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| Food Technology | | | |
| *Complete 20 stars* | | | |
| Rating | No | Exercises in Food Technology | Sign |
| \*\*\* | 1 | When biscuits are baked they tend to dry unevenly and may break before they reach the customer. Can you devise a test to measure the strength of a biscuit? Try your test on a number of different types of biscuit. Which is the strongest and can you suggest why? Record your measurements as a table and explain how you did the experiment and your conclusions For an extra star bake your own biscuits and work out how changing the recipe can strengthen the biscuits |  |
| \* | 2 | Find out what food technologists do and make a poster to illustrate different activities they might carry out |  |
| \*\* | 3 | When bananas, apples, potatoes and other fruits and vegetables are cut up and left to dry exposed to the air they start to go brown due to an enzyme reaction. People sometimes stop this by adding an acid such as lemon juice or vinegar. Look up what the word “enzyme” means then devise and carry out an experiment to find out how much acid needs to be added to stop browning. Display your results and how you did your experiment as a poster. |  |
| \*\*\* | 4 | What’s the best way to cook vegetables? Cooking affects the structure of the cells of the vegetable as well as allowing the green pigment (chlorophyll) to leak out. Plan and carry out an experiment to find out what happens to the colour of a vegetable like beans or peas with different length of cooking. Leave some uncooked to compare with. Work out a way of grading the colour on a 1-5 scale. Also look at the colour of the water. Remember to use the same amount of vegetables and water each time. Draw a colour chart to explain your results as well as giving details of how you did the experiment |  |
| \*\* | 5 | When food is stored it may go mouldy. Put a slice of bread in a sealed plastic bag in a warm place. Add a few drops of water to it each day to keep it damp. When it has grown some mould draw a map of the bread showing where the mould has grown and if possible scrape off some of the mould and look at it under a magnifying glass or a microscope. Draw a diagram of what you see. Look up some information about moulds and explain this as well as your results to your class. |  |
| \* | 6 | Find out why preservatives are added to food. Collect together some food packets that have the ingredients listed and find out which ones contain preservatives. Make a display to show your findings |  |
| \*\* | 7 | Make some yoghurt, either by using some fresh plain yoghurt as a starter or using a commercial packet. Bring your yoghurt to school. Find out what type of organism makes milk into yoghurt and how it does it |  |
| \* | 8 | Find out why emulsifiers are added to food. Make a list of 8 foods that contain emulsifiers and state what the emulsifier is in each case |  |
| \* | 9 | Collect some cuttings from the newspaper or magazines abut genetic engineered food. Read the articles. Write a report which includes the main points or issues. Paste your report onto a large piece of paper together with the articles |  |
| \* | 10 | Cereal grains such as wheat and rice are a big part of our diet. Find out about 5 commonly used cereal grains. Make a poster to explain what they look like and the types of food they are made into |  |
| \*\*\* | 11 | What are the best conditions for the growth of bread yeast? Mix one teaspoon of bread yeast with two tablespoons of warm water and one teaspoon of sugar. Use a measuring jug if possible. Mark the level of the mixture in your container. Leave in a warm place for 30 minutes then measure by how much the volume of the mixture has increased. Vary the amount of sugar or other conditions such as the temperature of water or the amount of water. Report on your results and suggest which conditions are best |  |
| \*\*\* | 12 | Baking better buns! Find a plain yeast bun or roll recipe. Make some buns exactly as the recipe says. Then try varying the recipe. Try adding gluten flour, extra yeast, extra sugar, leaving them to rise longer etc. Make all your buns the same size and cook them at the same temperature for the same time. Which ones rise the most? Which ones taste better? Try to find a way to measure or rate your results. Present your findings as a poster |  |
| \*\* | 13 | Draw a large pyramid to show the main food groups that we should eat and in what proportions. Cut out pictures of foods from magazines and stick them in the correct positions |  |

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| \* | 14 | Make a mobile to show some of the foods that should be eaten everyday |  |
| \* | 15 | Write a poem about your favourite food |  |
| \*\* | 16 | Write a song about food and make a recording of it |  |
| \*\* | 17 | Find a recipe to make cottage cheese. Make some and bring a sample to school with the recipe |  |