Teen Building

Good Food

Get Cooking

Making Sense of Feelings

Feed the Family
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<td>Pupils prepare, cook and serve the recipe they chose in Theme 4. They evaluate their planning and the finished product. A range of practical cookery skills are also practised and developed.</td>
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Unit Overview

**Aim of the Unit**
Pupils explore the emotional and nutritional needs of teenagers:
- what the needs are;
- how they can be met in family life; and
- the possible consequences if they are not met.

They also practise and develop practical cookery skills.

**Mapped to the Statutory Statements**
Pupils should have opportunities to investigate some of the changing needs of family members at different stages of the life cycle.

**Learning Intentions**
Pupils will learn that:
- meeting our emotional needs is important to develop into healthy adults; and
- it is important to our physical development to make healthy food choices in the teenage years.

**Success Criteria**
At the end of this unit pupils will:
- have the vocabulary to describe the emotional needs of teenagers;
- recognise the importance of healthy emotional development as part of growing up;
- suggest some ways family life experiences can meet the emotional needs of teenagers;
- identify and justify some healthy and nutritional food choices for teenagers; and
- demonstrate practical cookery skills.

**Key Questions**
Throughout this unit, encourage your pupils to consider the following questions:
- What are emotional needs?
- What if they are ignored?
- How can they be met through family-life experiences?
- What are the nutritional needs of teenagers?
- Which food choices are healthy and meet the nutritional needs of teenagers?

**Whole Curriculum Skills**
This unit allows pupils to develop the skills that meet the statutory requirements of the curriculum at Key Stage 3. It focuses on the following:

<table>
<thead>
<tr>
<th>Thinking, Problem-Solving and Decision-Making</th>
<th>Pupils come up with some options/solutions to a posed problem, outline the pros and cons of each and decide what should be done.</th>
</tr>
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<tr>
<td>Self-Management</td>
<td>Pupils organise and create their own plan to use time effectively during a practical cookery activity.</td>
</tr>
<tr>
<td>Communication (Writing)</td>
<td>Pupils compose independently. They use appropriate vocabulary to communicate ideas, taking account of audience and purpose. They demonstrate some independence in planning, revising and redrafting to improve accuracy and clarity.</td>
</tr>
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</table>
Theme 1

Good Food
Theme 1: Good Food

Pupils explore nutrition as an important physical need for teenagers. They practise their research skills as well as view and comment on each other’s work.

**Opportunity for AFL**

- Generating success criteria
- Effective questioning
- Assessing their own and the work of others based on agreed success criteria

**You Will Need**

- Resource 1: Nutrition Scenario Cards
- Resource 2: Traffic Light Cards
- Resource 3: Teenage Nutrition Fact Sheet
- A3 paper and pens

### Activity 1

Create pairs and give them paper, pens and one of the scenarios in Resource 1. Ask them to agree who will be the recorder and who will be the reporter in their pair. When they have read the scenario, give them 1 minute to write down their reaction and then 2 minutes to discuss it with their partner. Take feedback from each reporter to build a class discussion on nutrition as a physical need.

Debrief by explaining that ‘we are what we eat’. An unbalanced diet will result in physical problems, such as weight gain or loss, decayed teeth or other illnesses. Choosing foods that provide the nutrients we need in the amounts our bodies require is an important part of being healthy and staying healthy.

Using the traffic lights in Resource 2, allow your pupils to indicate their degree of understanding so far.

- **Green** = Good understanding
- **Amber** = Some understanding
- **Red** = Little understanding

**Use the following questions to prompt the class discussion:**

#### Scenario 1

- Why is Faye having teeth removed?
- What is tooth decay and how is it caused?
- Whose responsibility is it to monitor Faye’s diet and oral hygiene? Why?
- Are there long term health implications of too much sugar intake and poor dental hygiene? If so, what are they?
- What can Faye’s parents do to help her in future?

#### Scenario 2

Share the following with your pupils:

*Obesity is becoming one of the most common childhood health problems in Europe and has the greatest impact for future negative health consequences* (Chinn and Rona, 2001).

Use the following questions to prompt the class discussion:

- What is obesity?
- Who is responsible for monitoring Robbie’s lifestyle?
- In what ways are people not helping the situation?
- Why do you think the childminder pushes Robbie in a buggy?
- What are the long term health implications of obesity?
- What could be done to help Robbie?

**Note:** This may be an opportunity to introduce the rare genetic disorder known as *Prader-Willi syndrome* or other medical conditions that can contribute to weight gain, for example, an *underactive thyroid gland*. 
Provide your pupils with a stir fry noodle recipe that meets the nutritional requirements of a teenager (for example *Quick Beef and Broccoli Noodles* on www.bbcgoodfood.com). Ensure that it includes meat/poultry and vegetables.

Ask them:

**Why is this recipe a good choice to meet your nutritional needs?**

Then, place them in pairs and ask them to find the answer by researching the nutritional needs of teenagers. Encourage the pupils to research using a variety of sources (for example BNF Interactive Food Facts available through C2K, Learning for Life and Work Home Economics NI Key Stage 3 text book by N Anderson and S McKee, and a range of websites).

Before they begin, however, together establish success criteria by asking: What will a good answer look like? Record the success criteria in a prominent place in the classroom as reference. The success criteria might include:

- We can identify a minimum of three nutrients relevant for teenagers from the ingredient list.
- We can give detailed reasons why teenagers need these nutrients.
- We can present the information in a way that is easy to read and remember.

Let your pupils choose how they would like to present their answer: poster, spider diagram or list on A3 sheets to display on the wall. When they are ready, ask the pairs to display their work, view each other’s work and assess how well each pair met the success criteria.

As a debrief, pose the following questions to your class:

- What are the key nutrients for teenagers?
- Why do they need them?
- Where are they found?

Finally, allow your pupils to compare their findings with the nutrition facts in Resource 3.
Theme 2
Get Cooking
Theme 2: Get Cooking

Pupils make a dish that provides the key nutrients for their age group. They have the opportunity to develop a range of practical cookery skills, such as using equipment and stir frying.

<table>
<thead>
<tr>
<th>Opportunity for AFL</th>
<th>You Will Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Generating success criteria</td>
<td>• A packet of instant wok noodles</td>
</tr>
<tr>
<td></td>
<td>• Meat/Poultry stir fry strips</td>
</tr>
<tr>
<td></td>
<td>• Selection of vegetables, including one or two that may be unfamiliar to the pupils, such as pak choi</td>
</tr>
<tr>
<td></td>
<td>• Sauce ingredients for the stir fry</td>
</tr>
<tr>
<td></td>
<td>• An electric wok or traditional wok and hob</td>
</tr>
</tbody>
</table>

Activity 1

Demonstrate the stir fry recipe you explored in Theme 1 without meat. Introduce the pupils to one or two vegetables that may be new to them.

Explain that it is:
• easy to be creative with stir fry recipes by using unusual vegetables and flavourings to suit individual tastes; and
• possible to leave out the meat to suit a vegetarian or to cut costs, as meat is often the most expensive part of a dish.

Invite the pupils to identify the source of iron in the vegetarian version. Explain that the iron in vegetables is less easily absorbed by the body than iron from red meat. Absorption can be improved by the presence of vitamin C. Ask the pupils to suggest sources of vitamin C that they could add to or serve with the dish.

Explain that stir frying is a practical skill. It is also a healthier method of cooking than traditional frying, because a small amount of oil is used at a high temperature to cook the food quickly. The vegetables and meat retain much less oil. Food that is fried traditionally, especially through deep fat frying, retains a lot of oil, doubling or tripling the food’s calorific content.

Heating also destroys some nutrients, so vegetables cooked quickly retain more nutrition.

Demonstrate how instant wok noodles can be a healthy convenience food. They do not need boiled first, so they are convenient, and it is possible to buy them with no added fat, sugar or salt. Depending on the appliances you have available, you might also be able to show the pupils how to use an electric wok.

Before the pupils start to prepare and cook the recipe, establish the success criteria with them verbally by asking the question ‘What will a good stir fry look like?’ The success criteria might include:
• The meat is cooked through but not overcooked.
• The vegetables still have some crunch.
• The sauce is evident and has not evaporated.
Activity 2

Put the pupils in pairs or groups to prepare and make the recipe. Encourage the pupils to achieve the success criteria and demonstrate a range of skills. These might include:

- knife skills;
- stir frying;
- using an electric wok; and
- using unfamiliar ingredients.

Extension Opportunity

Ask the pupils to do some research to find two more noodle recipes – one using noodles in a soup. They should then decide which one is a more nutritional choice for a teenager and explain why.
Theme 3
Making Sense of Feelings
Theme 3: Making Sense of Feelings

Pupils identify and explore some of the emotional needs of teenagers, including why healthy emotional development depends on meeting those needs. They also consider the family’s role in fulfilling these needs.

<table>
<thead>
<tr>
<th><strong>Opportunity for AfL</strong></th>
<th><strong>You Will Need</strong></th>
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</thead>
</table>
| • Generating success criteria  
  • Providing thinking time  
  • Effective questioning | **Resource 4:** Positive and Negative Emotions Cards  
**Resource 5:** Emotional Needs Scenarios  
**Resource 6:** Help/Hindrance Template  
**Resource 7:** Teacher Briefing Sheet: Making Sense of Feelings |

### Activity 1

Give each pupil a card from Resource 4 as they enter the room. The cards are divided evenly. Half of the cards have a negative emotion or feeling word printed on them, and the other half have a positive emotion or feeling word. Challenge your pupils to find the person with the opposite emotion to their card. For example, happy and sad should pair up.

When all have paired up, ask them to read the word on their card aloud. Explain that:

- emotions and feelings are important to our development;  
- emotions and feelings can influence our behaviour;  
- everyone has a wide range of emotional needs;  
- teenagers, in particular, need to develop ways of coping with emotions and feelings; and  
- teenagers need other people to understand them.

Display the cards in the classroom so the pupils can draw on these words to discuss emotional needs and issues throughout the unit.

Next, use the following questions to prompt a class discussion:

- How do babies and toddlers cope with their emotions or feelings?  
- Is it okay for them to show their emotions in this way?  
- Do you show your emotions in this way? Why or why not?  
- Why is it necessary for you to show your emotions differently from a toddler?  
- Why is it important to stop and think when you feel angry or stressed?  
- How do you recognise when you have hurt someone’s feelings?
**Activity 2**

Distribute the two scenarios in Resource 5, and give your pupils quiet time to read them individually. Then, create pairs and ask them to discuss the two scenarios and complete the Help/Hindrance Template in Resource 6. They should indicate:

- the emotions that the teenager was feeling; and
- things that happened to help or hinder him as he struggled to manage his emotions.

Remind them to use the emotion words displayed in the classroom. Finally, invite them to move into groups of four to compare answers.

Debrief this activity by taking contributions from each group of four pupils.

**NOTE:** Resource 7 contains background information useful to this theme.
Theme 4
Feed the Family
Theme 4: Feed the Family

Pupils explore family meals as a venue for communication and a way to create feelings of togetherness. They also choose a suitable recipe for a given situation.

<table>
<thead>
<tr>
<th>Opportunity for AfL</th>
<th>You Will Need</th>
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</thead>
<tbody>
<tr>
<td>• Effective questioning</td>
<td>Resource 8: Family Meal Planning Tasks</td>
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<tr>
<td>• Assessing their own and the work of others based on agreed success criteria</td>
<td>Resource 9: Recipe Ideas</td>
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<td>Resource 10: Recipe Evaluation Template</td>
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<td>Resource 11: Practical Cookery Planning and Evaluation Sheets</td>
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</table>

Activity 1

Discuss with the class the value of families eating together. Responses should include that:

• this provides time in each other’s company;
• this allows issues to be considered and problems discussed;
• spending time with your family can create a feeling of safety, security and a sense of belonging;
• preparing food for other people is a powerful method of communicating love, care and that you value them; and
• it can often be a happy, relaxed occasion.

Then, ask the pupils to share or list the positive emotions they feel during family dinner times.

Next, organise the class into groups of three or four pupils. Invite each group to appoint a recorder and a reporter, and then give each group one of the family meal planning tasks from Resource 8. Ask them to identify and record the issues around their task. You may need to give them prompts, such as:

• Why should the recipe choice be special?
• What do you need to take into account if the dish needs to be transported?
• Does the final choice need to be refrigerated?
• Is cost an issue?
• Can it be served hot or cold?
• How will it be eaten – cutlery or hands?
• What practical skills will you use?

Finally, invite each reporter to share the issues they have identified.
Activity 2

For this activity, each group will need up to four recipes. Either:
- source recipes for each group;
- use those referred to in Resource 9; or
- ask each group member to research one recipe that they feel addresses all of the identified issues for their task.

Next, ask them to judge each recipe’s suitability for their task by weighing up the pros and cons. If they researched their own, have each member justify their choice to the group.

When they have negotiated and agreed their choice, ask the recorder to complete the recipe evaluation template in Resource 10.

Finally, invite the reporter from each group to share the recipe they have chosen and to briefly justify their choice.

Activity 3

Give each group the planning and evaluation sheet in Resource 11 so they can decide how they will prepare, cook and serve their chosen dish. Afterwards, display the planning sheets. They can then use these as a guide when they make their dishes in the next theme. Encourage them to evaluate their work once completed.
Theme 5
Get Cooking
Theme 5: Get Cooking

Pupils follow their planning sheet to make the dish they have chosen for a given family situation. They also practise a range of practical cookery skills, such as using equipment and appliances.

**Opportunity for AFL**

<table>
<thead>
<tr>
<th>You Will Need</th>
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<tbody>
<tr>
<td>• Generating success criteria</td>
</tr>
<tr>
<td>Pupils’ completed Resource 11s</td>
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</tbody>
</table>

**Activity 1**

Before the pupils start to prepare and cook their recipe, establish the success criteria with them by asking: ‘What will a good finished product look like?’ The success criteria might include:

- The finished dish will look like the picture on the recipe sheet.
- It will taste good.

Working in their groups, allow them to prepare and make their chosen dish. They should use their planning sheet from Theme 4 as a guide. Encourage them to use a range of skills. These might include:

- knife skills;
- using equipment and appliances; and
- using unusual ingredients.

**Activity 2**

Invite each group to present their finished dish for peer evaluation. Pupils can give their feedback using the ‘two stars and a wish’ approach, either orally or recorded on sticky labels. Remind them to use the success criteria as they evaluate.
Activity 3

Assessment Opportunity

Opportunity to contribute to the assessment of Communication and/or Using ICT

Ask your pupils to produce a piece of extended writing that persuades families that shared mealtimes can play an important role in helping teenagers meet both their nutritional and their emotional needs. This might be in the form of a speech to peers, a radio broadcast or an article for a parenting magazine.

Agree success criteria with the class. For example, the writing will:

- illustrate balance – taking into account both sides of the argument;
- use persuasive language and techniques, such as emotive language and rhetorical questions; and
- have accurate spelling, punctuation and grammar and use paragraphs.

Where possible give your pupils a chance to present their work to a real audience, such as giving the magazine to parents, delivering the speech in assembly, or uploading the podcast to the school’s website.
Resource 1
Nutrition Scenario Cards

Scenario 1

My name is Faye. I am four years old. I am in hospital today waiting to have an operation to remove eight of my baby teeth because they are rotten. My dentist says no more baby bottles of juice. My parents told me there are a few simple steps we need to take to help stop my teeth from decaying in future.

Scenario 2

My name is Robbie. I am six years old. I can’t play football at break time because I get tired and hot. The other children call me names because I am big. That makes me feel sad. My dad says I can’t help being big. I hate walking to school so my child minder pushes me in a buggy.
Resource 2
Traffic Light Cards (1 of 3)

RED
Resource 2
Traffic Light Cards (2 of 3)

AMBER
Resource 2
Traffic Light Cards (3 of 3)
Young people grow rapidly during their teenage years and get the extra energy they need from food. In particular, carbohydrate-rich foods such as bread, pasta, noodles and potatoes are good for energy. B group vitamins also help release the energy from food. B group vitamins are found in all animal foods and fortified breakfast cereals.

In our teens, our bone mass increases rapidly. This means our bones require more calcium. Calcium is present in dairy foods. When vitamin D is present, the body is able to absorb calcium better. Bodies can make vitamin D from sunshine or get it from cheese, eggs and oily fish.

Extra protein is needed to help cells, muscle and tissue grow quickly during teenage years. Good sources of protein include meat, fish and dairy foods.

Teenagers need more iron than children and adults in order to help with growth and muscle development. It is particularly important for girls, to replace menstrual losses. Iron is found in red meat and green leafy vegetables. Vitamin C is also needed to help with the absorption of the iron found in green leafy vegetables. Good sources of vitamin C are oranges, green peppers, kiwis and lemons.
Resource 4
Positive and Negative Emotions Cards (1 of 2)

HAPPY

CALM

RELAXED

ENTHUSIASTIC

COURAGEOUS

CONTENT

VALUED

CONFIDENT

SUPPORTED

FREE
Resource 4
Positive and Negative Emotions Cards (2 of 2)

ANXIOUS  SAD

BORED  ANGRY

JEALOUS  AFRAID

INSECURE  WORTHLESS

TRAPPED  IGNORED
A teenage boy comes home from school. He had a terrible day. He and his friends were caught sneaking out of school to go to the shop by a teacher, but the others all ran away and he was the only one punished. He tried to tell the teacher, but she wouldn’t listen. Then, in the afternoon when he was goalie for the school football team, he let in two goals and lost the game. The rest of the team and the coach haven’t blamed him, but he knows it was his fault they lost.

When he comes home, he tells his Stepdad about his terrible day. He tells him not to be silly and that it was only a football game.

He sits down to have his tea with the rest of his family, and his older brother starts teasing him about the football result. He says he stinks at football and that everyone was talking about him on the bus home.

At first, he doesn’t respond to his brother, but then he can take no more and loses his temper. He stands up and throws a glass of water at his brother, shouts abuse and calls him names, and then tries to push him off his chair. Finally he throws his tea in the sink and storms off, slamming the door hard behind him.
A teenage boy comes home from school. He had a terrible day. He and his friends were caught sneaking out of school to go to the shop by a teacher, but the others all ran away and he was the only one punished.

He tried to tell the teacher, but she wouldn't listen. Then, in the afternoon when he was goalie for the school football team, he let in two goals and lost the game. The rest of the team and the coach haven't blamed him, but he knows it was his fault they lost.

When he comes home, his Stepdad notices immediately that he is feeling bad and asks him what is wrong. At first he is too embarrassed to tell him, but eventually he tells him about the terrible day he had. He is also worried about his older brother and the teasing he will get about the football result.

His Stepdad listens and says he understands. Then he suggests that he walk the dog to give him some time to think. He also says that the exercise will improve his mood.

Later he sits down to have his tea with the rest of the family, and when his brother starts to tease him about the football game, he is able to laugh it off and agree with his brother that it wasn't his best match.
Resource 6
Help/Hindrance Template

In the circles below, write the emotions that the teenager in Resource 5 was feeling and the things that he or others did that helped or hindered how well he managed his emotions.
Resource 7
Teacher Briefing Sheet: Making Sense of Feelings

It is challenging for pupils of this age to understand the term emotional needs. For this reason, give your pupils the vocabulary they need to contribute to a class discussion and write about the topic in a meaningful and accurate way.

The activities in Theme 5 are intended to help your pupils understand the following key points about emotional needs:

- Teenage years are a very emotional period of our lives. Teenagers need family and friends to understand them and to help them learn to cope with their feelings and emotions.
- Teenage anger is an emotion, in itself anger is not harmful but if expressed negatively, for example, physical and verbal violence, antisocial behaviour or addictions, it can have harmful effects.
- Often when a teenager expresses negative angry behaviours it can be as a result of frustration or fear. It is important that teenagers can identify the causes of negative angry behaviour so as to resolve possible underlying issues such as, anxiety, depression, grief or abuse. It may also be a legitimate response to intolerable circumstances.
- If families/friends know how to control their behaviour and express anger in a more positive way, they will be able to help others change theirs. It is important to respond to people’s anger rather than react to it. Families/friends may be able to help each other cope with emotions in the following ways:
  - They know us best and so often understand us best.
  - They can provide a safe and loving environment for us to learn how to manage our emotions.
  - They can understand and forgive impulsive behaviour.
  - They can explain strategies for managing emotions, such as recognising our triggers for anger, how to stop and think before we act, when to show our feelings and when to hide them.
  - They can provide us with guidance and examples.
- When we manage our emotions successfully, we feel calmer, we have a more positive attitude, we understand others better and we have more self-confidence.
- You might want to refer pupils to the school counselling service and Nongovernmental Organisations (NGOs) that are available to support them should they ever feel they do not have support or understanding from families/friends or if they would prefer to speak to an independent person about any issues that they may be trying to deal with, such as:
  - NSPCC’s ‘There 4 Me’ online resource for young people aged 12-16 years old (www.there4me.com);
  - Contact Youth’s 24 hour helpline ‘Youthline’ (Telephone: 0808 808 8000)
  - Childline (0800 1111)
  - The Cruise website for young people dealing with bereavement (www.rd4u.org.uk)

See CCEA guidance on supporting learners with Social, Emotional and Behavioural Difficulties (SEBD) for more detailed useful contacts and links (Published Autumn 2013).
Resource 8
Family Meal Planning Tasks (1 of 4)

Task 1
Your family are planning to watch the final of Britain’s Got Talent together on Saturday night. You have been asked to make a healthy snack for everyone to enjoy when they are watching the programme.
Resource 8
Family Meal Planning Tasks (2 of 4)

Task 2
Your Granny is celebrating her 70th birthday with a buffet lunch for eight of her friends and family members. She is hoping that it will be a sunny day and that she can serve it in the garden. She has already organised a chocolate birthday cake and has asked you to make a dessert for the occasion.
Resource 8
Family Meal Planning Tasks (3 of 4)

Task 3
Your sister is celebrating her 18th birthday by having a barbecue for 12 of her friends. Your parents have made coleslaw and potato salad but would like a third, more colourful and unusual salad for the occasion.
Resource 8
Family Meal Planning Tasks (4 of 4)

Task 4
You and three friends are going to see Snow Patrol in an open air concert. You will be there from 4.00pm–11.00pm. The food is too expensive to buy at the concert, so you have decided to bring a picnic. Choose and make a suitable dish to bring to the picnic.
Resource 9
Recipe Ideas

Task 1
Speedy Nachos
Salsa Chicken and Cheese Tortillas
Pitta Pizzas

Task 2
Best Ever Tiramisu
Tropical Punch Cups
Caramel Apple Crumble

Task 3
10 Minute Couscous Salad
Greek Salad
Chicory, Apple and Date Salad

Task 4
Lemon Curd Cupcakes
Sticky Sausage Wraps
Pizza Puff Pinwheels

(These recipes are all available on the Good Food website at www.bbcgoodfood.com)
# Resource 10
Recipe Evaluation Template

<table>
<thead>
<tr>
<th>Idea/Issue/Scenario to be discussed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recipe 1</td>
</tr>
<tr>
<td>Advantages/pros</td>
</tr>
<tr>
<td>Disadvantages/cons</td>
</tr>
<tr>
<td>Interesting Factors</td>
</tr>
<tr>
<td>Recipe 2</td>
</tr>
<tr>
<td>Advantages/pros</td>
</tr>
<tr>
<td>Disadvantages/cons</td>
</tr>
<tr>
<td>Interesting Factors</td>
</tr>
<tr>
<td>Recipe 3</td>
</tr>
<tr>
<td>Advantages/pros</td>
</tr>
<tr>
<td>Disadvantages/cons</td>
</tr>
<tr>
<td>Interesting Factors</td>
</tr>
</tbody>
</table>

After discussion of all factors, I think that...
Resource 11
Practical Cookery Planning and Evaluation Sheets (1 of 2)

Record your recipe and its steps below

Planning and Organising
STICK YOUR RECIPE HERE

STEP 1   STEP 2   STEP 3   STEP 4
**Resource 11**  
Practical Cookery Planning and Evaluation Sheets [2 of 2]

Below, record how you plan to manage your time and make your dish look nice, and record which skills you plan to use. Then, mark on the dartboard target how well you met your goals.

<table>
<thead>
<tr>
<th>Plan</th>
<th>How did I get on?</th>
</tr>
</thead>
<tbody>
<tr>
<td>To help me manage my time, I am going to:</td>
<td>Time Management</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>To make my finished dish look appealing, I am going to:</td>
<td>Finished Dish</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>When I am cooking, I am going to demonstrate the following skills:</td>
<td>Practical Skills</td>
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</tbody>
</table>