

## Learning for Life and Work through Home Economics Key Stage 3

# cheese Sensation!

## Overview

Pupils explore diet and health issues as they take part in a scenario-based challenge. They also develop knowledge, understanding and skills in the areas of nutrition, health guidelines, labelling regulations, advertising and marketing.

## Curriculum Links

Mapping to the Statutory Minimum Requirements

These activities allow pupils to:

- Explore ways to achieve a healthy diet (**Healthy Eating**); and
- Investigate consumer rights, responsibilities and support available in a range of scenarios (**Independent Living**).

In the context of the following Key Elements:

- Live a healthy lifestyle and make healthy choices (**Personal Health**);
- Assess the role and influence of media within society (**Media Awareness**); and
- Enhance career options through life-long learning (**Employability**).



### Health and Safety Warning

CCEA has assessed the health and safety risks associated with these activities. However, we strongly recommend that all teachers leading these activities carry out their own health and safety assessment, taking into account the ability of the students, the school's resources and its quality of equipment, etc.

# Contents

Overview	2.1
Curriculum Links	2.1
Key Questions	2.2
Prior Learning	2.2
Learning Intentions and Success Criteria	2.3
Skills and Capabilities	2.3
Activity 1: Cheese Glorious Cheese	2.5
Activity 2: Eatwell	2.5
Activity 3: Good Food	2.6
Activity 4: The Law of Labels	2.6
Activity 5: Dairy Delights	2.6
Activity 6: Caught on Camera	2.6
Activity 7: Down to Business	2.7
Activity 8: Problem Solved	2.7
Resources	2.9
Useful Websites	2.28

## Key Questions

- Is cheese a healthy food? Why or why not?
- In what way is cheese a versatile ingredient?
- What recipes include cheese?
- How many varieties of cheese can you name?
- How do you choose which type you will buy?
- What influences your purchase?

## Prior Learning

Basic awareness of:

- nutrients
- balance of good health/the Eatwell Plate
- practical food preparation skills
- recipe modification

Learning Intentions	Success Criteria
<p><b>Pupils are learning:</b></p> <ul style="list-style-type: none"> <li>• about the importance of a healthy, balanced diet;</li> <li>• that the Eatwell Plate illustrates a healthy balanced diet;</li> <li>• that food labels are a useful source of information designed to protect consumers;</li> <li>• how marketing and advertising can influence consumer choice; and</li> <li>• practical skills in preparing healthy cheese snack alternatives.</li> </ul>	<p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• be able to explain the importance of a balanced diet;</li> <li>• be able to identify foods contained within the Eatwell Plate;</li> <li>• practise recipe modification to achieve healthier options;</li> <li>• be aware of some of the information that must appear on food labels by law;</li> <li>• design a new label for a cheese product to promote its health benefits;</li> <li>• demonstrate practical skills using cheese as a main ingredient; and</li> <li>• understand the influence advertising can have on consumer choice.</li> </ul>

	Thinking Skills and Personal Capabilities	Cross-Curricular Skills
Skills Development	<p><b>Being Creative:</b></p> <ul style="list-style-type: none"> <li>• seek out and identify issues/problems to investigate;</li> <li>• pose thoughtful questions and probe for more information;</li> <li>• investigate alternatives;</li> <li>• play with possibilities and try alternatives; and</li> <li>• be prepared to experiment and take risks.</li> </ul>	<p><b>Using ICT:</b></p> <p>Pupils are provided with opportunities to:</p> <ul style="list-style-type: none"> <li>• research, select, edit and use assets from a range of digital sources (explore);</li> <li>• investigate and solve problems in a digital environment (explore);</li> <li>• process found or self-produced assets (including text, number, sound, still or moving images) and combine these to create, present and communicate their work, showing an awareness of audience and purpose (express).</li> </ul>

	Cross Curricular Skills Assessment Tasks available
Assessment Opportunities	<p><b>Communication:</b> Cheese Sensation (Talking and Listening)  <b>Communication:</b> Cheese Sensation (Functional/Transactional Writing)</p> <hr/> <p><b>Using ICT:</b> Cheese Sensation (Working with Sound)  <b>Using ICT:</b> Cheese Sensation (Online Collaboration)  <b>Using ICT:</b> Cheese Sensation (Working with Images – Link to Art and Design)</p>



## ACTIVITY 1

# Cheese Glorious Cheese

Share with the class the Agri-food sector profile which is available in the Sector Profiles Section of the STEM Futures folder and online at: [www.nicurriculum.org.uk/stem](http://www.nicurriculum.org.uk/stem)

Ask each group to discuss the sector and record the following:

- one thing they already knew about the sector;
- two things they have learned; and
- one thing that has surprised them about the sector.

Present the scenario in **Resource 1** to the class. In this, a cheese manufacturer is attempting to increase customers and profits by promoting cheese as a healthy snack alternative to high sugar foods. Explain to your pupils that they will be working as the company's sales and marketing staff to help the company meet this objective.

Discuss as a class what questions they need to consider before attempting to solve the problem. Responses should include:

- In what way is cheese healthy?
- What varieties of cheese are there?
- Who should eat cheese? Should young people eat cheese?
- What if cheese increases the fat content of a recipe?
- Why would people choose cheese as a snack? What kinds of cheese would they choose?
- Do food labels help/hinder consumer choice?
- How does advertising affect choice? Can we use this to get people to choose cheese?

Next, use the following statements as part of a Four Corner Debate activity:

- Cheese is not a healthy food.
- Organic cheese is better for you.
- Eating cheese in the evening will give you nightmares.
- It is okay to eat cheese that has gone mouldy.

A teacher briefing sheet relating to these statements is provided in **Resource 2**.

Place the class into groups of four or five pupils. Give each group a cheese board and ask them to carry out a sensory evaluation. Also give them a copy of the evaluation template in **Resource 3**. On the cheese boards, include a range of cheeses that have different tastes, textures, appearances and odours, for example:

- mozzarella
- goat's cheese
- blue cheese
- halloumi
- Edam.

**NOTE:** Do not include Cheddar, as it will be used to introduce umami.

**Resource 3** also provides vocabulary to help your pupils with their evaluation. Copy and cut out the word cards, provide a set of cards for each group, and invite them to classify the words. Discuss each group's classifications. Then, invite the groups to reclassify the cards into the following categories:

- odour;
- taste;
- appearance; and
- texture.

When they are finished, ask the spokesperson from each group to report their evaluation to the rest of the class.

Finally, introduce your pupils to the term that describes a pleasant, savoury taste: *umami*. A PowerPoint about umami is available on the Food a Fact of Life website. You could use this to facilitate a discussion about umami in more detail. Offer cheddar cheese of different strengths (mild, medium and mature) and allow your pupils to experiment tasting an umami food. Encourage them to discuss their thoughts and ideas about umami.

## ACTIVITY 2

# Eatwell

Depending on your pupils' familiarity with it, either introduce or recap the Food Standard Agency's Eatwell Plate by playing Eatwell Bingo. This is available to download on the Food Standards Agency website.

Afterwards, draw their attention to the section on the plate where cheese is located, and as a class discuss the nutritional profile and health benefits of cheese.

**Resource 4** provides some fact cards about cheese that you may want to add to the discussion. Use the fact cards and conduct an Each One Teach One active methodology.

### ACTIVITY 3

## Good Food

Organise the class into five groups and allocate each group one of the following categories:

- Pregnant;
- Lactose Intolerant;
- Toddler;
- Osteoporosis; and
- Obesity.

Each group will need:

- the card from **Resource 5** that outlines the dietary requirements for their allocated group; and
- a restaurant menu (use real menus from local restaurants that pupils will recognise; alternatively, download menus from the internet).

Let each group research more information on the dietary needs and suitable foods for their allocated group. Then, challenge them to choose an appropriate, healthy, three-course meal from the menus provided.

Finally, invite a spokesperson from each group to present their allocated category and their chosen menu, justifying their choices.

### ACTIVITY 4

## The Law of Labels

Organise the class back into their groups and give each group packaging and labelling from four different types of cheese. Invite them to record the types of information included on the labels, such as weight, ingredients, etc. Encourage each group to agree:

- three pieces of information they already knew existed on a label;
- two pieces of information that they didn't know existed on a label; and
- one piece of information that surprised them.

Use feedback from each group to prompt a class discussion around the legal requirements for labelling. Use the teacher briefing sheet in **Resource 6** to support the pupils' discussion.

### ACTIVITY 5

## Dairy Delights

Provide each group with a composite dish recipe that contains cheese. Examples might include:

- cheesecake;
- frittata;
- quiche;
- broccoli and cheddar soup;
- pizza; and
- macaroni and cheese.

Recipes for these dishes appear in **Resource 7**.

Next, give each group a copy of the blank Eatwell Plate in **Resource 8** and ask them to write on the resource to identify how balanced each of the dishes they received is. Then, ask each group to think about and record how they could change the recipe to be healthier.

**Resource 9** may be used as a template for their ideas.

Give each group a variety of healthy cheese snack recipes (**see Resource 10**). Discuss and agree success criteria for healthy cheese snacks, then give them time to source their own healthy cheese snack ideas using the internet and a selection of printed recipes. You could provide some websites, such as [www.ilovecheese.co.uk](http://www.ilovecheese.co.uk), but also encourage them to source some websites of their own.

When each group has selected a healthy cheese snack recipe, allow them to share it with the class. You could conclude by allowing the class to vote on the most popular snack based on the agreed success criteria.

### ACTIVITY 6

## Caught on Camera

Present pupils with the newspaper article in **Resource 11**. As a class, summarise its facts and statistics about children's diets and food advertising. Then using the Priority Pyramid or Diamond Ranking active methodology, invite your pupils to identify and order the most significant points in the article. When they are finished, discuss each group's ideas, encouraging them to justify their decisions.

Next, present each group with a selection of food magazines. Ask them to select one food advertisement that they feel is most appealing to consumers. Give them a copy of **Resource 12** so they can discuss food photography techniques and describe how their selected adverts have used these techniques in their imagery. Groups should take it in turns to discuss and

explain why they feel their chosen advertisement is appealing.

Then, explain that they will be advertising and labelling the healthy cheese snack that they chose in Activity 5 and that the techniques in **Resource 12** will be used as success criteria.

Next, allow time for your pupils to prepare their healthy cheese snack. When finished, allow them to photograph their snack based on the techniques discussed.

## Activity 7

# Down to Business

**NOTE:** It is possible to link this activity with The Arts.

Organise the class back into the groups of four or five pupils established in Activity 1, and label each group either A or B.

### Groups labelled A:

Design a food label for the healthy cheese snack they prepared, taking account of the legal requirements for labelling. The label's imagery should include the photograph(s) from Activity 6.

### Groups labelled B:

Using their photographs from Activity 6, ask the pupils to design an appealing food advertisement, to appear in a magazine, for the healthy cheese snack they prepared.

## Activity 8

# Problem Solved

Recap the scenario from **Resource 1**. Encourage your pupils to discuss the role of a marketing executive and then invite them to create a mindmap of promotional ideas for their cheese snack. The branches on the mindmap might include:

- **Events** – such as a cheese tasting session in school, an awareness raising session in assembly or using created adverts;
- **Services** – such as a snack service at break time for a week or using created adverts; and

- **Products** – such as recipe ideas to show different ways to eat, prepare and cook cheese snacks; a cheese information bingo game for a younger audience; or a TV advert, podcast or radio interview to share with the school community.

As a class, agree one of the ideas generated and carry it out as an enterprise activity.

Organise for one group to present their chosen marketing idea, preferably to a real and relevant audience. You could request a link with a relevant STEM ambassador through the STEMNET initiative which is co-ordinated by W5. STEM ambassadors can act as role models and help to inspire and engage young people about the value of STEM in their daily lives. For further information, please contact Mary Carson at W5 ([marycarson@w5online.co.uk](mailto:marycarson@w5online.co.uk)) or visit their website at [www.w5online.co.uk/stemnet](http://www.w5online.co.uk/stemnet).

The pupils could make their pitch to their STEM Ambassador via video conferencing using the Elluminate software available through C2K. For advice and support to get started please contact the C2K Service Desk.

You may want to watch an episode of Dragon's Den as a class to provide them with an example of how to conduct a pitch, or, if possible, work in collaboration with the English Department to develop pupils' presentation pitches.

Provide time for pupils to research STEM career opportunities. Resources are available within the Futures – Skills & Employability/CEIAG section of the STEMWorks website at: [www.nicurriculum.org.uk/stem](http://www.nicurriculum.org.uk/stem)





# Cheese Sensation

## Daisy Cow Creamery Survey

Speech bubbles:

- Cheese isn't a snack!
- Cheese isn't healthy!
- Crisps are my favourite snack

**Is cheese a nutritional snack?**

Response	Percentage
No	~85%
Yes	~15%

**Which snacks do you prefer?**

Snack	Percentage
Chocolate	~45%
Cheese	~25%
Crisps	~30%

**CHEESE IS GOOD FOR YOU**

**Health Benefits**

- Calcium
- Vitamin B
- Protein

### Scenario

You work in the Sales and Marketing team for a local cheese manufacturer. You have been carrying out extensive market research to find ways of increasing customers and thus profits. The main findings suggest that:

- Young people are not aware:
- of the health benefits of cheese; and
- that cheese can be a healthier snack alternative to high fat, high sugar snacks.

Young people also confirmed that if the labelling highlighted health benefits they would be more likely to choose cheese as a healthy alternative.

## Resource 2

# Four Corner Debate (Teacher's Briefing Sheet)

### **Cheese is not a healthy food.**

Cheese is a source of saturated fat, cholesterol and sodium.

However, unlike many snack foods, cheese is a natural food that contains vitamins, minerals and nutrients that offer health benefits. For example, the calcium in cheese can contribute to building strong teeth and bones.

If eaten with portion control in mind, cheese is a healthier alternative to other high fat/high sugar snacks. The nutritional profile of cheese includes calcium, protein, phosphorus and Vitamins A, B-12 and D.

### **Organic cheese is better for you.**

Organic cheese is produced without the use of antibiotics, growth hormones, pesticides or artificial colourings and flavourings.

However, the Food Standards Agency reports that organic food offers no added benefits over conventionally produced food.

### **Eating cheese in the evening will give you nightmares.**

Currently there is no medical or scientific evidence to show that eating cheese in the evening will give you nightmares.

### **It is okay to eat cheese that has gone mouldy.**

Some cheeses are made by using moulds, and these are perfectly safe to eat, for example Roquefort, Gorgonzola, Stilton, Camembert and Brie.

Any other mould that appears on a soft cheese should not be eaten. Where mould appears on a hard cheese, it should be safe to eat providing the mould is removed by cutting an inch around and below the mould spot, remembering to keep the knife out of the mould.

Resource 3 (1 of 3)

## Sensory Evaluation

### Odour Descriptives

Earthy	Nutty	Acrid
Peppery	Mild	Fragrant
Aromatic	Strong	Musty

### Taste Descriptives

Creamy	Soft	Vibrant
Chewy	Salty	Sharp
Sour	Rich	Well-balanced

## Resource 3 (2 of 3)

# Sensory Evaluation

### Appearance Descriptives

















































Milk white	Ivory	Smooth
Lumpy	Hard	Soft
Yellow	Veiny	Dull

### Texture Descriptives

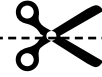
Crumbly	Elastic	Moist
Rubbery	Firm	Velvety
Spreadable	Creamy	Delicate

Resource 3 (3 of 3)

# Evaluation Template

Cheese 1:				
Odour				
Taste				
Appearance				
Texture				
Cheese 2:				
Odour				
Taste				
Appearance				
Texture				
Cheese 3:				
Odour				
Taste				
Appearance				
Texture				
Cheese 4:				
Odour				
Taste				
Appearance				
Texture				

## Cheese Facts Cards



Cheese contains Vitamin A which boosts the immune system.

Cheese contains Vitamin B-12 which maintains healthy red blood cells.

Eating Cheese after a meal can help protect against tooth decay.

Cheese is a source of calcium which can help prevent osteoporosis.

Cheese keeps you energised throughout the day.

Cheese makes a healthier choice for snacking, in place of high fat, high sugar alternatives.

Cheese is a good source of Vitamin D, which we need to absorb calcium.

Protein found in cheese is required for growth and development.

## Cheese Facts Cards



Some soft cheeses may be harmful for pregnant women because of the risk of listeria.

Cheddar cheese comes in different strengths; mild, medium and mature.

There are many varieties of lower fat cheese options such as goat's cheese, mozzarella or reduced fat Cheddar.

Cheese is purchased by more than 98% of UK households.

Cheese can be made from the milk of cows, goats, sheep, buffalos and camels!

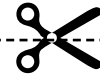
Cheese is one of the most concentrated sources of key nutrients.

The average fat content in cheese is 34%.

The average person eats about 30 grams of cheese per day.

## Resource 4 (3 of 4)

### Cheese Facts Cards



French, Italians, Greeks and Germans eat almost twice as much cheese as us, mostly because they include it with breakfast.

The mineral phosphorus is found in cheese and it works with protein to grow, maintain and repair cells and body tissues.

Cheese is one of the most significant sources of calcium, essential for healthy bones, muscle tissue and teeth.

Cheese is a complete, natural food.

For flavour and texture, cheese is best served at room temperature.

Cheese has a high sodium (salt) content, because it is part of the flavouring process.

Blue cheeses have an edible mould added during production.

The mould used for blue cheese production is usually a type of Penicillium, which is non-harmful and actually restricts the growth of other bacteria.



## Cheese Facts Cards



There are over 700 named cheeses produced in the UK.

Cheese is a versatile ingredient and can be used in all types of dishes, including, starters, main courses and desserts.

Grating cheese is a good method of making a small amount go further.

Using strong cheeses in cooking means you get the flavour by using less cheese.

## Resource 5 (1 of 2)

# Dietary Requirement Cards

### Pregnant

**Do include:**

- dairy products;
- folic acid and iron;
- fibre;
- fruit and vegetables;
- starchy foods; and
- protein.

**Avoid:**

- high fat/high sugar foods;
- pâté;
- undercooked meats;
- raw or partially cooked eggs;
- raw shellfish;
- cheese made from unpasteurised milk; and
- soft cheeses, such as Brie.

### Lactose Intolerance

**Do:**

- introduce small amounts of milk in the diet, ideally with a meal;
- include probiotic yogurts;
- include calcium-rich foods from non-dairy foods, such as salmon, sardines, rhubarb and spinach;
- ensure these foods are eaten with vitamin D to aid absorption of calcium in non-dairy foods, such as eggs and liver.

**Reduce intake of:**

- processed meats, such as bacon and sausages;
- bread;
- pancakes, waffles, pastries and doughnuts; and
- salad dressings.

### Toddler

**Do include:**

- protein, calcium, iron and vitamins A and D;
- whole milk and full fat dairy products;
- fruit, vegetables and wholegrain bread; and
- water.

**Avoid:**

- chips, crisps, cakes, buns and fried foods; and
- nuts.

## Resource 5 (2 of 2)

# Dietary Requirement Cards

### Osteoporosis

**Do include:**

- calcium-rich foods;
- vitamin D to absorb calcium; and
- protein (from meat, fish, eggs, pulses, nuts and seeds).

**Avoid:**

- red meats;
- salt;
- sugar; and
- soft drinks.

### Obesity

**Do include:**

- grilled or steamed food;
- water or fresh juice;
- wholegrain bread;
- fruit and vegetables; and
- balanced variety.

**Avoid:**

- processed foods;
- fizzy drinks;
- high fat/high sugar foods; and
- fried food.

## Resource 6

# Food Labelling (Teacher's Briefing Sheet)

Food labels are required by law to include the following:

- a list of ingredients (including food allergens);
- the amount of all named ingredients;
- a Best Before or Use By date;
- any special storage requirements;
- the contact name and address of the manufacturer;
- the place of origin (for some foods, for example beef);
- the process used in manufacture; and
- instructions for use.

The name of the food must also accurately describe the food and not be misleading.

## Resource 7 (1 of 2)

# Composite Dish Recipes

### Macaroni Cheese

#### Ingredients

125 g macaroni  
20 g butter  
20 g plain flour  
300 ml milk  
125 g grated cheddar  
25 g grated Parmesan or Gruyère  
1 tsp of mustard

#### Method

1. Cook the macaroni according to packet instructions, drain and set aside.
2. Melt the butter over a medium heat in a large saucepan. Make a roux by stirring in the flour.
3. Remove from the heat and whisk in the milk, a little at a time.
4. Add the mustard and blend well.
5. Return to the heat and cook for 10-15 minutes, stirring all the time until the sauce is thick and smooth.
6. Remove the saucepan from the hob, stir the cheddar into the sauce until it has melted.
7. Mix the macaroni and the sauce together and transfer to an ovenproof dish.
8. Sprinkle over the Parmesan or Gruyère and place the dish in a hot oven (180 C/350 F).
9. Cook until the cheese is browned.

### Strawberry Cheesecake

#### Ingredients

##### Base:

100 g digestive biscuits  
30 g butter

##### Filling:

100 g strawberries, halved  
4 tbsp mascarpone cheese  
1 tsp caster sugar  
1 vanilla pod  
100 ml double cream

#### Method

1. Lightly butter a 23 cm springform cake tin.
2. Crush the digestive biscuits and melt the butter and mix together in a bowl.
3. Press the digestive mix into the tin.
4. Cut the strawberries into halves and whip the cream.
5. Using a separate bowl, mix together the strawberries, mascarpone, sugar, seeds from the vanilla pod and whipped cream to a smooth consistency.
6. Spread the cheese/strawberry mixture on top of the base and level off.
7. Place in the fridge to set for up to 6 hours.
8. Remove from the tin and place on a serving plate. Decorate with a few whole strawberries.

## Resource 7 (2 of 2)

### Naan Bread Margherita Pizzas

#### Ingredients

##### Base:

4 small naan breads  
4 small tomatoes, diced  
140 g tin tomato puree  
dash olive oil  
2 cloves garlic, crushed  
salt and pepper  
400 g grated mozzarella cheese  
freshly chopped basil

#### Method

Preheat the oven to 200 C.

1. Line a baking tray with foil and place the naan breads onto tray.
2. Mix the tomato puree, tomatoes, basil, garlic, olive oil, salt and pepper together.
3. Spread the tomato mixture evenly onto each of the naan breads.
4. Sprinkle some grated mozzarella over the naan breads.
5. Place in the oven for 15 minutes until the mozzarella is melted bubbling.

### Broccoli and Cheese Soup

#### Ingredients

1 head of broccoli  
150 g cheese (grated mature cheddar or crumbled blue cheese)  
175 g potatoes, diced  
1 large onion, peeled and chopped  
750 ml boiling vegetable stock  
1 tablespoon olive oil

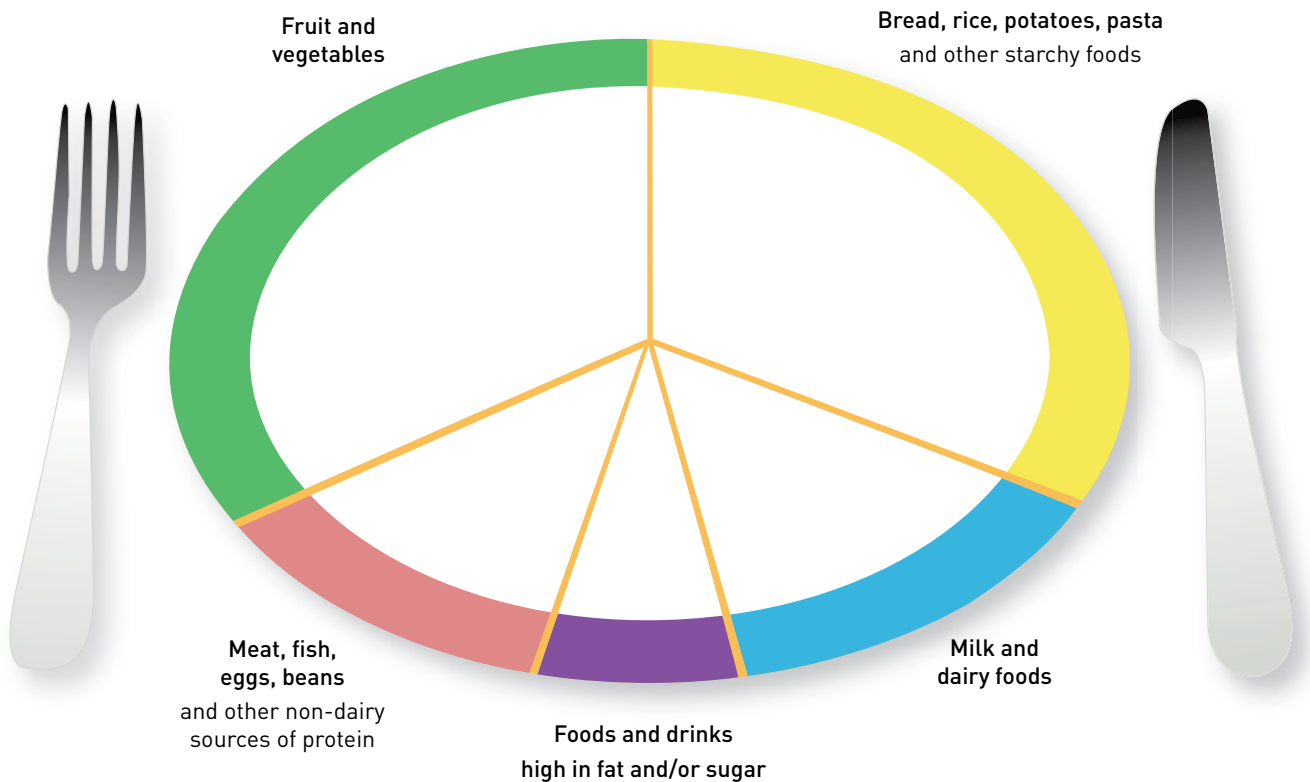
#### Method

1. Sweat the onion in 1tbsp olive oil.
2. Add the stock and potato and cook for 10 minutes.
3. Add the broccoli and cook until tender (approximately 5 minutes).
4. Add half the cheese and pour into a blender or food processor.
5. Whizz for a few seconds until a smooth consistency.
6. Sprinkle the remaining cheese into the soup and serve.

## Resource 8

# Eatwell Plate Template

Use the eatwell plate to help you get the balance right. It shows how much of what you eat should come from each food group.



Source: (Adapted) published by the Food Standards Agency © Crown copyright 2007. FSA/1198/0907

Resource 9

# Recipe Modification Template

Recipe \_\_\_\_\_

Ingredient	Change to ...	Reason for change



## Healthy Cheese Snack Recipes

### Cheesy Apples

100 g low fat cream cheese  
2 tbsp sunflower seeds  
50 g chopped raisins  
4 eating apples

1. Remove the apple cores and halve the apples.
2. Mix together the cream cheese, sunflower seeds and raisins.
3. Spoon the cheese mixture into the hollow core of each apple half and serve.

### Pitta Pizzas

1 wholemeal pitta bread  
200 g chopped tinned tomatoes  
25 g grated mozzarella  
variety of toppings such as mushrooms, peppers, pineapple, onions etc

1. Cut the pitta bread in half.
2. Spread each half with the chopped tomatoes.
3. Sprinkle grated mozzarella.
4. Place choice of toppings on top.
5. Heat under a moderate grill until cheese is melted.

### Seafood Pate

2 smoked mackerel, skinned and boned  
zest and juice of half a lemon  
tub of ricotta cheese  
grated nutmeg and pepper to taste  
cayenne pepper and lemon wedges to serve

1. Mix the ingredients in a food processor.
2. Season with nutmeg and cayenne pepper.
3. Cover and chill in the fridge for at least 2 hours.
4. Sprinkle with cayenne pepper and serve with lemon wedges and crusty bread or with crackers .

### Quesadillas

2 wholewheat tortillas  
Grated Mozzarella  
Light Olive Oil Spray

Variety of fillings such as, sliced mushrooms, chopped peppers, chopped red onions, chopped spring onions, sliced jalapeno chilli, chopped cooked chicken, diced tomatoes, or chopped black olives.

1. Sprinkle the grated cheese over one of the tortillas.
2. Spread choice of fillings evenly on top of the cheese.
3. Place the other tortilla on top.
4. Spray olive oil on a heated large frying pan.
5. Place the quesadilla into the frying pan.
6. Cook on a medium heat for 3-4 minutes.
7. Carefully turn the quesadilla over and cook for a further 2 minutes or until crisp and golden.
8. Remove from the pan and cut into quarters.
9. Serve with salsa.

# HOME ECONOMICS TODAY

## SNACK ATTACK!!

Shocking new statistics on the link between food advertising and children's health

It will come as no surprise to hear that unhealthy childhood eating habits persist into adult life and that these unhealthy diets increase the risk of health problems, such as heart disease, cancer and diabetes.

In the UK, millions of pounds are spent on advertising, and many of these ads are aimed specifically at children. There are three times as many adverts for food during children's TV programmes as there are during adult viewing times. Between 95% and 99% of the food advertised during this time has a high content of sugar, fat or salt. In contrast, there are almost no adverts for fruit and vegetables on children's TV.

These are figures for UK advertising spend:

- £21 million spent on advertisements for the top 10 selling types of crisps and snacks.
- £47 million spent on advertisements for the top 10 selling types of confectionery.
- £71 million spent on advertisements for the top 10 selling types of soft drinks.

(Source: [www.sustainweb.org.uk](http://www.sustainweb.org.uk))

Research shows that 92% of UK children are eating less than half of the recommended portions of fruit and vegetables, while eating more than 70% of the recommended intakes of saturated fat, sugar and salt.

With the number of overweight children increasing by 56% in the last 10 years, and the number of obese children more than doubled, it is time some suggest that the UK should follow Sweden's lead and ban all TV food advertisements aimed at children.

A British Medical Journal editorial in February 2001 suggests that reducing the amount of time children spend watching TV reduces weight gain. It states that this is because, not only do children have more opportunities for activity, but they are also less likely to request advertised foods (often high in fat and sugar). Of course companies will not voluntarily remove the TV ads, as fewer ads will mean fewer sales, which will mean less profit for them.

While a recent poll claims that 85% of parents want stricter controls on advertising to children and 77% want stricter controls on the advertisement of unhealthy foods on children's TV, many do not act. The reasons they give for not complaining include:

- not being aware that there is a reason to be concerned;
- not knowing who to complain to;
- not having the time or inclination to complain; and
- not believing that complaining will make any difference.

If you have an opinion on the issues raised in this article, please email us at Home Economics Today with your views.

## Resource 12

# Food Photography Techniques

- **Photograph** the food as soon as it is prepared.
- **Take** a lot of photographs.
- **Be inspired** by images from magazines.
- **Use a setting** that is clutter free and has appropriate background colours and props.
- **Use** natural light so a flash is unnecessary.
- **Cut** the food to show the detail of what is inside.
- **Photograph** the food from different angles.

## useful websites

These links were active at the time of publishing.

CCEA accepts no responsibility or liability for any material supplied by or contained in any of the linked websites and does not necessarily endorse the views expressed within them. We cannot guarantee that these links will work all of the time and we have no control over availability of the linked pages.

### **Prospects – provides a range of job profiles, including that of a Marketing Executive and Advertising Photographer**

[www.prospects.ac.uk/p/types\\_of\\_job/marketing\\_executive\\_job\\_description.jsp](http://www.prospects.ac.uk/p/types_of_job/marketing_executive_job_description.jsp)

[www.prospects.ac.uk/p/types\\_of\\_job/advertising\\_editorial\\_photographer\\_job\\_description.jsp](http://www.prospects.ac.uk/p/types_of_job/advertising_editorial_photographer_job_description.jsp)

### **Eatwell Bingo Game**

[www.food.gov.uk/northernireland/nutritionni/niyoungpeople/teachers/ewbingo](http://www.food.gov.uk/northernireland/nutritionni/niyoungpeople/teachers/ewbingo)

### **Examples of Food Photography**

[www.foodportfolio.com](http://www.foodportfolio.com)

### **British Nutrition Foundation: Food – A Fact of Life Sensory evaluation resources**

[www.foodafactoflife.org.uk/Sheet.aspx?siteId=19&sectionId=83&contentId=308](http://www.foodafactoflife.org.uk/Sheet.aspx?siteId=19&sectionId=83&contentId=308)

### **PowerPoint on food labelling**

[www.foodafactoflife.org.uk/attachments/c714b8ef-c8e5-4e2cd38c3ab5.ppt](http://www.foodafactoflife.org.uk/attachments/c714b8ef-c8e5-4e2cd38c3ab5.ppt)

### **Ingredients and food science (includes a section about umami)**

[www.foodafactoflife.org.uk/Section.aspx?siteId=19&sectionId=83](http://www.foodafactoflife.org.uk/Section.aspx?siteId=19&sectionId=83)

### **Umami Information Centre**

[www.umamiinfo.com](http://www.umamiinfo.com)

### **News article: Umami**

[www.telegraph.co.uk/foodanddrink/7215687/Umami-I-tried-it-and-now-I-want-more-and-more.html](http://www.telegraph.co.uk/foodanddrink/7215687/Umami-I-tried-it-and-now-I-want-more-and-more.html)