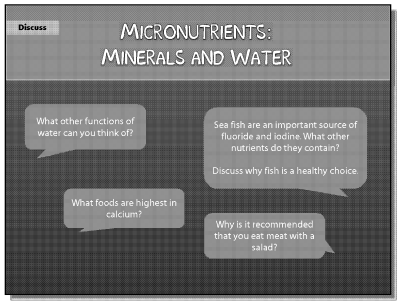
Slide 11



Slide 12

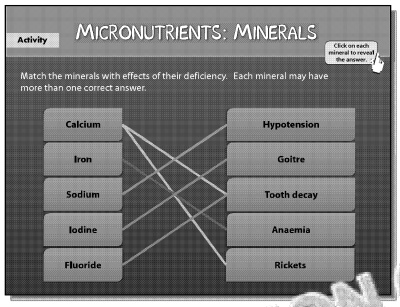


Slide 13



- Take this opportunity t
  learnt and how it impa
- Other functions of wat
  limited to:
- Providing minerals suc
- Dissolving vitamins an
  absorbed into the bloo
- Creating a suitable env
  reactions in the body
- Helping to chew and s
- Allowing dietary fibre t
  feeling of fullness/sati

Slide 14



- Students should write
- Click on each mineral

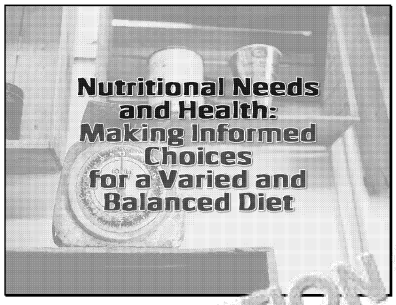
Slide 15

- Students should write
  on a piece of paper an
- Click to reveal the ans
  mark or self-mark thei

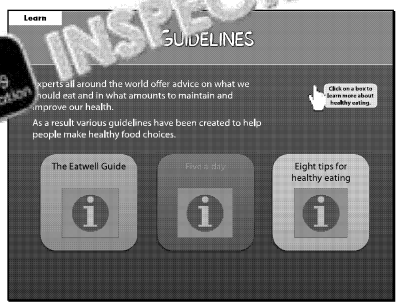
3.2.3 Nutritional needs and health

PowerPoint 6: Making Informed Choices for a Varied and B

Slide 1

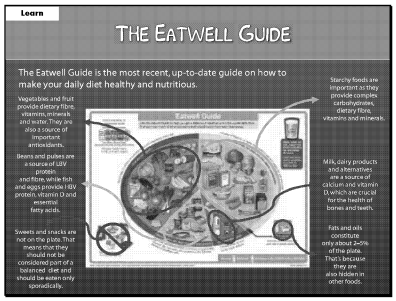


Slide 2

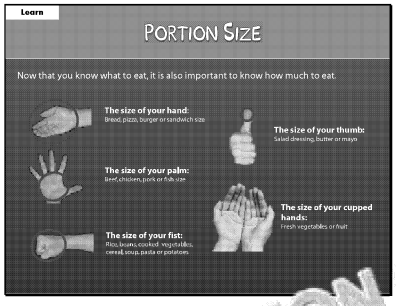


- Click on a box to go to
- Students can attempt
of each set of guidelin
slide.

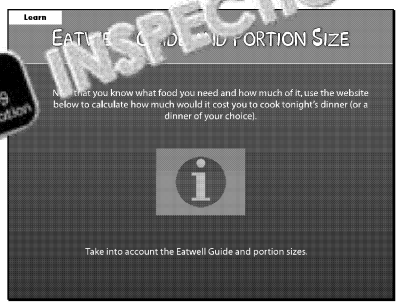
Slide 3



Slide 4

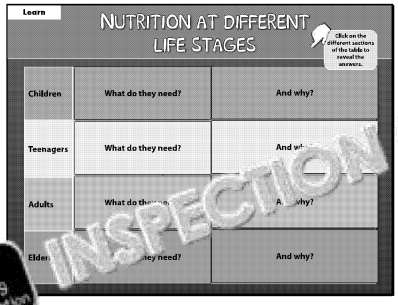


Slide 5

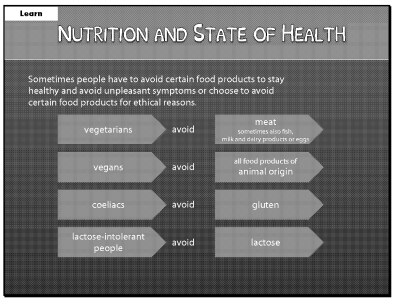


Slide 6

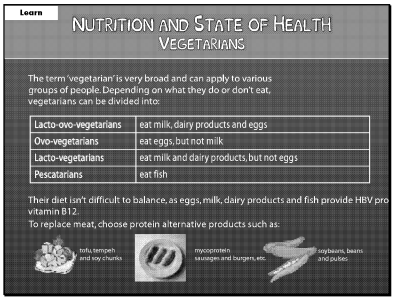
Slide 7



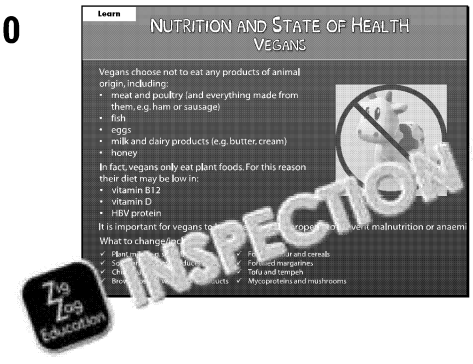
Slide 8



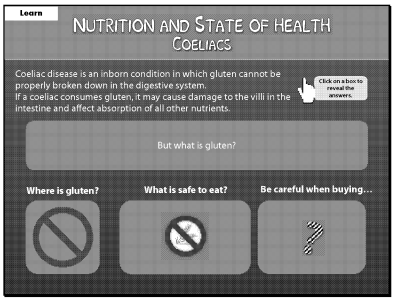
Slide 9



Slide 10

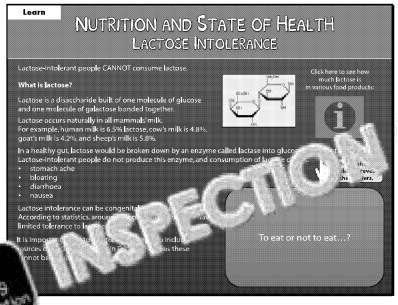


Slide 11



- Click to reveal the ans

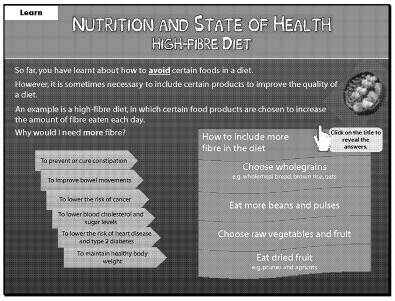
Slide 12



- Students may attempt
  ca not be eaten.
- Click on the 'To eat or
  answer.

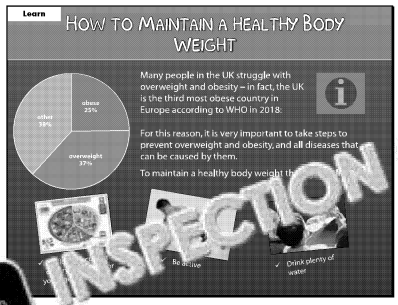
Slide 13

Slide 14

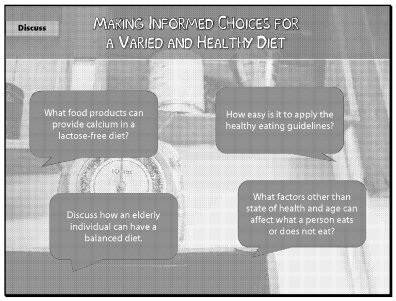


- Students may attempt
  be eaten.
- Click on 'How to includ
  times) to reveal the an
- Click on the backgroun
  answer to 'Why would

Slide 15

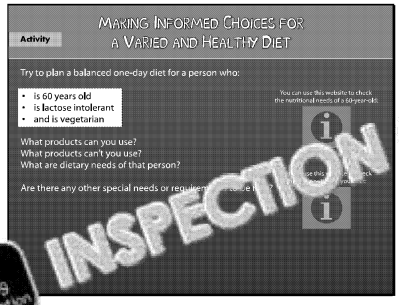


Slide 16

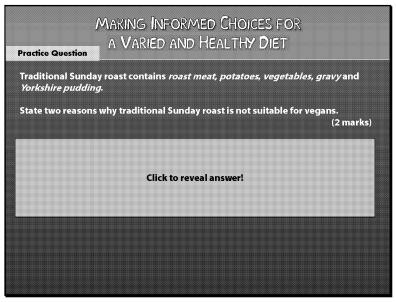


- Take this opportunity t
  learnt and how it impa

Slide 17



Slide 18

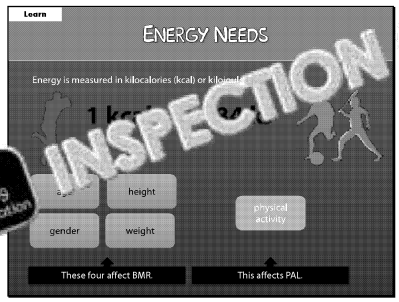


- Students should write
  on a piece of paper an
- Click to reveal the ans
  mark or self-mark thei

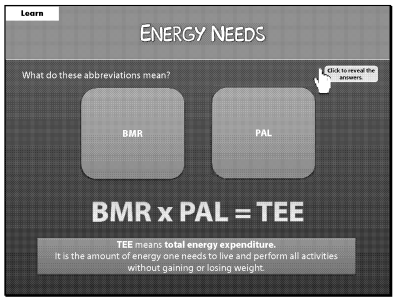
PowerPoint 7: Energy Needs

Slide 1

Slide 2

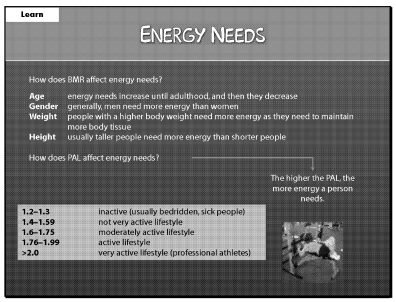


Slide 3

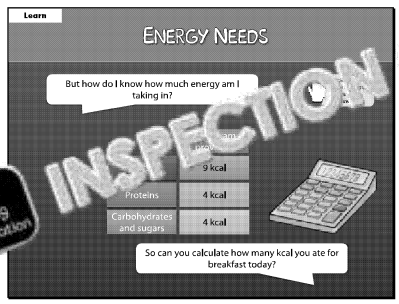


- Click on the 'BMR' and
  answers.
- Click on the equation t

Slide 4

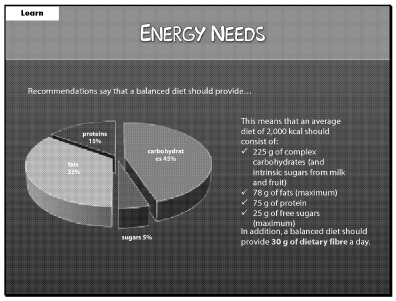


Slide 5



- tudents should recall
  macronutrient provide
- Reveal the answers by

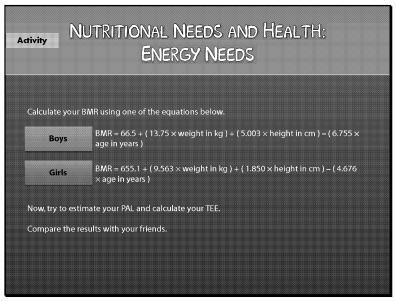
Slide 6



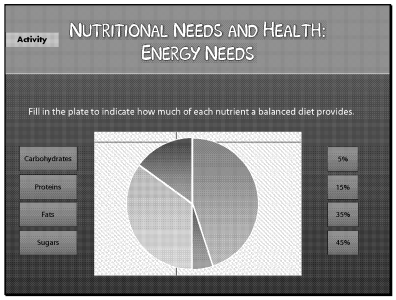
Slide 7

- Take this opportunity t
  lea nt and how it impa

Slide 8



Slide 9



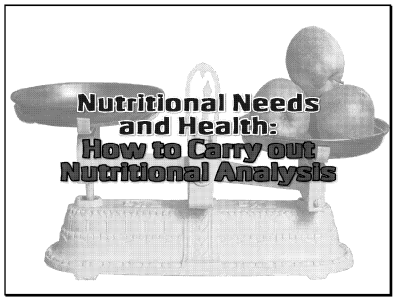
- Click on each macronu

Slide 10

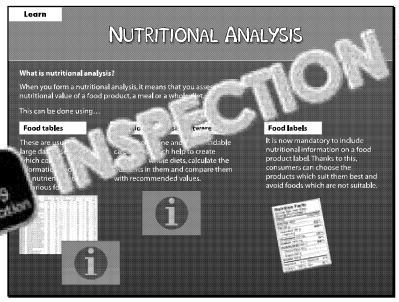
- Students should choos
- Click to reveal the corr

PowerPoint 8: How to Carry out Nutritional Analysis

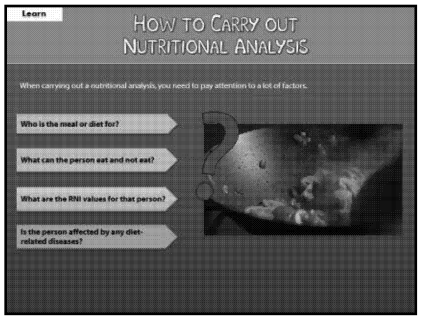
Slide 1



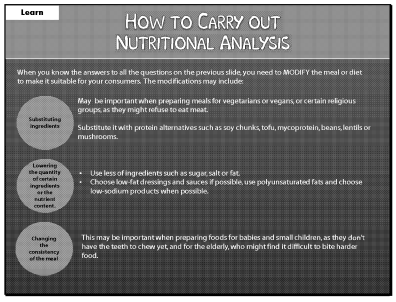
Slide 2



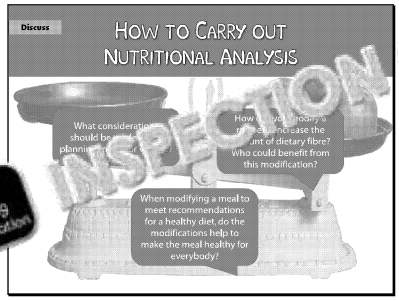
Slide 3



Slide 4

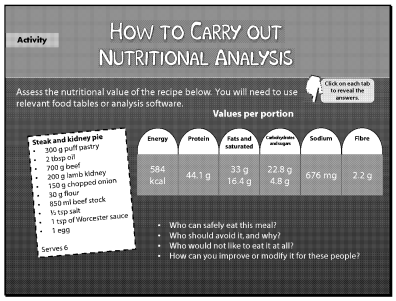


Slide 5

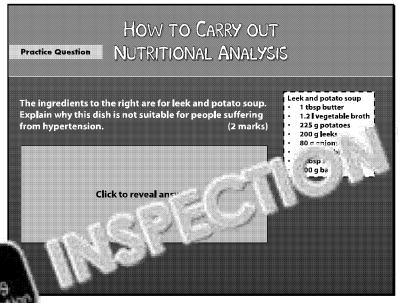


...ake this opportunity t...
...learnt and how it impa...

Slide 6



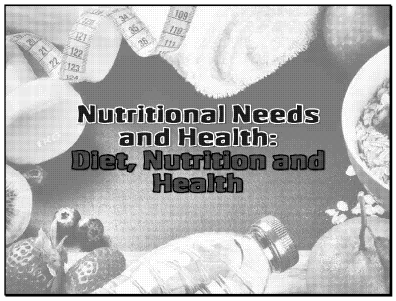
Slide 7



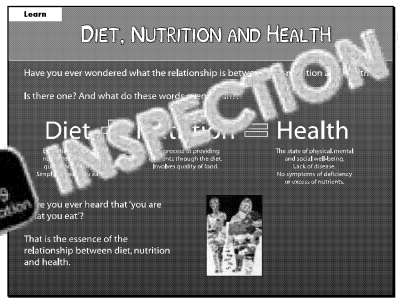
- Students should write
- piece of paper the
- click to reveal the answ
- mark or self-mark thei

PowerPoint 9: Diet, Nutrition and Health

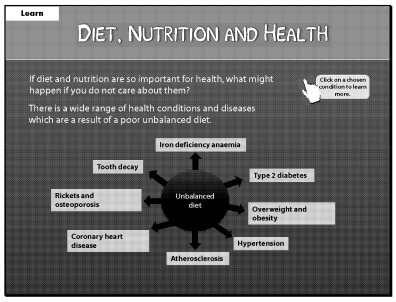
Slide 1



Slide 2

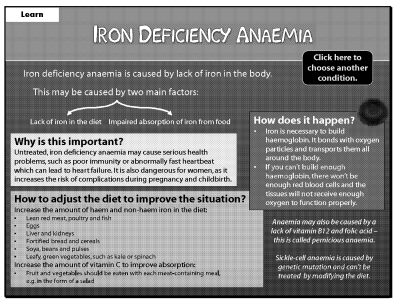


Slide 3

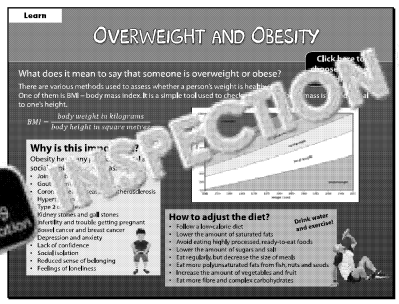


- Students should guess
  improper diet/nutrition
- Click to reveal the answ
- Students may also sug
  fatty liver disease, alco

Slide 4



Slide 5



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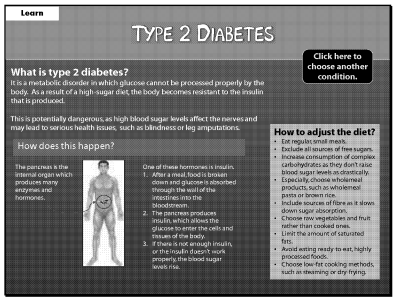
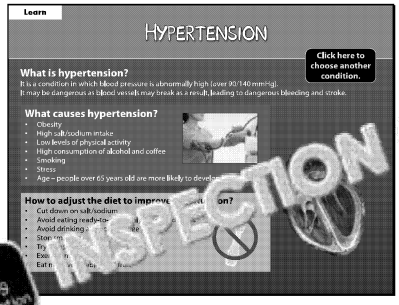


Slide 7



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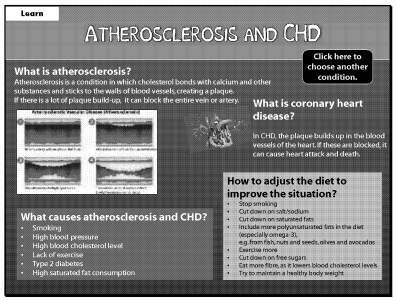

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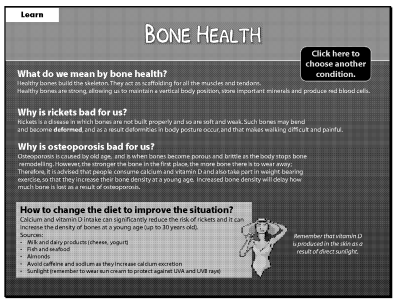
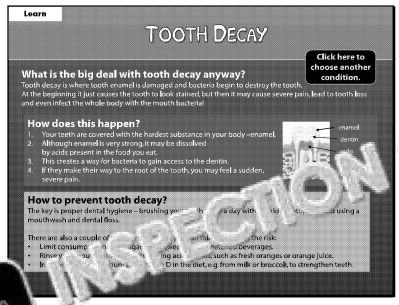
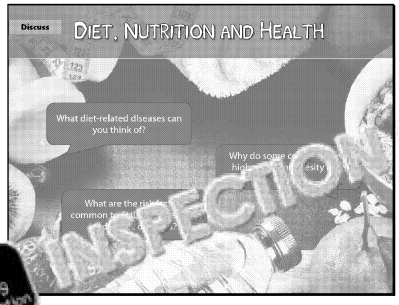


Slide 10



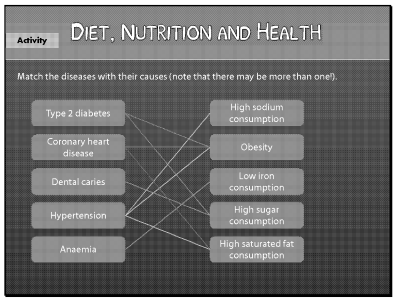
Slide 11

Slide 12



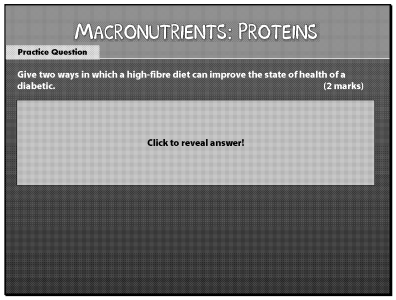
- Take this opportunity t
  lea nt and how it impa

Slide 13



- Students should matc
  causes on paper.
- Click on a chosen dise

Slide 14

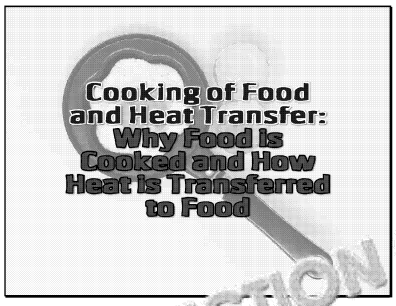


- Students should write
  on a piece of paper an
- Click to reveal the ans
  mark or self-mark thei

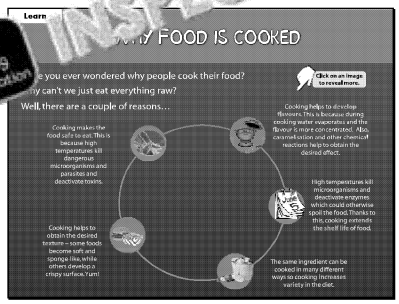
3.3.1 Cooking of food and heat transfer

PowerPoint 10: Why Food is Cooked and How Heat is Tran

Slide 1

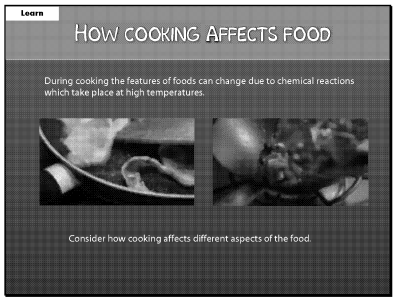


Slide 2



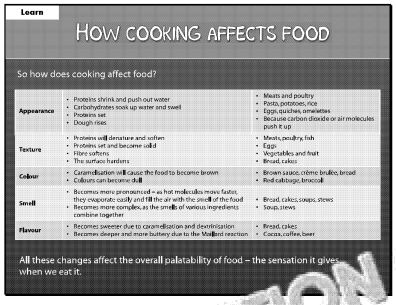
- Get students to consid
  foods are safe to eat.
- Click on each image to

Slide 3

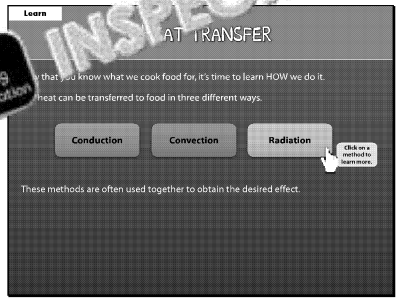


- Discuss how cooking c
  ways.
- Consider key examples

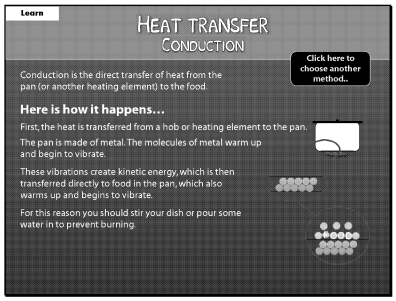
Slide 4



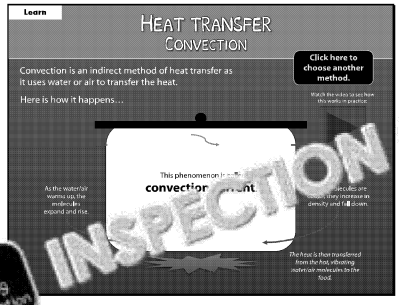
Slide 5



Slide 6

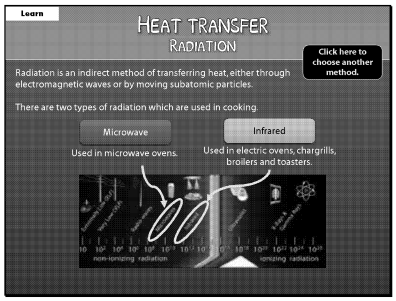


Slide 7



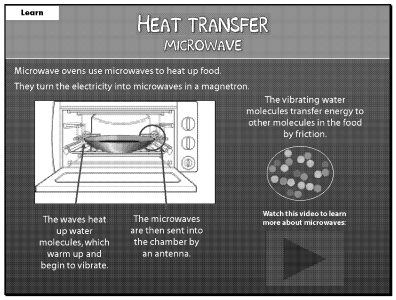
- Discuss how convectio

Slide 8

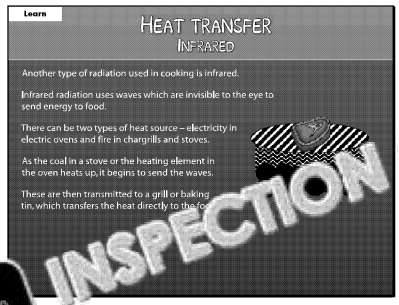


- Discuss the difference and infrared radiation.
- More information on b slides.

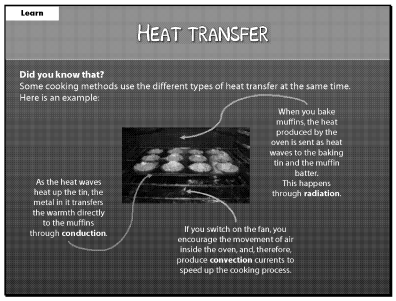
Slide 9



Slide 10



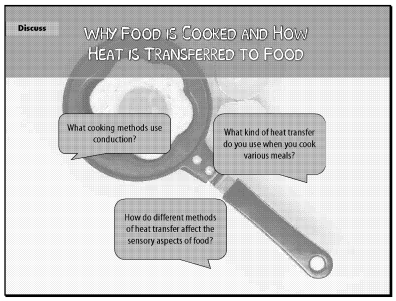
Slide 11



- Discuss how cooking c
method of heat transfe

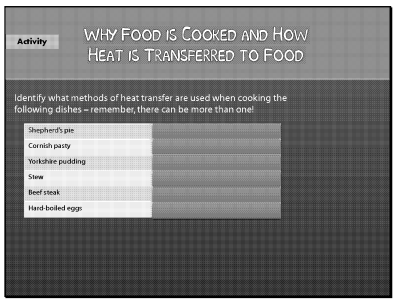
Slide 12

Slide 13



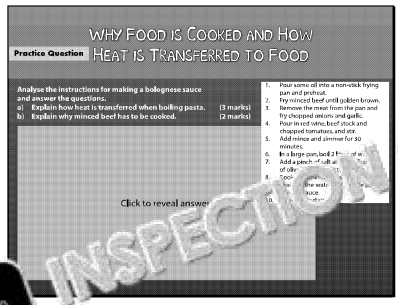
- Take this opportunity t
learnt and how it impa

Slide 14



- Click on each box to re

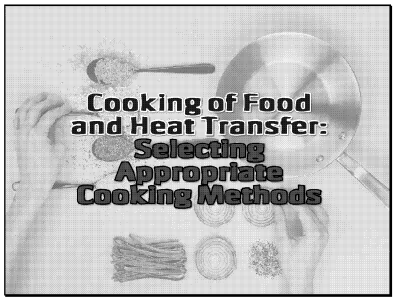
Slide 15



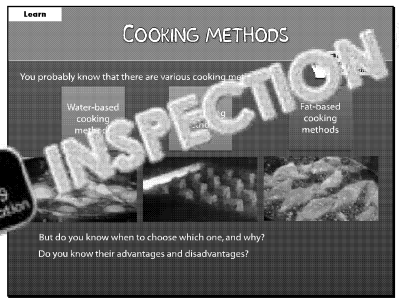
- Students should write
on a piece of paper an
- Click to reveal the ans
mark or self-mark thei

PowerPoint 11: Selecting Appropriate Cooking Methods

Slide 1

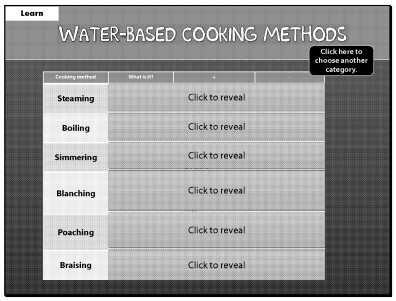


Slide 2



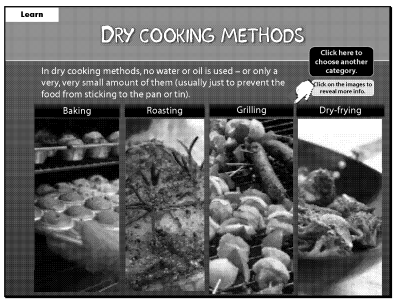
- Introduce cooking met
- Assess students' initia
- Click on each box to re

Slide 3



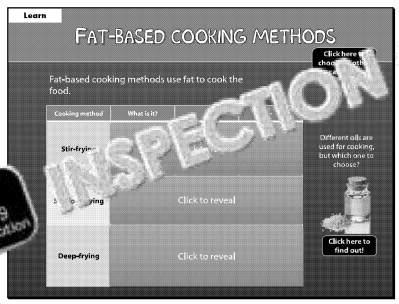
- Get students to think c

Slide 4



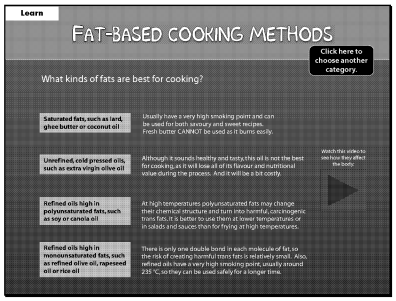
- Get students to think c

Slide 5

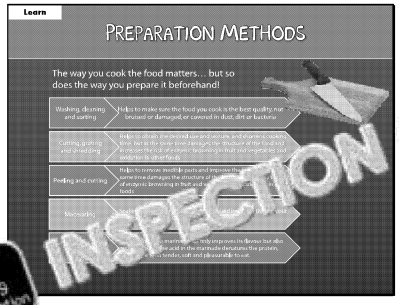


- Get students to think c

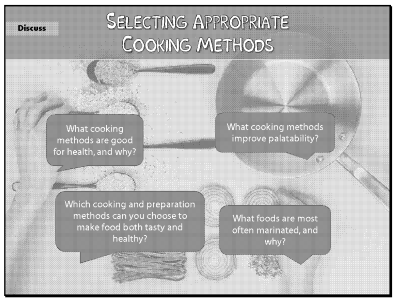
Slide 6



Slide 7

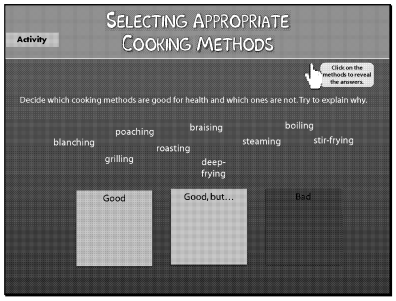


Slide 8



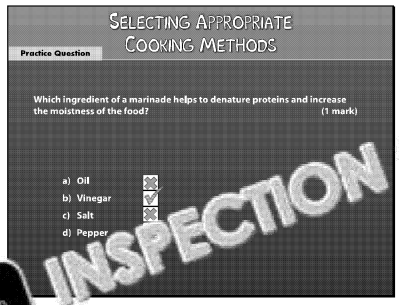
- Take this opportunity t
  learnt and how it impa

Slide 9



- Students should write
  methods are good or b
  behind their choices.
- Students may also des
  not mentioned in the a
- Click on a chosen met

Slide 10

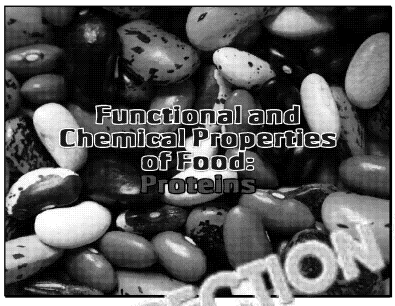


- Students should write
  on a piece of paper an
- …k to reveal the ansv
  mark or self-mark thei

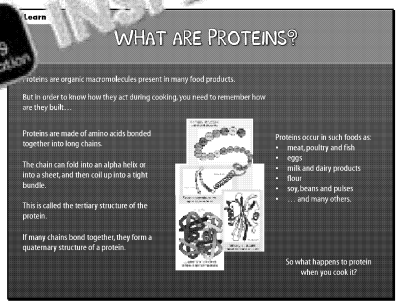
3.3.2 Functional and chemical properties o

PowerPoint 12: Proteins

Slide 1

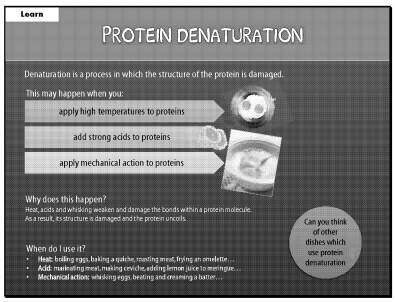


Slide 2



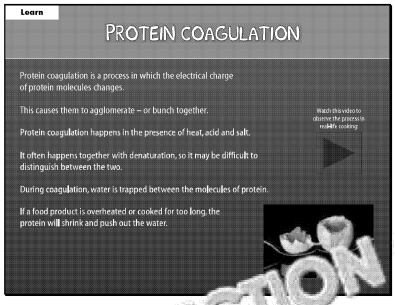
- Introduction to protein
- Students to highlight s
  eggs, beans.

Slide 3



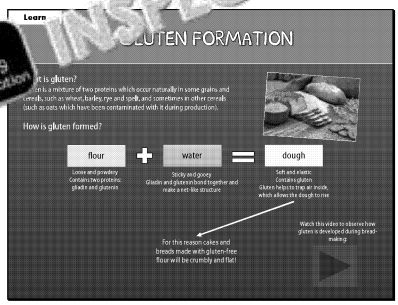
- Discuss how proteins
- Discuss how denaturat

Slide 4



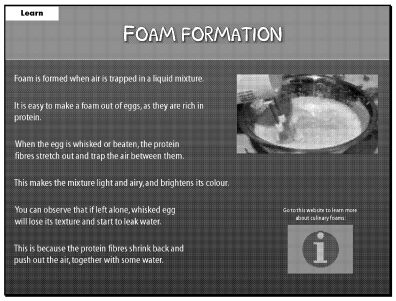
- Explanation of the proc
- Students to provide ex

Slide 5



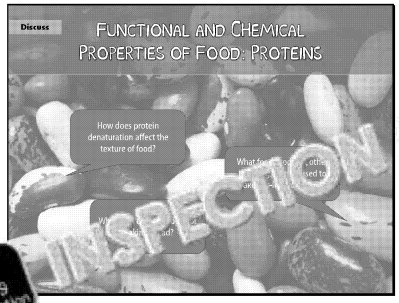
- Explain the process of

Slide 6



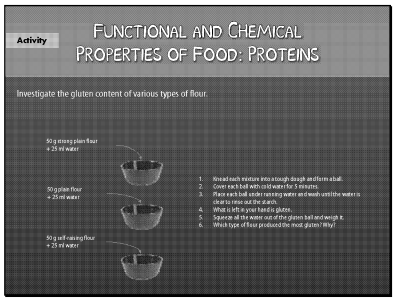
- Explain the process of

Slide 7



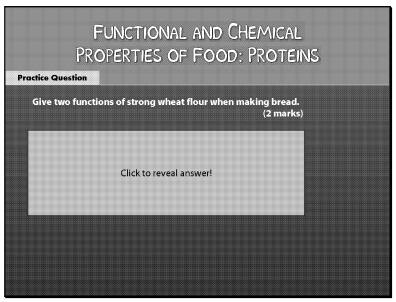
- Take this opportunity t
  lea nt and how it impa

Slide 8



- This is an optional pra
  want to do. Alternativ
  students think may ha

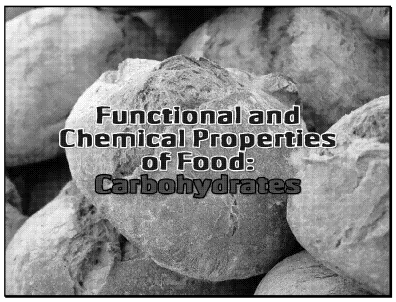
Slide 9



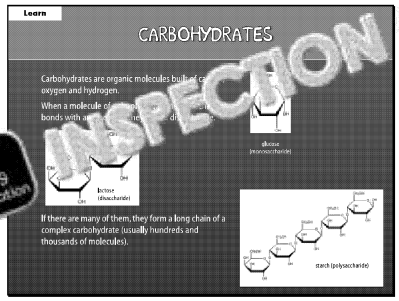
- Students should write
  on a piece of paper an
- Click to reveal the ans
  mark or self-mark thei

PowerPoint 13: Carbohydrates

Slide 1

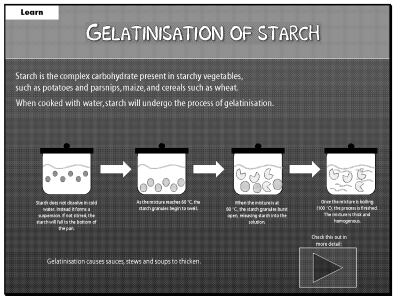


Slide 2



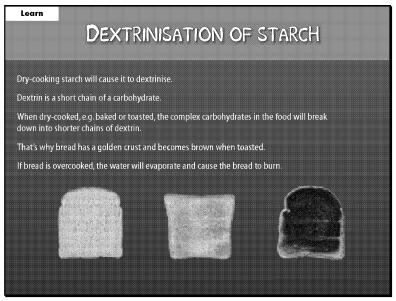
- Introduction to carboh structure.

Slide 3



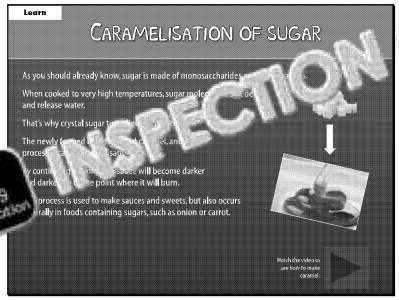
- Discuss the process of

Slide 4



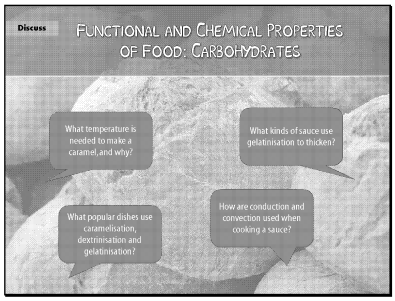
- Discuss dextrinisation.

Slide 5



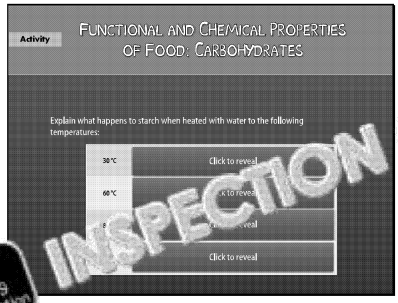
- Introduction to carame cooked at high temper

Slide 6



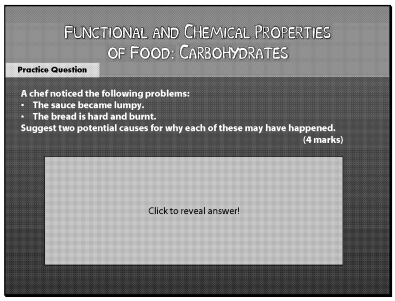
- Take this opportunity t
  learnt and how it impa

Slide 7



- Students to discuss in
  such conditions.
- Click on a box to revea

Slide 8

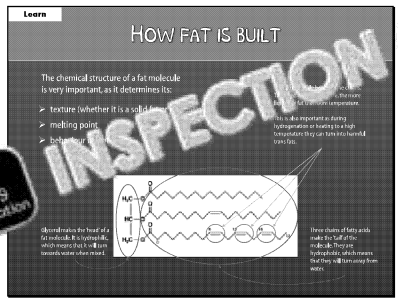


- Students should write
  on a piece of paper an
- Click to reveal the ans
  mark or self-mark thei

PowerPoint 14: Fats and Oils

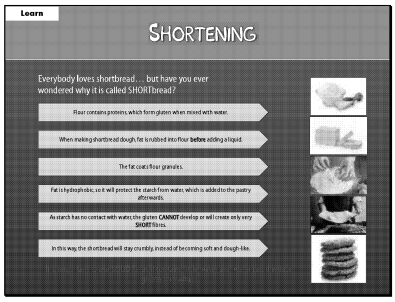
Slide 1

Slide 2



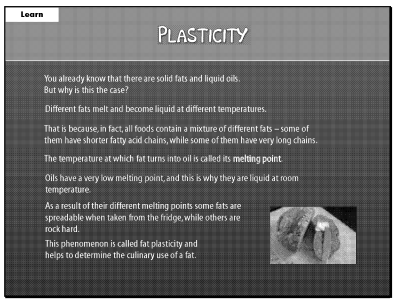
- Introduction to fat and

Slide 3



- Explain why shortbrea
  shortbread in this cont

Slide 4

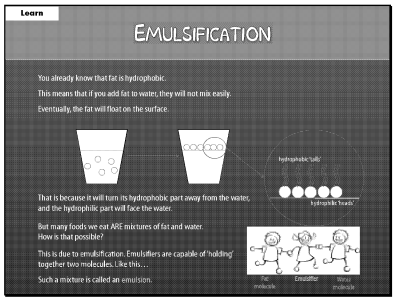


- Explain what the plasti

Slide 5

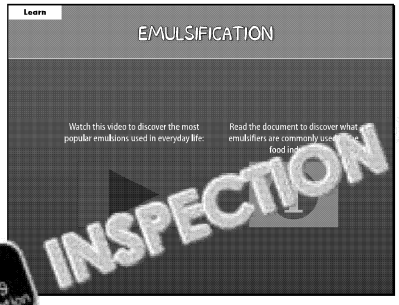
- Explanation of the proc
  application to a spong

Slide 6

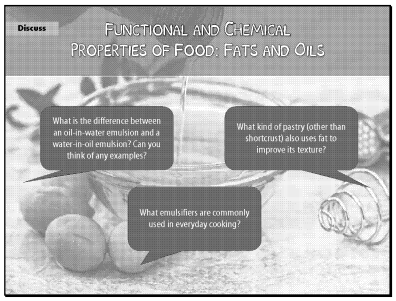


- Description of the proc

Slide 7

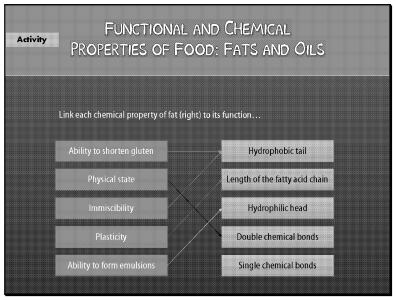


Slide 8



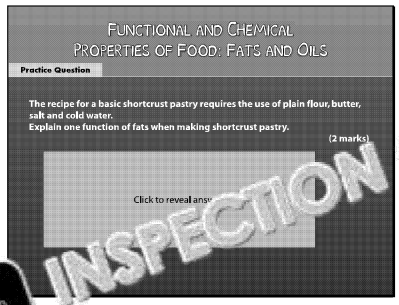
- Take this opportunity t
learnt and how it impa

Slide 9



- Students should work
explain how the chemi
its culinary use.
- Click on a box in the le
answer.

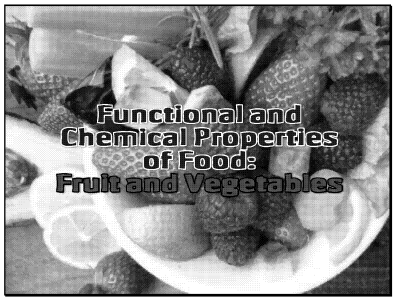
Slide 10



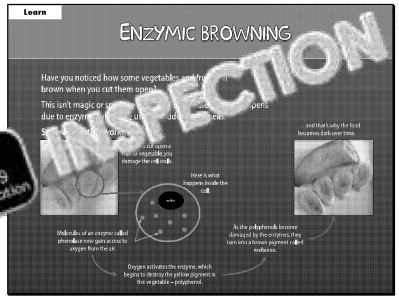
- Students should write
on a piece of paper an
- Click to reveal the ans
mark or self-mark thei

PowerPoint 15: Fruit and Vegetables

Slide 1

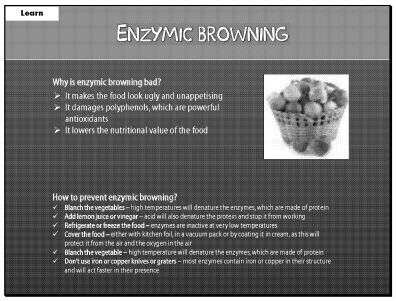


Slide 2



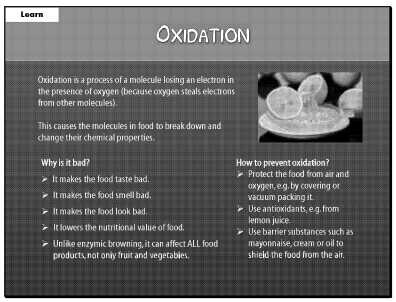
- Description of the proc
- Students to come up w browning

Slide 3



- Students to identify wh
- Ideas for how browning

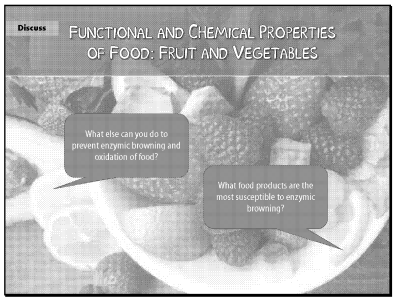
Slide 4



- Explanation of the proc is bad for foods.
- Suggestions for how o

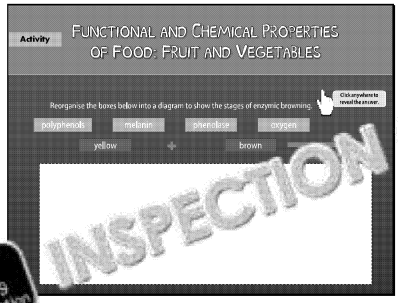
Slide 5

Slide 6



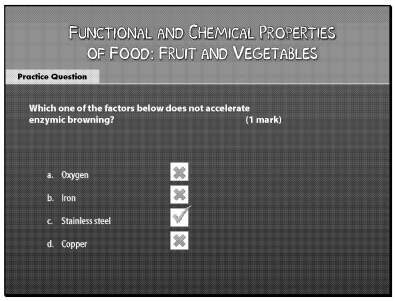
- Take this opportunity t
  learnt and how it impa

Slide 7



- Students should draw
- Cli k to reveal the ans
  iagrams drawn by stu

Slide 8



- Students should write
  on a piece of paper an
- Click to reveal the ans
  mark or self-mark thei

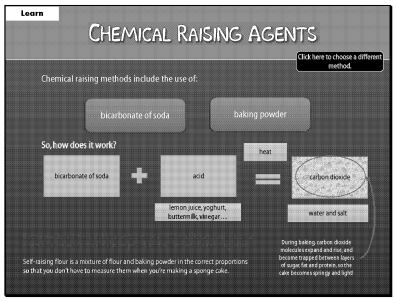
PowerPoint 16: Raising Agents

Slide 1

Slide 2

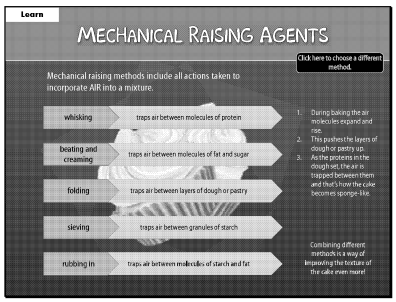
- Introduce raising agen
- Before revealing the ar guess the method fro
- Click on each method separate slides).

Slide 3



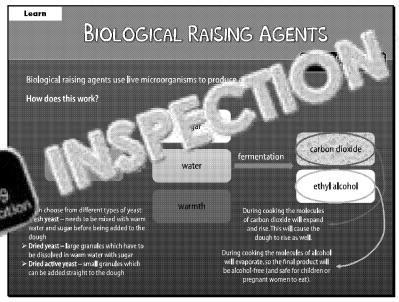
- Click black button to re Agents?' slide.

Slide 4



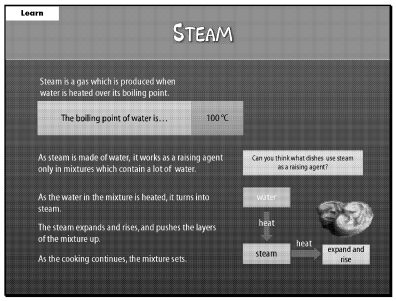
- Click black button to re Agents?' slide.

Slide 5

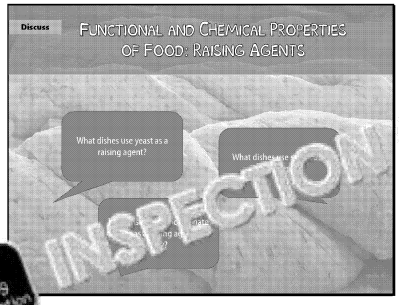


- Click black button to re Agents?' slide.

Slide 6

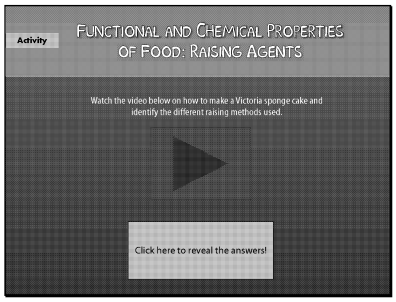


Slide 7



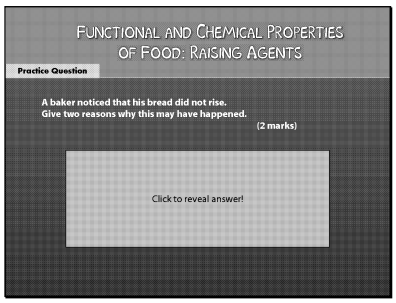
- Take this opportunity t
  le nt and how it impa

Slide 8



- Students should watch
  raising methods used
- Click to see the answe

Slide 9

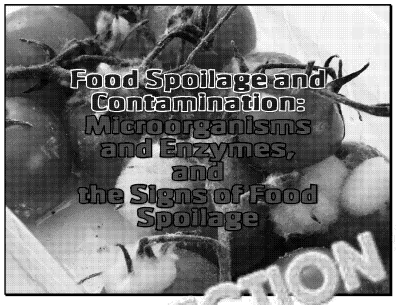


- Students should write
  on a piece of paper an
- Click to the reveal ans
  mark or self-mark thei

3.4.1 Food spoilage and contamination

PowerPoint 17: Microorganisms and Enzymes, and the Sig

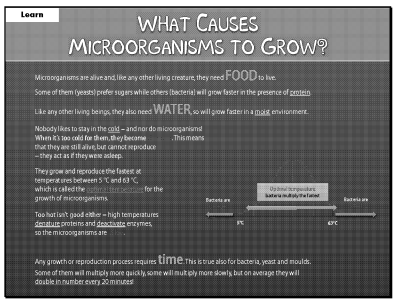
Slide 1



Slide 2

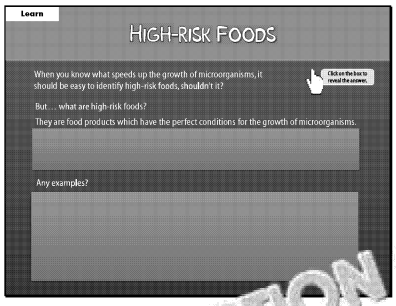
- Introduction to what m
each type of microorg
moulds.

Slide 3



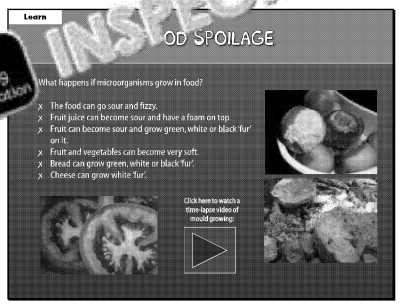
- Explain the factors nee
grow, i.e. food, water t
- Clearly specify the dan

Slide 4



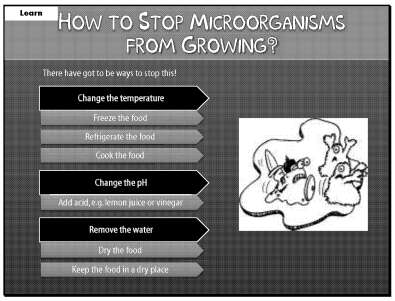
- Discuss what high-risk
- Get students to consid

Slide 5



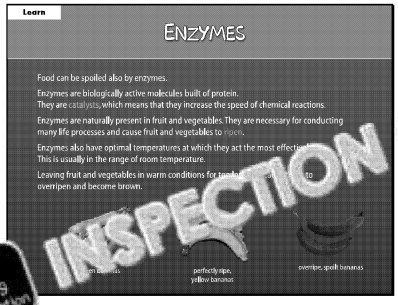
- Discuss food spoilage.
- Get students to consid
food spoilage and disc

Slide 6



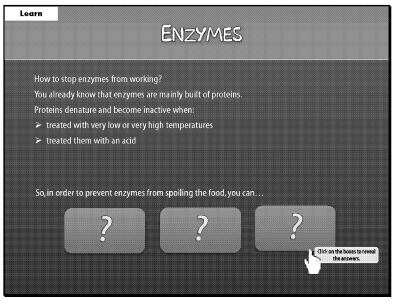
- Before revealing, see w
ways of stopping micr

Slide 7



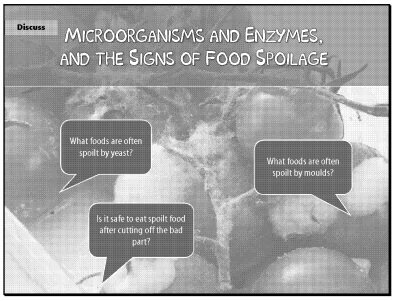
- Introduce enzymes.
- Su gest how enzymes
ffect food.

Slide 8



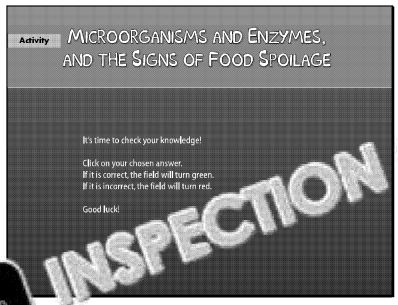
- Discuss why we may n
working and how to do

Slide 9

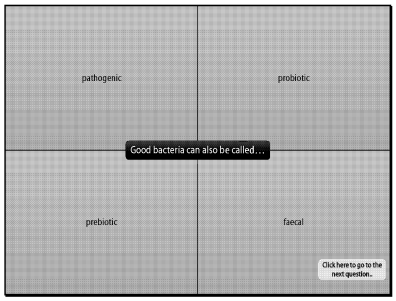


- Take this opportunity t
learnt and how it impa

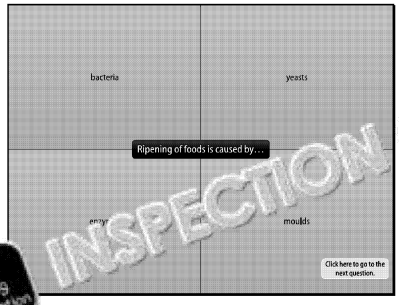
Slide 10



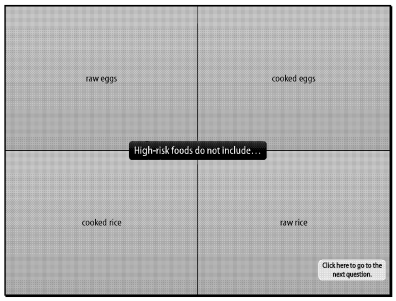
Slide 11



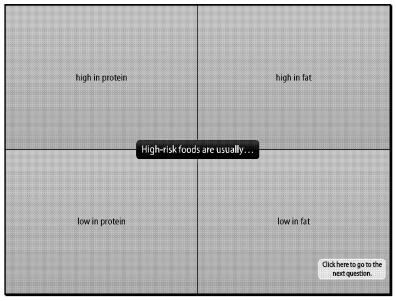
Slide 12



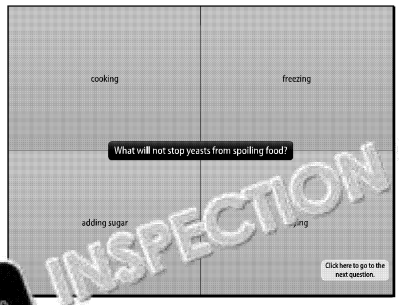
Slide 13



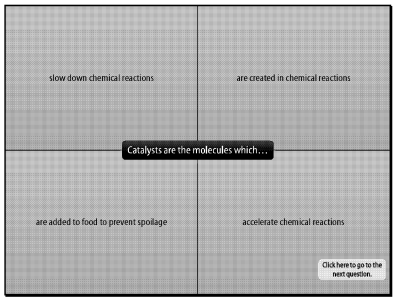
Slide 14



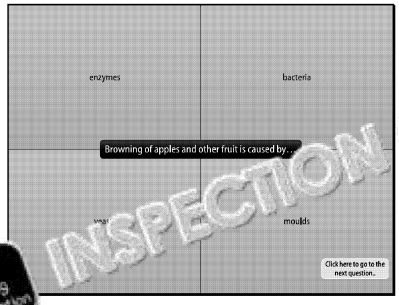
Slide 15



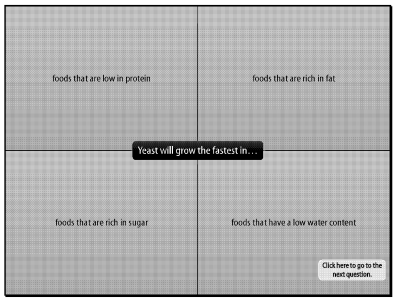
Slide 16



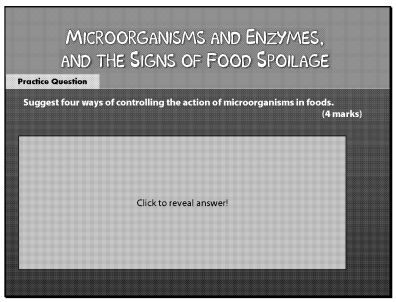
Slide 17



Slide 18



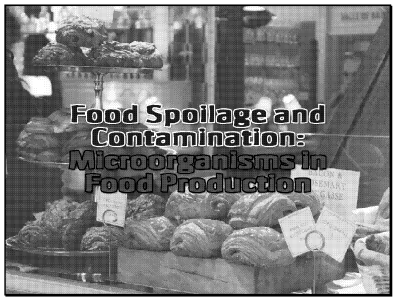
Slide 19



- Students should write
on a piece of paper an
- Click to reveal the ans
mark or self-mark thei

PowerPoint 18: Microorganisms in Food Production

Slide 1



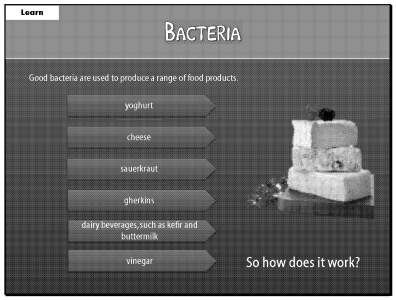
Slide 2

- Recap microorganisms harmful.
- Introduce the idea that useful for us as human

Slide 3

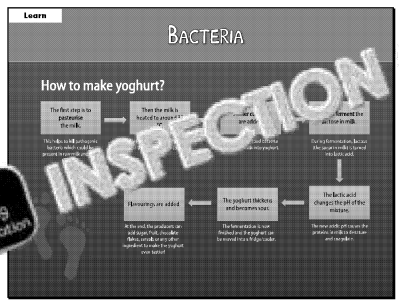
- Introduce ways that m human life.

Slide 4



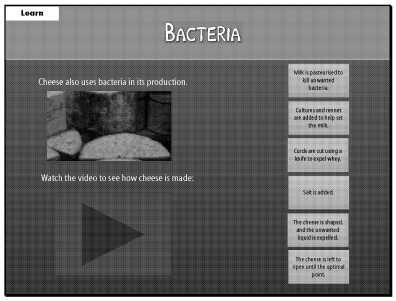
- See whether students produced using bacter

Slide 5



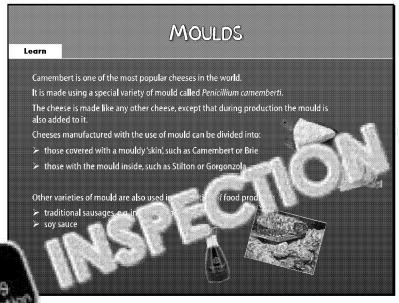
- Description of how yo
- Explanation of the use

Slide 6



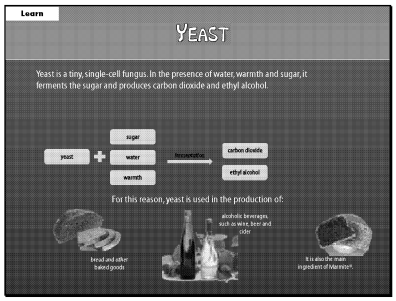
- Highlight the steps for process uses bacteria.

Slide 7



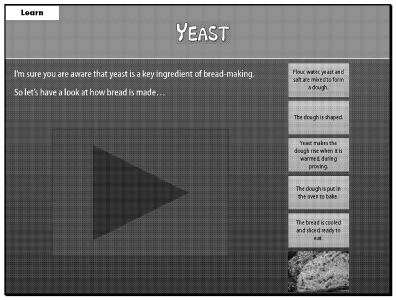
- Foods that use mould.
- Students to think of ot mould.

Slide 8



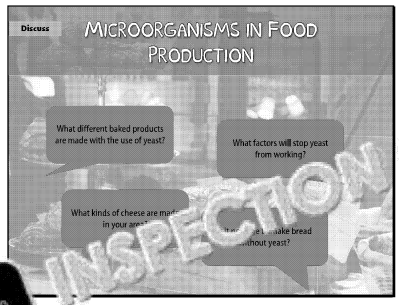
- Foods that use yeast.
- Students to think of ot

Slide 9



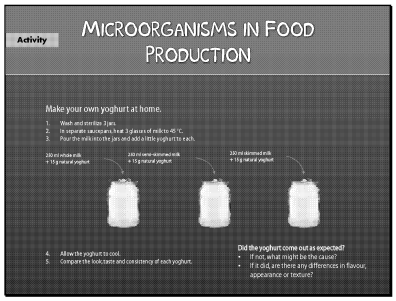
- Watch video and then

Slide 10



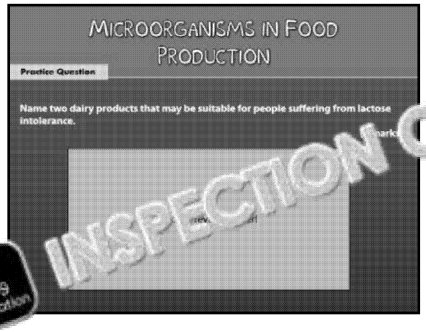
- Take this opportunity t learnt and how it impa

Slide 11



- Practical activity is opt
  discuss possible outco

Slide 12



- Students should write
  on a piece of paper an
- Click to reveal the ans
  mark or self-mark thei

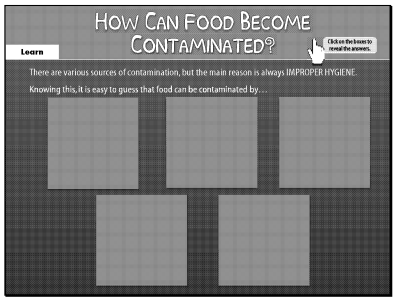
PowerPoint 19: Bacterial Contamination

Slide 1

Slide 2

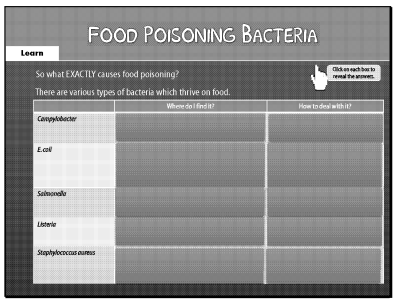
- Introduce contaminati
- See whether students
food poisoning before

Slide 3



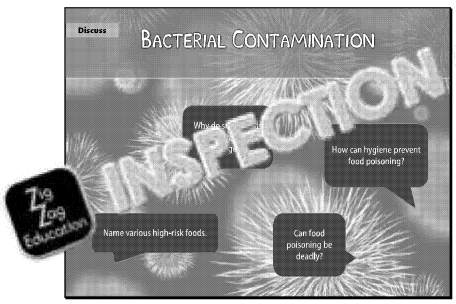
- See whether students
which food can becom
revealing.

Slide 4



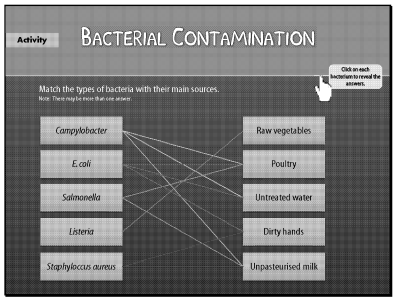
- Discuss each of the ty
allow students to answ
before revealing the a
- Discuss how to deal wi
before showing the an
- Discuss any personal e

Slide 5



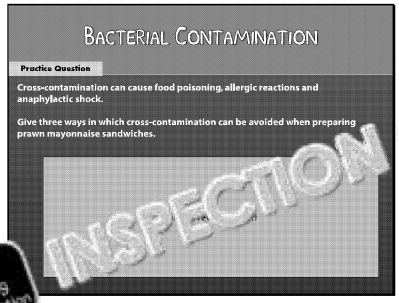
- ake this opportunity t
learnt and how it impa

Slide 6



- Students should write
  usually contaminated
- Click on a bacterium o
  answers.

Slide 7

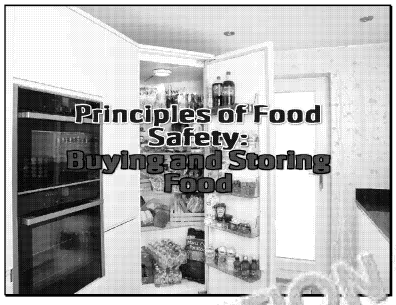


- Students should write
  on a piece of paper an
- Click to reveal the ans
  mark or self-mark thei

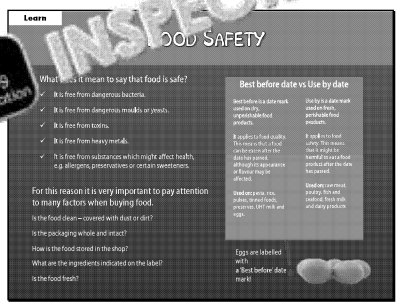
3.4.2 Principles of food safety

PowerPoint 20: Buying and Storing Food

Slide 1

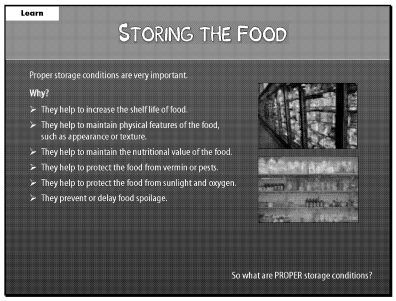


Slide 2



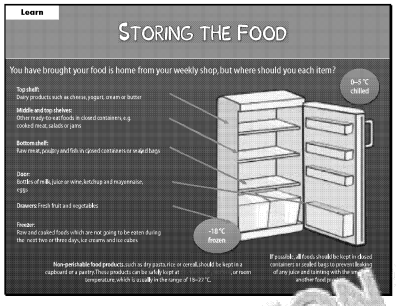
- Discuss with students to each of the element
- Students should try to may be important whe

Slide 3



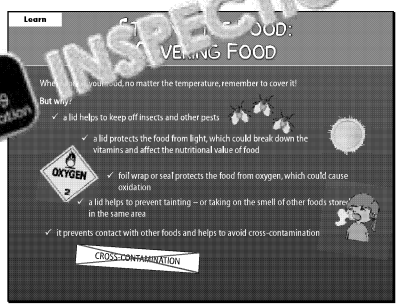
- Discuss the importanc

Slide 4



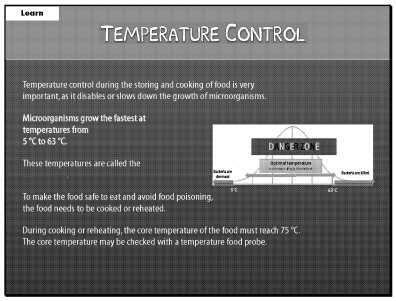
- Assess students' unde the fridge.

Slide 5



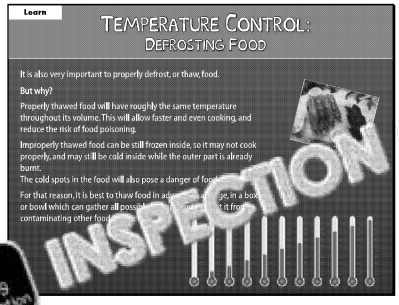
- Discussion of why it is

Slide 6



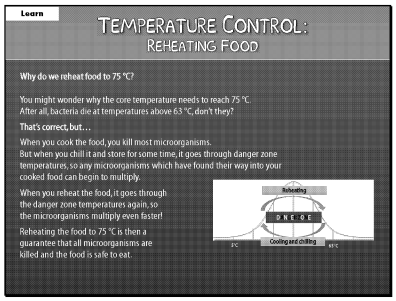
- Recap the danger zone storing and reheating.

Slide 7



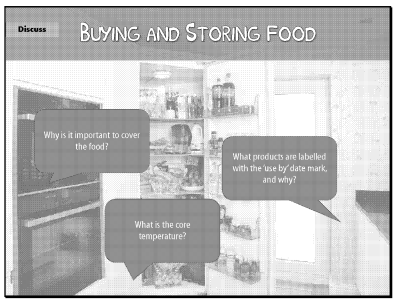
- Discuss the importanc
  consequences if not d

Slide 8



- Continue discussion ab
- Discuss the consequer
  properly.

Slide 9



- Take this opportunity t
  learnt and how it impa

Slide 10

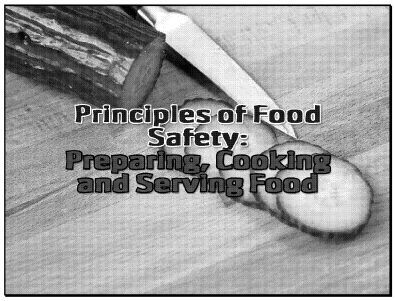
- Students should write
  where the listed food p
  ted.
- Some of them can be s
- Eggs are typically kept
  the most likely place t
  temperatures, so it is b
  of the fridge
- Cheese can also be ke
  store it in the salad dra
  and moist and not subj
- Click on a chosen prod
  can/should be stored.

Slide 11

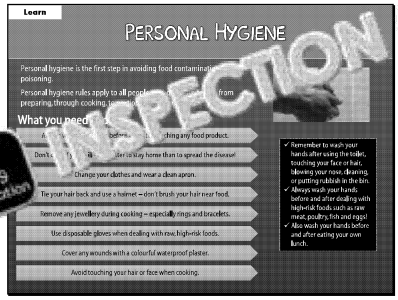
- Students should write
  piece of paper and the
- Click to reveal the ans
  mark or self-mark thei

PowerPoint 21: Preparing, Cooking and Serving Food

Slide 1

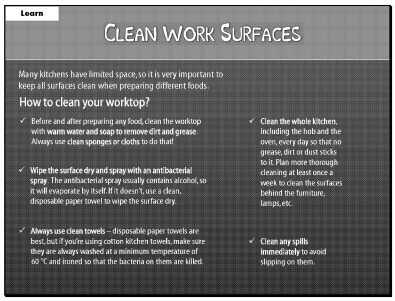


Slide 2



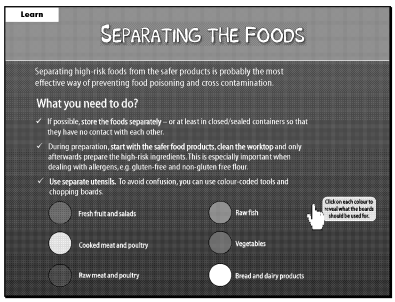
- Discuss the importanc
- Recap the steps of wa
to prompt.

Slide 3



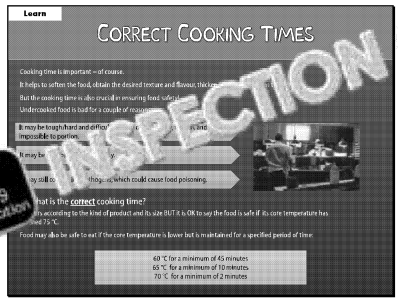
- Assess students' know
and then reveal the an

Slide 4



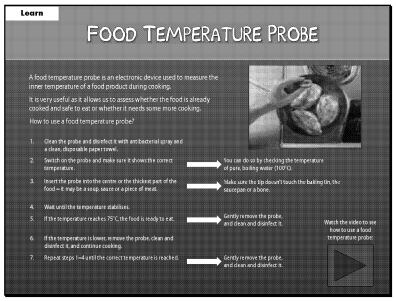
- Students should guess
with what kind of food
- Click on each colour to
discussion.

Slide 5



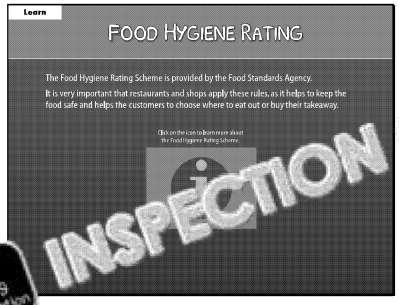
- Explain correct cookin

Slide 6

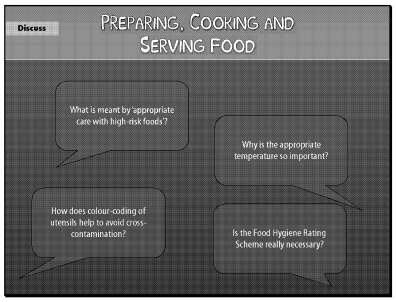


- Discussion of the impo during cooking
- List of the steps for ho temperature probe
- Discuss the importanc followed, e.g. why clea

Slide 7

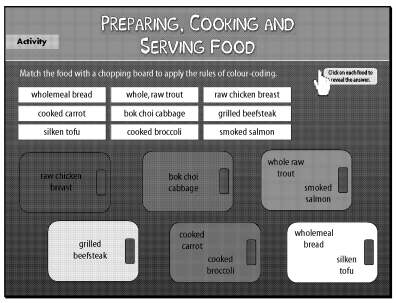


Slide 8



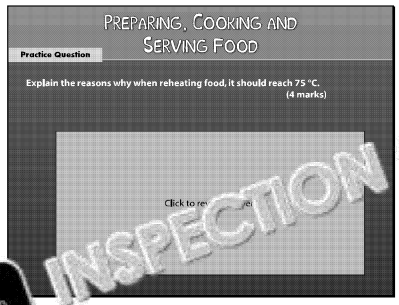
- Take this opportunity t learnt and how it impa

Slide 9



- Students should matc on paper.
- Click on a chosen food

Slide 10

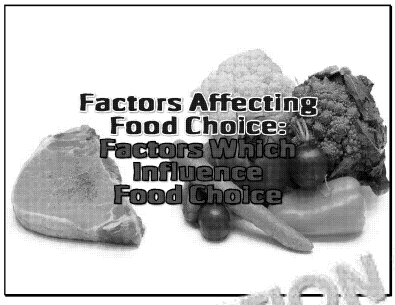


- Students should write on a piece of paper an
- lick to reveal answers
- or self-mark their answ

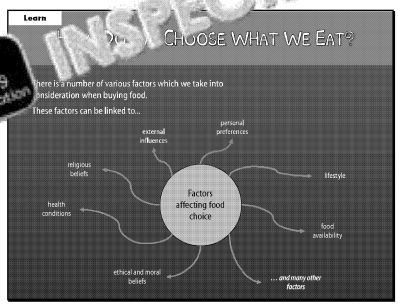
3.5.1 Factors affecting food choice

PowerPoint 22: Factors Which Influence Food Choice

Slide 1

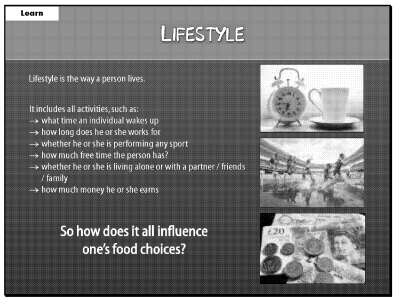


Slide 2

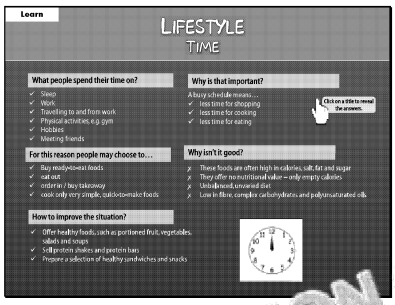


- Outline factors that aff

Slide 3



Slide 4

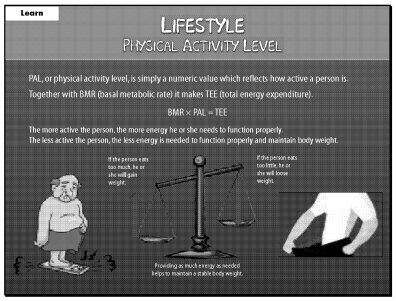


- Students to discuss in
  can discuss a different
  then share their thoug

Slide 5

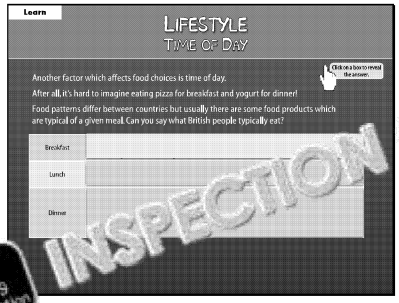
- Discuss what 'healthy
- What constitutes an u

Slide 6



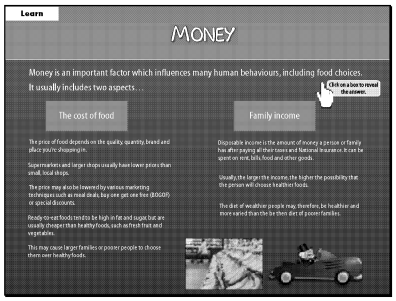
- Discuss what happens
  consumed and not enc
- Discuss what happens
  expended and not enou

Slide 7



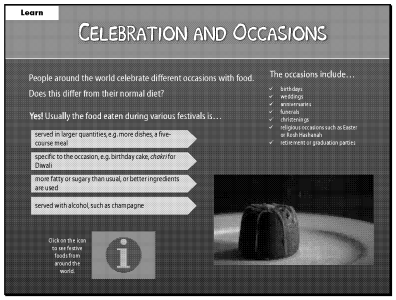
- Get students to discus
  each meal, including w
  breakfast.

Slide 8



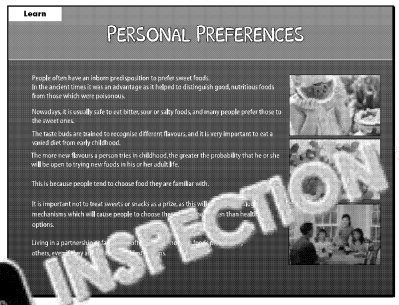
- Students may discuss
  influence food choices
- Click on a green box to

Slide 9



- Get students to discus
  during celebrations an

Slide 10



- Discuss the personal p
  have.
- Discuss how personal
  age.

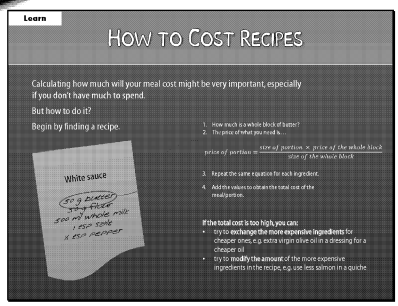
Slide 11

- What other foods are e
year and for what occa

Slide 12

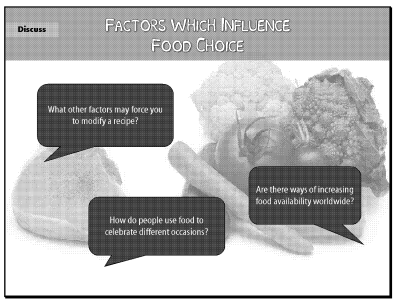
- Discuss examples of fo
times of the year.

Slide 13



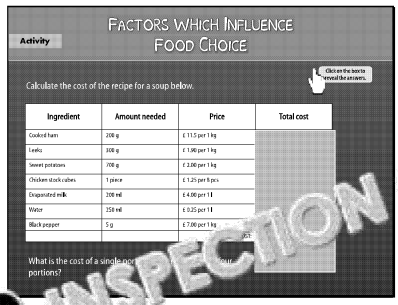
- Optional: this could be

Slide 14



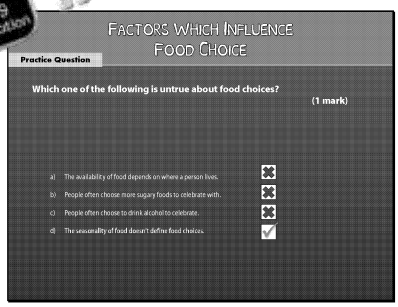
- Take this opportunity t
learnt and how it impa

Slide 15



- Students should calcul
- Click on the box to rev

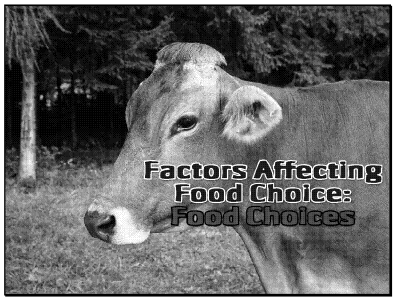
Slide 16



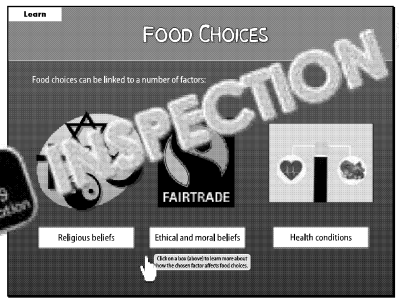
- Students should write
on a piece of paper an
- Click to reveal the ans
mark or self-mark thei

PowerPoint 23: Food Choices

Slide 1

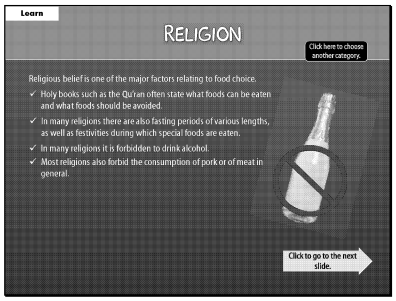


Slide 2



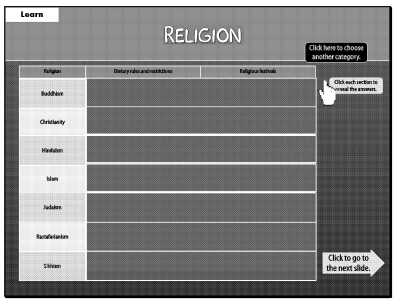
- Click on each option to (on separate slides).

Slide 3



- Explanation how religi choice.
- Discussion of how diff food choices.
- Can any students in th choices of their religio

Slide 4

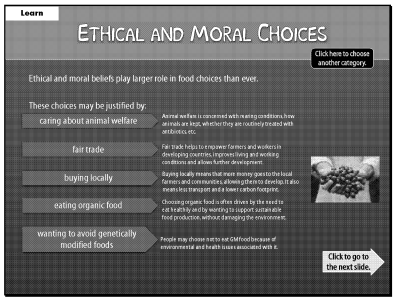


- Students should work differences between re
- Each group can discus share their thoughts in
- Click on a box to revea

Slide 5

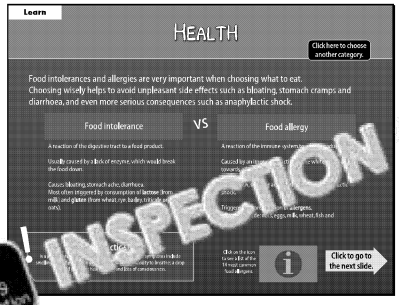
- Watch the videos to se celebrations.

Slide 6



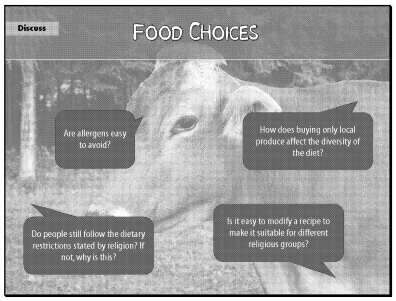
- Discuss the ethical an individuals make.
- Discuss whether any s know anyone who doe

Slide 7



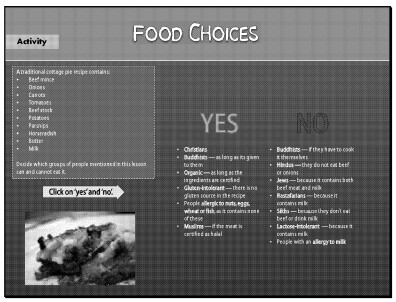
- Students should try to bef re you reveal the

Slide 8



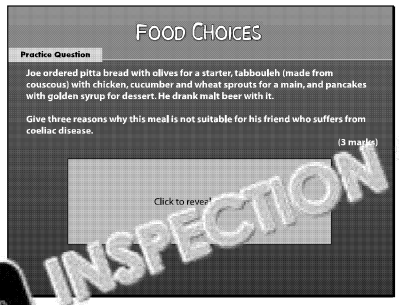
- Take this opportunity t learnt and how it impa

Slide 9



- Students should read t the slides again and de could or couldn't eat th
- Click on the YES or NO

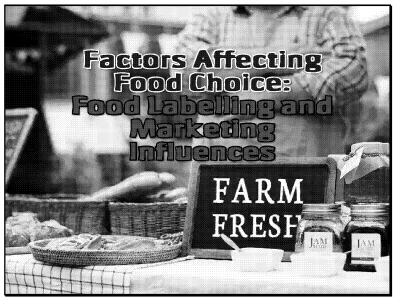
Slide 10



- Students should write on a piece of paper an
- lick to reveal the answ mark or self-mark thei

PowerPoint 24: Food Labelling and Marketing Influences

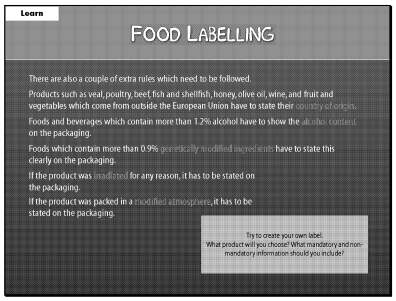
Slide 1



Slide 2

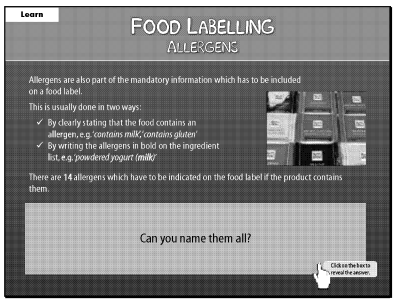
- Discuss the importanc
on food labels.

Slide 3



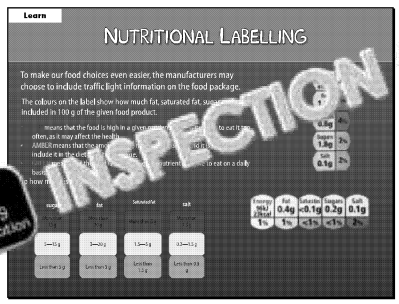
- Optional task: students
label using information

Slide 4



- Students should try to
the previous lesson.
- Students should list al
- Click to reveal the ans
them?

Slide 5



- You could use example
exemplify the traffic li

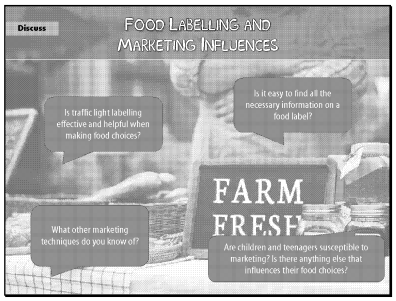
Slide 6

- Discuss differences be
  health claims.
- Can students think of a

Slide 7

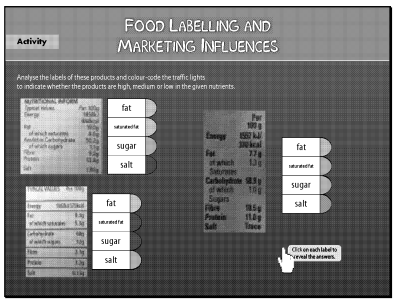
- Discuss marketing infl
  n e any they have co

Slide 8



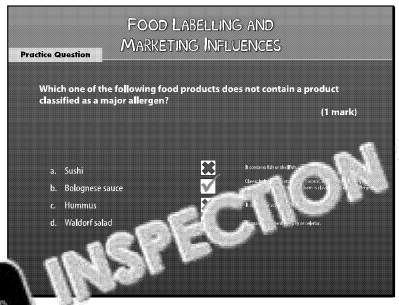
- Take this opportunity t
  learnt and how it impa

Slide 9



- Students should comp
  slide 5, and colour-cod
- Click on the labels to r

Slide 10



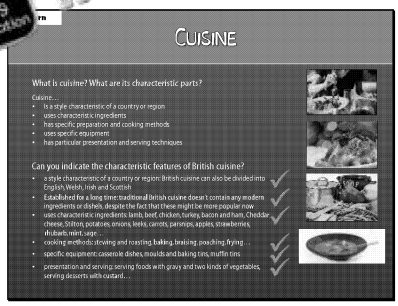
- Students should write
  on a piece of paper an
  lick to reveal the ans
  mark or self-mark thei

3.5.2 British and international cuisines

PowerPoint 25: British and International Cuisines

Slide 1

Slide 2



- Students to provide ex
  they have tried.
- Students to suggest w
  is like, in terms of the

Slide 3

- Use examples of stude
  identify differences an

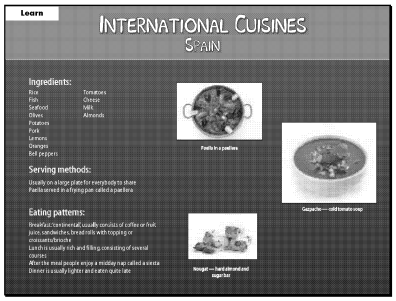
Slide 4

- Students to list foods/
  region.
- Click to reveal answers
- Students to find out wh
  homework or during th
  to the Internet.

Slide 5

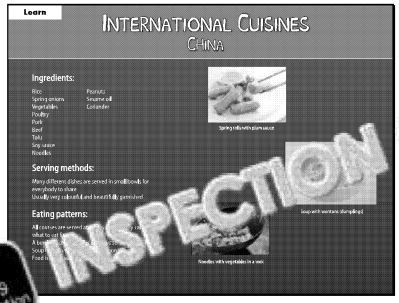
- Discuss Italian cuisine
  British cuisine.

Slide 6



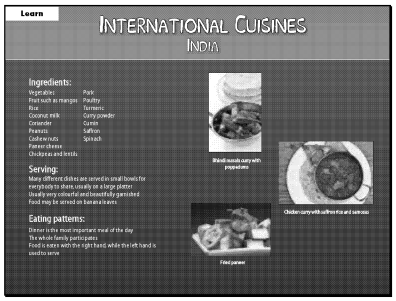
- Discuss Spanish cuisi
  British cuisine.

Slide 7



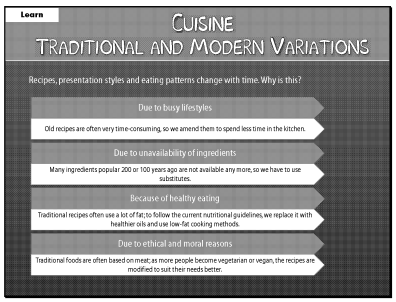
- Discuss Chinese cuisi
  British cuisine.

Slide 8



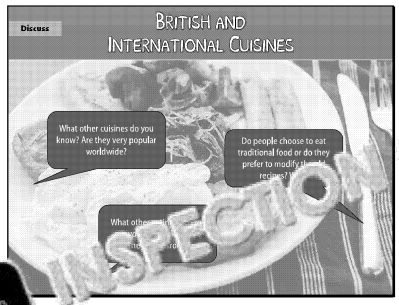
- Discuss Indian cuisine
  British cuisine.

Slide 9



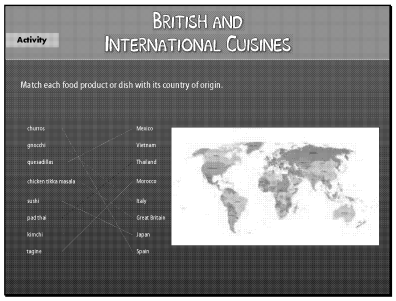
- Students to discuss in
  changed over time.

Slide 10



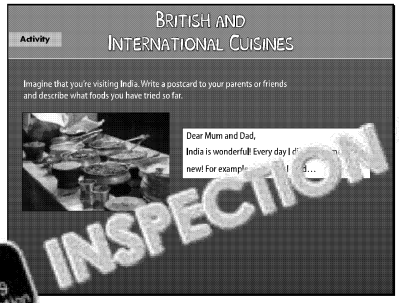
- Take this opportunity t
  learnt and how it impa

Slide 11



- Click on the food to re
- An alternative version
with each place on the

Slide 12



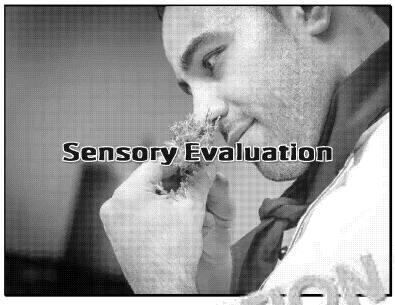
Slide 13

- Students should write
on a piece of paper an
- Click to reveal the ans
mark or self-mark thei

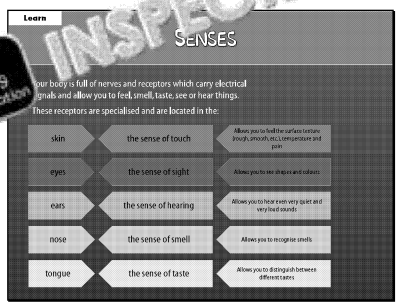
3.5.3 Sensory evaluation

PowerPoint 26: Sensory Evaluation

Slide 1

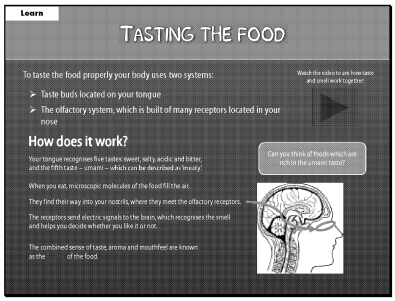


Slide 2



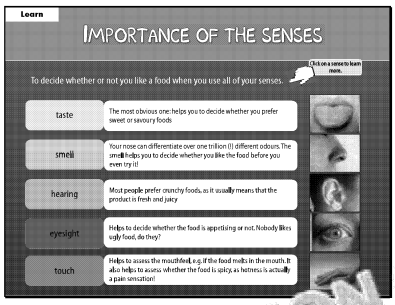
- Use experiences to hel
helps us to evaluate th

Slide 3



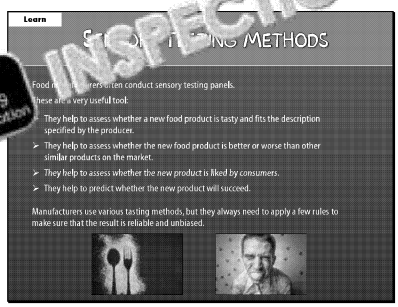
- Explain how we taste.

Slide 4

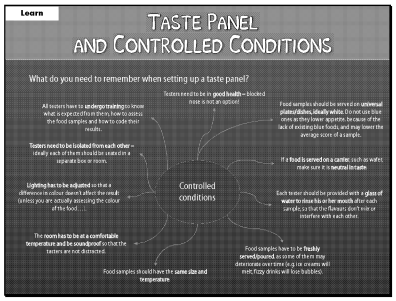


- Discuss what students
sense for them when it
- Discuss which sense w
food item, e.g. an off-p

Slide 5

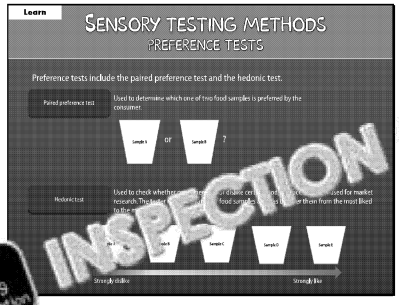


Slide 6



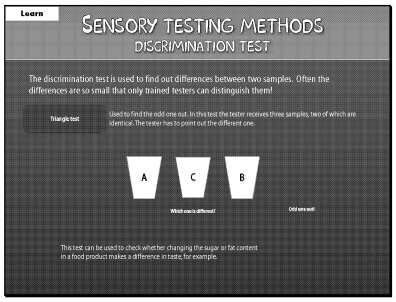
- Students should discu
when setting up a tast
- Click to reveal the ans
mention all of them? D
else?

Slide 7



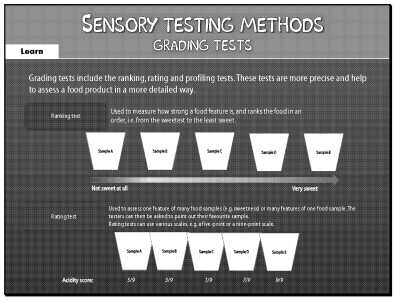
- You could use cups to

Slide 8



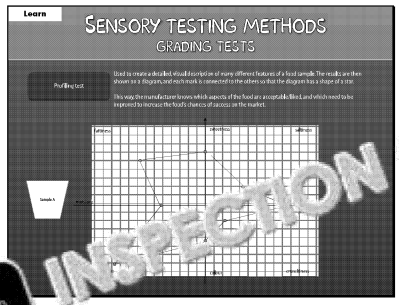
- You could use cups to

Slide 9

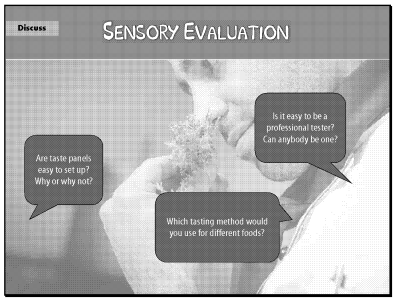


- You could use cups to

Slide 10

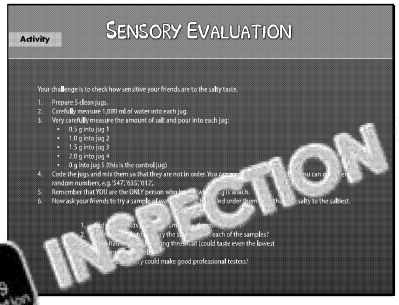


Slide 11

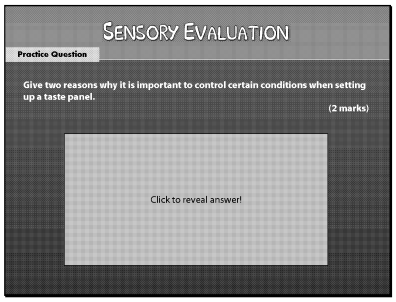


- Take this opportunity t
  learnt and how it impa

Slide 12



Slide 13

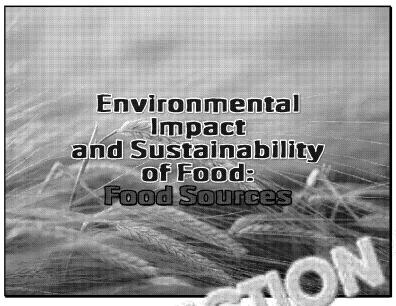


- Students should write
  on a piece of paper an
- Click to reveal the ans
  mark or self-mark thei

3.6.1 Environmental impact and sustainabi

PowerPoint 27: Food Sources

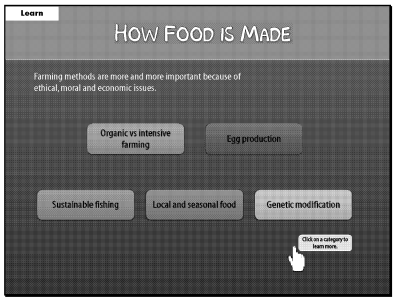
Slide 1



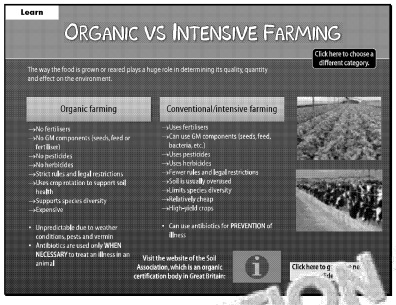
Slide 2

- Students to provide ex
- Click on a box to revea

Slide 3

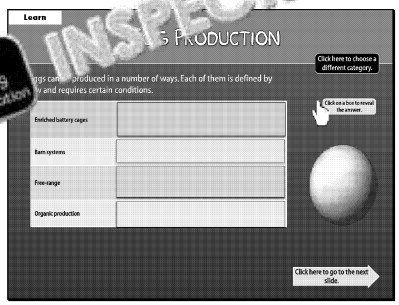


Slide 4



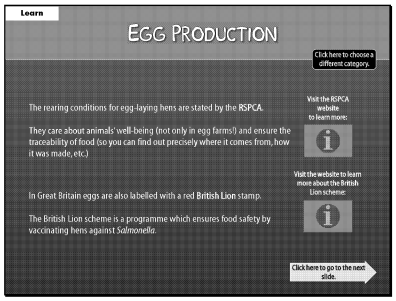
- Discuss the advantage
organic and conventio
- Click 'next slide' for eg
slide 3 to choose anot

Slide 5



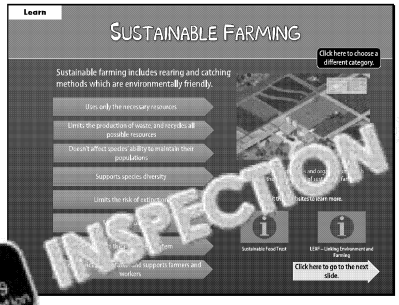
- Discuss what each pro
- Discuss which is the b
- Click 'next slide' for m
back to slide 3 to choo

Slide 6



- Discuss welfare of hen
- Click 'next slide' for su
to slide 3 to choose an

Slide 7

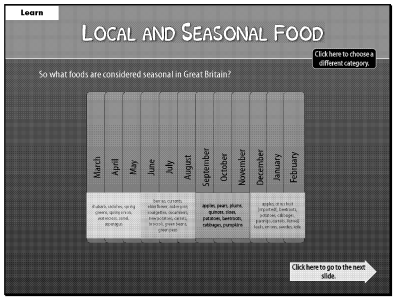


- Discuss the benefits of
- Optional: can visit web
- Click 'next slide' for loc
back to slide 3 to choo

Slide 8

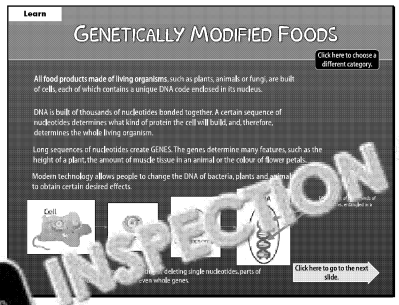
- Discuss advantages ar
seasonal food.
- Click 'next slide' for mo
food, or go back to slid
category.

Slide 9



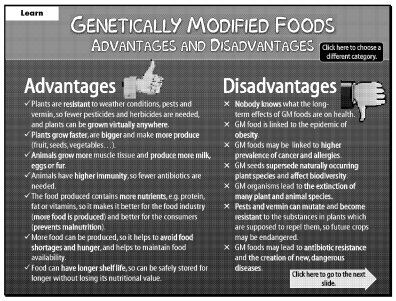
- Assess students' awar
Britain.
- Click 'next slide' for ge
back to slide 3 to choo

Slide 10



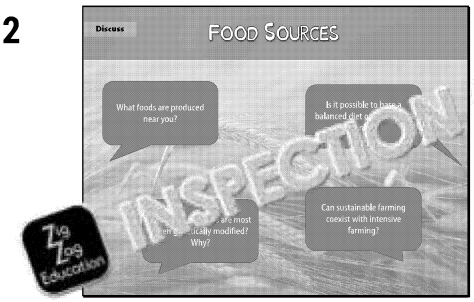
- Introduce GM foods to
understanding.
- Click 'next slide' for mo
foods, or go back to sli
category.

Slide 11



- Discuss the advantage
foods.
- Can students think of a
- Click 'next slide' to dis
to slide 3 to choose an

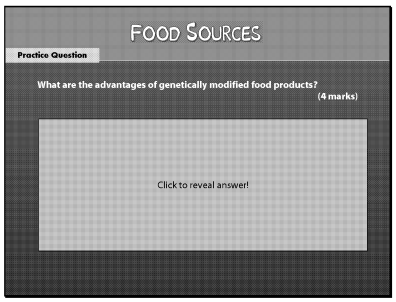
Slide 12



- Take this opportunity t
eatment and how it impa

Slide 13

Slide 14



- Students should write
on a piece of paper an
- Click to reveal the ans
mark or self-mark thei

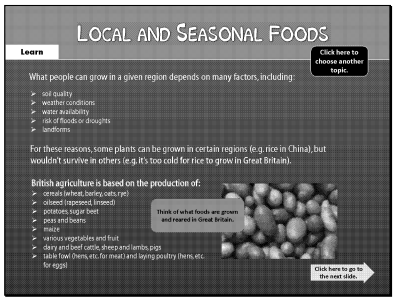
PowerPoint 28: Food and the Environment

Slide 1

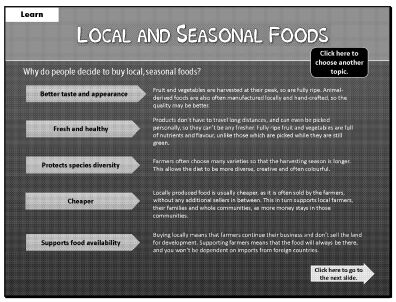
Slide 2

- Click on a category to
allowing you to teach i

Slide 3



Slide 4

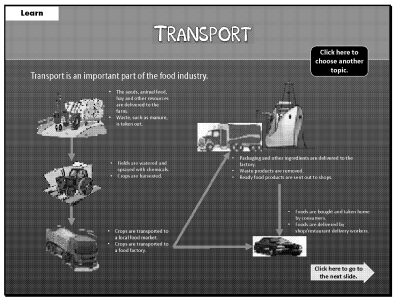


- Ask students for exper
whether they would co
products.

Slide 5

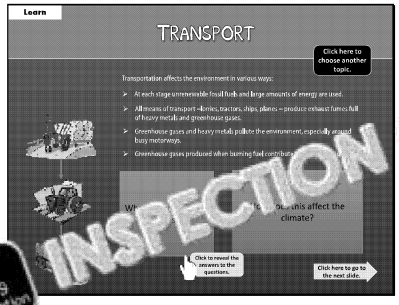
- ecap local and seaso

Slide 6



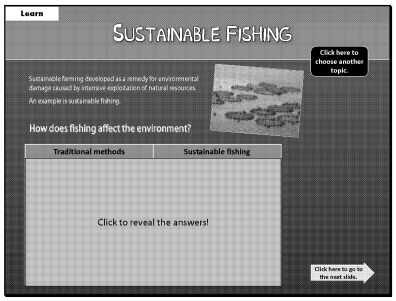
- Consider the transport
bananas) from Latin A

Slide 7



- Discuss ways in which
environment.
- Get students to answe
reveal answers to chec

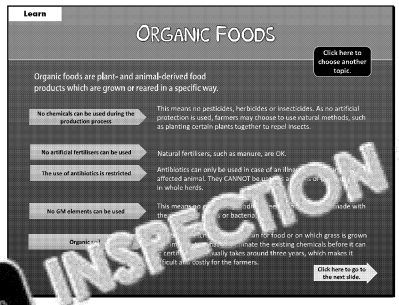
Slide 8



- Discuss questions bef

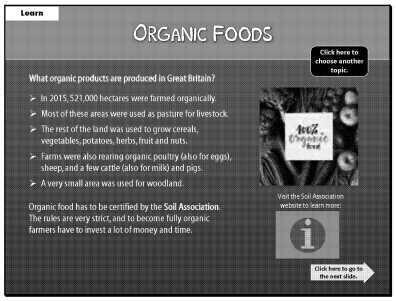
Slide 9

Slide 10

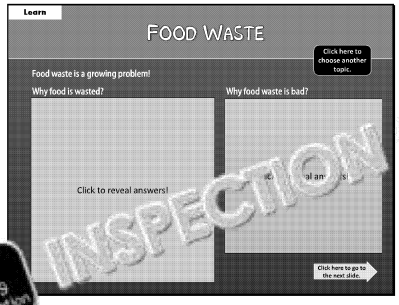


- Recap organic foods.

Slide 11



Slide 12

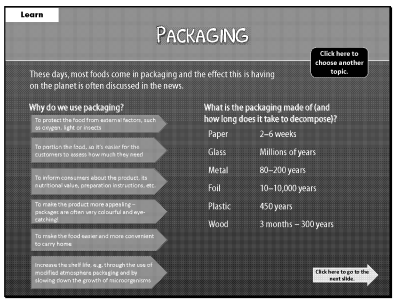


- Discuss questions bef

Slide 13

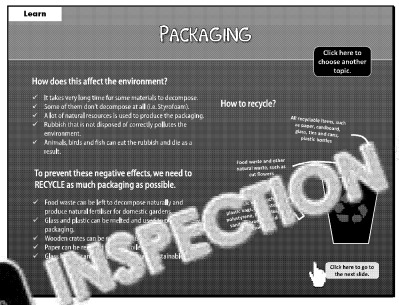
- Ask students for ideas
  food waste in the three
- Click on each box to re

Slide 14

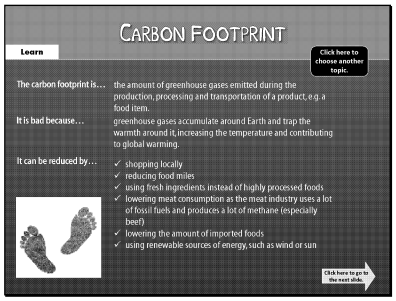


- Discuss why we use pa
  students can guess ho
  material to decompose

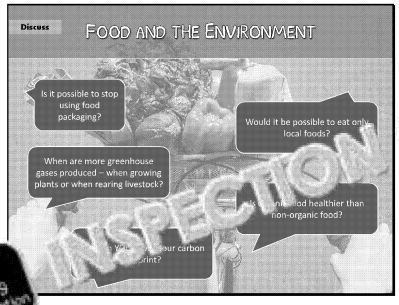
Slide 15



Slide 16

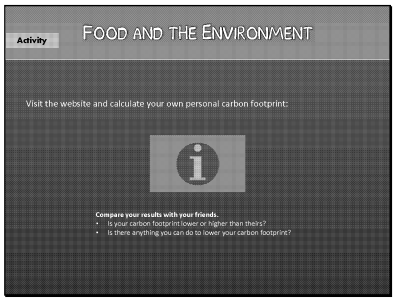


Slide 17



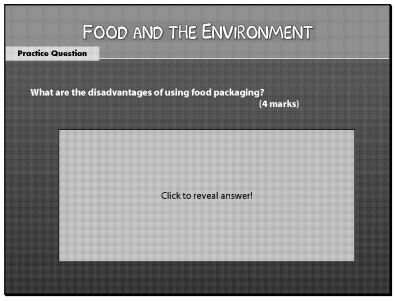
- Take this opportunity t
  lea nt and how it impa

Slide 18



- This could be done in p
  class.

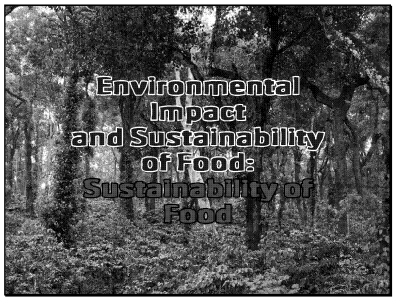
Slide 19



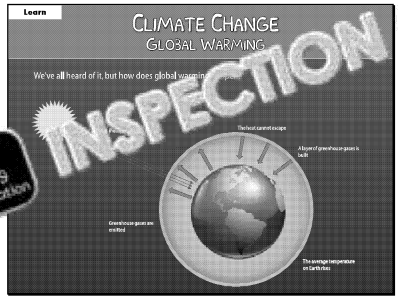
- Students should write
  on a piece of paper an
- Click to reveal the ans
  mark or self-mark thei

PowerPoint 29: Sustainability of Food

Slide 1

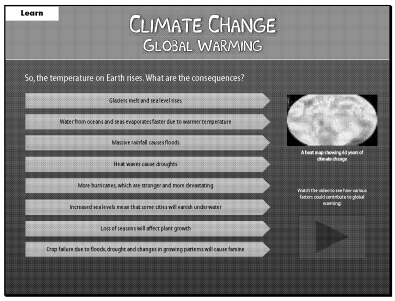


Slide 2



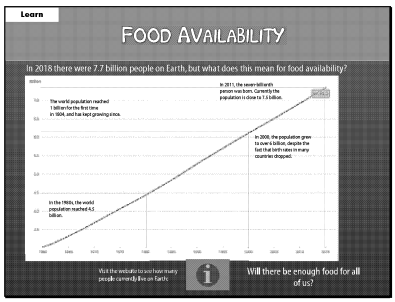
- Discussion with the st
  global warming is and
- Explanation of global w

Slide 3



- Ask students what the
  global warming may b
- Discuss the consequen

Slide 4



- Discuss the impact of

Slide 5

- Define food availability
- Using students' previou
  understanding of the w
  availability.

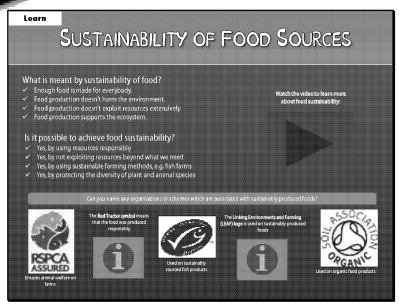
Slide 6

- Discussion of the facto
availability.
- Discussion of which fa
how.

Slide 7

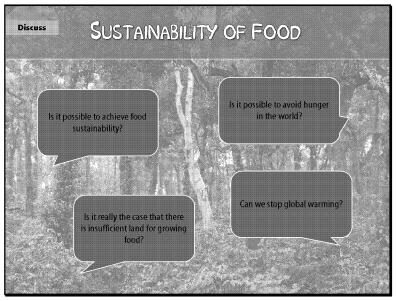
- Assess students' unde
seeing whether they ca
before revealing the ar

Slide 8



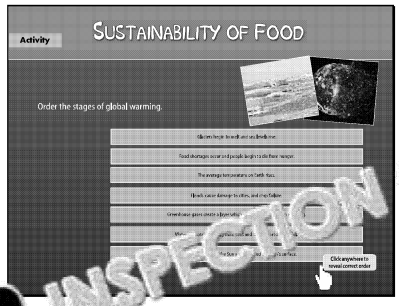
- Discuss what is meant
whether it is achievabl
- Assess students' unde
work to support the su
- Watch the short video
sustainability of food.

Slide 9



- Take this opportunity t
learnt and how it impa

Slide 10



- Students should order
- Click anywhere to reve

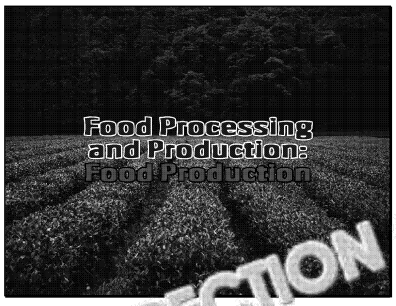
Slide 11

- Students should write
on a piece of paper an
- Click to reveal the ans
mark or self-mark thei

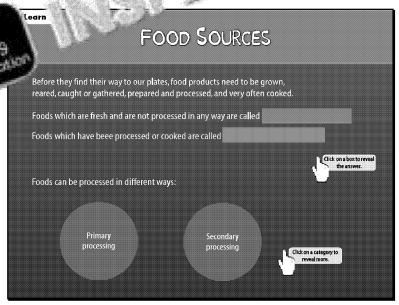
3.6.2 Food processing and production

PowerPoint 30: Food Production

Slide 1

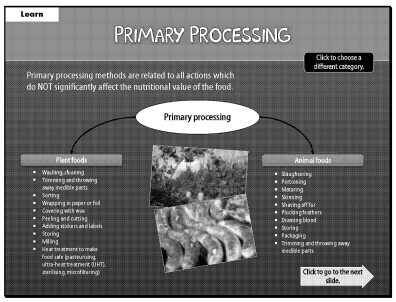


Slide 2

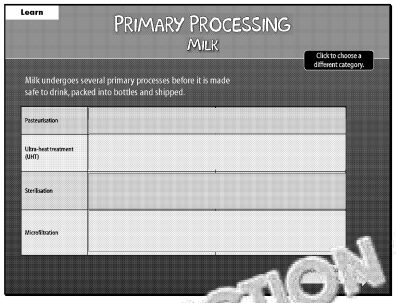


- Introduce primary and
  then click the box/circ
  on each.

Slide 3

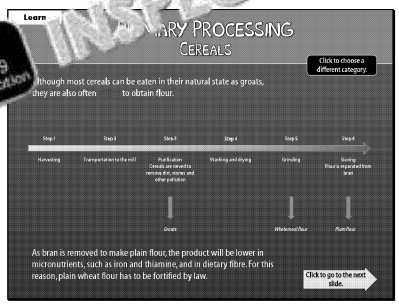


Slide 4



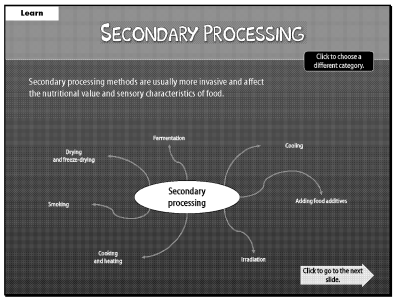
- Discuss the steps in m
  affect the nutritional v

Slide 5



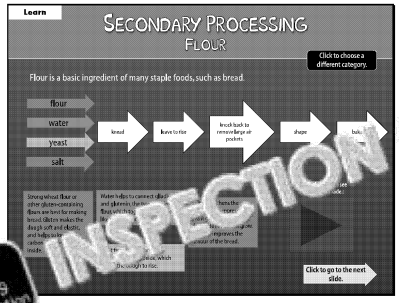
- Go through the steps i

Slide 6



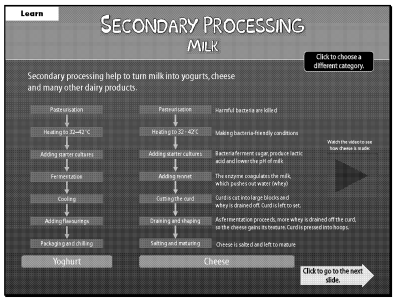
- Outline and discuss di
methods.

Slide 7



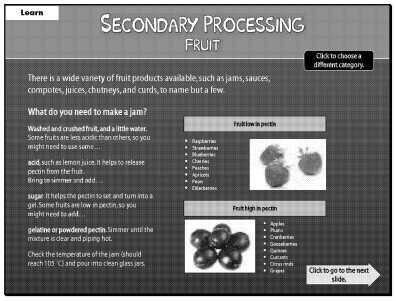
- Discuss how flour (pri
th ugh secondary pro

Slide 8

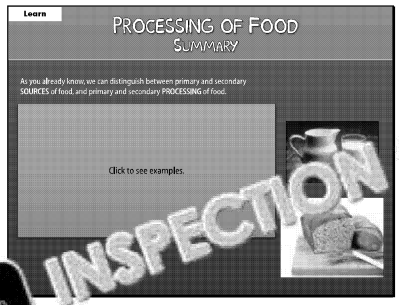


- Discuss how milk (pri
turned into other produ
processing.

Slide 9

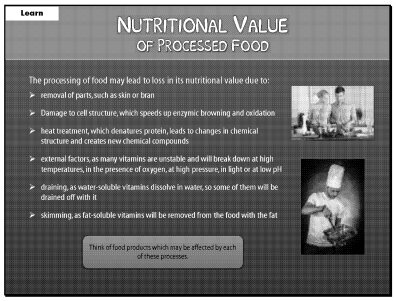


Slide 10



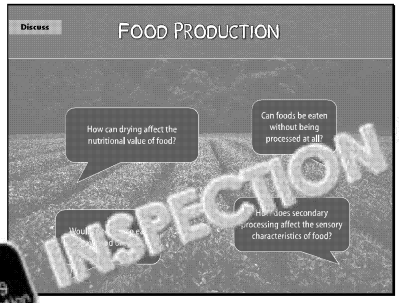
- See whether students
of each.

Slide 11



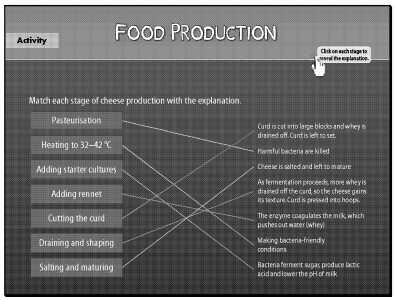
- Discussion of the ways
of food can be reduced
- Discussion of ways in
nutritional value of foo

Slide 12

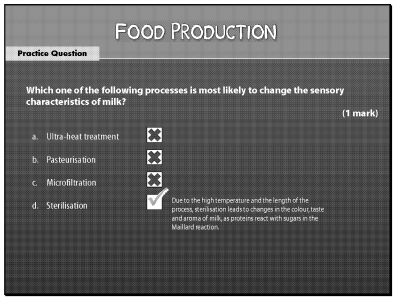


- Take this opportunity t
le nt and how it impa

Slide 13



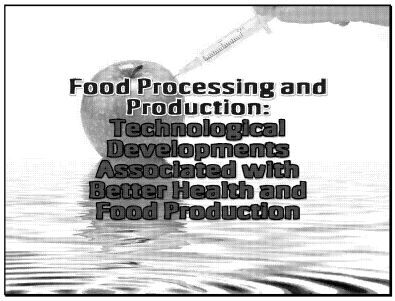
Slide 14



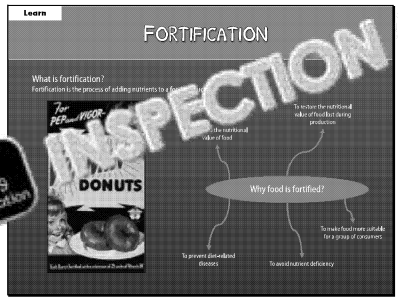
- Students should write
on a piece of paper an
- Click to reveal the ans
mark or self-mark thei

PowerPoint 31: Technological Developments Associated with Better

Slide 1

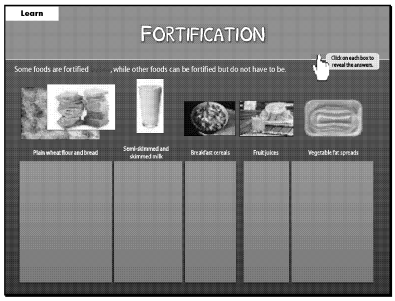


Slide 2



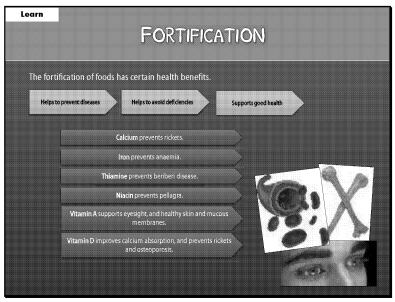
- Discussion of what is
foods would be fortifie
- Discussion of whether
foods.

Slide 3



- Discuss whether the p
law or whether fortifica
- Discuss what each pro
and why.

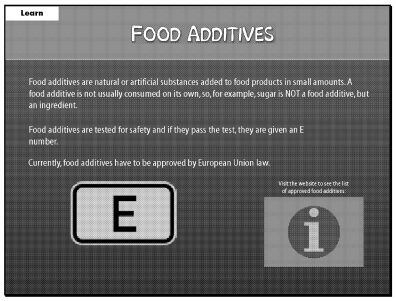
Slide 4



Slide 5

- Assess students' unde
answers.

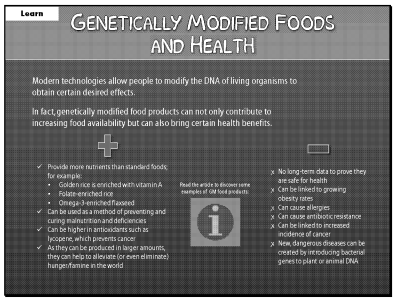
Slide 6



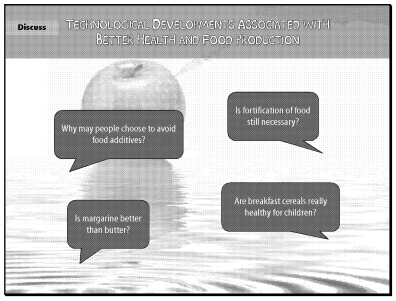
Slide 7

- Assess students' prior
  answers.

Slide 8

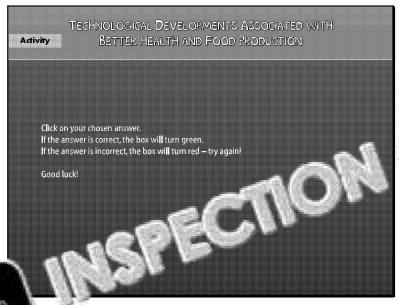


Slide 9

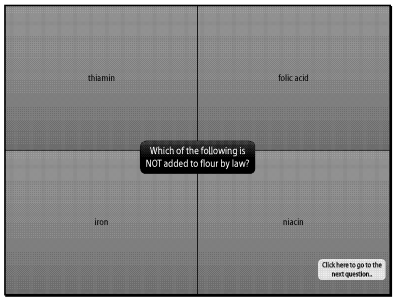


- Take this opportunity t
  learnt and how it impa

Slide 10



Slide 11



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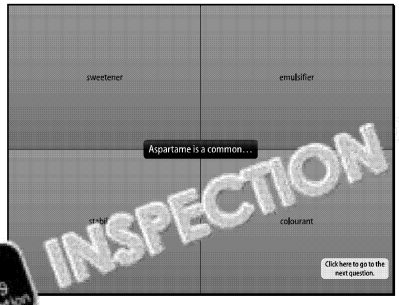

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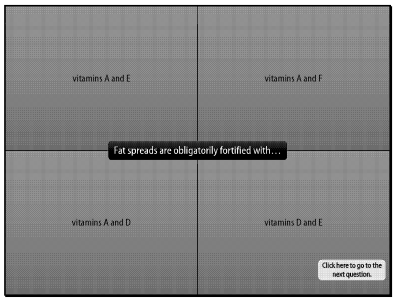

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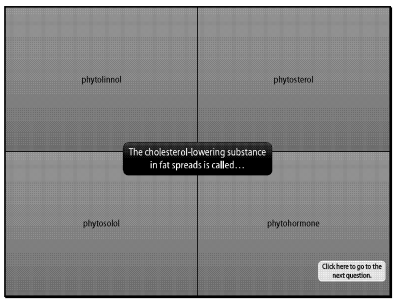

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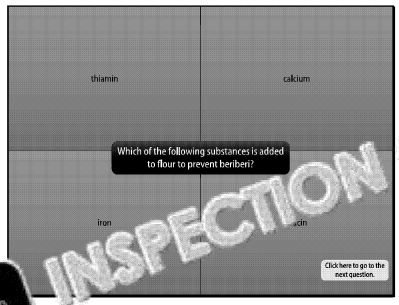
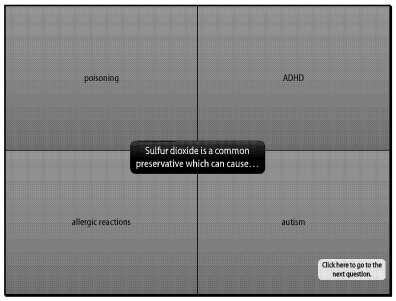
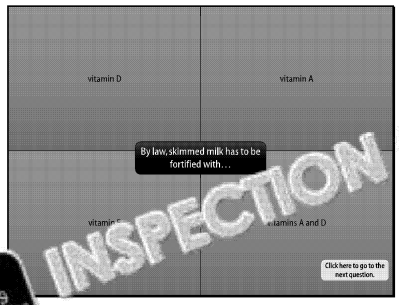


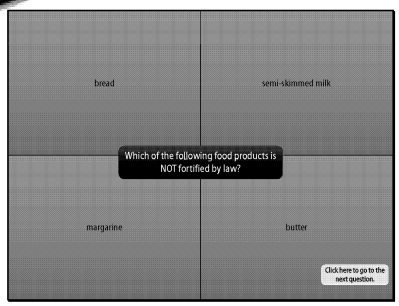
Slide 16



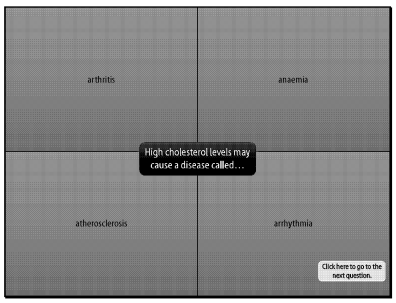
Slide 17



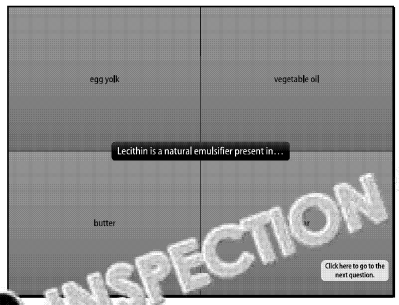
Slide 18



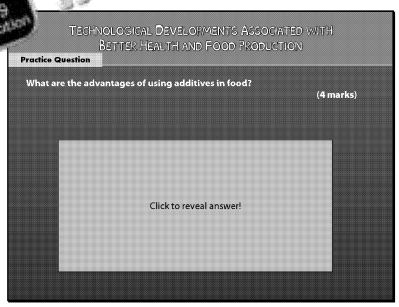
Slide 19



Slide 20



Slide 21



- Students should write
on a piece of paper an
- Click to reveal the ans
mark or self-mark thei