

Kitchen Equipment



Investigation task

Home Economics is taught in a special room in schools. The room has been specially designed for practical activities. This makes its layout different from other classrooms.

Table:

Think about your table in H.E. It isn't like many other tables in school.

Q. What is different about the tables in Home Economics? Why do you think this is?

During a practical lesson, you will be responsible for collecting and returning different pieces of equipment.

Where is cutlery stored in your H.E. kitchen?



Equipment Guessing Game

I have to protect your hands. The main part of my body has many small edges that act like teeth.

WHAT AM I?

A member of my family is often used for eating your cereal out of. However I am much bigger and I am handy because I can hold all your ingredients while you mix them.

WHAT AM I?

I am a circular shape with a long handle. I am not designed to hold any liquid, so most things will pass through me very quickly.

WHAT AM I?

I am a square shape. I come in many different colours but it is important that you use the correct colour when preparing foods. Sometimes I am wooden and other times I am plastic.

WHAT AM I?

Putting equipment in the correct place

Each piece of equipment has its own place in the H.E room. If you do not replace it as you found it (clean and in the correct place) you will cause disruption to the next class. It is your duty to ensure your table works as a team to perform well and meet the demands within a practical lesson.

Make a list of 5 rules that would apply to the use of equipment:



1. _____ the equipment thoroughly
2. Place all cutlery back on the _____
3. Return equipment to the _____ place in the kitchen
4. If the equipment is missing- look for it as a _____ then alert the _____ if you have looked and cannot find it
5. Take care with equipment especially _____ edges or objects that can easily get _____

Read the scenarios below and decide on a solution.

Problem	Solution
Peter is a teenager who has acne on his face. He is afraid to cook in fear of spreading germs to others. What should he do?	
Amy's mum treated her to some gel nail extensions. They are really pretty but the teacher will not allow her to cook. Miss said they are not hygienic. Is there any solution?	
Ben has handled raw chicken and wiped it on the drying cloth. This is putting others at risk of food poisoning as the cloth is designed to dry the clean dishes. What should he do now?	

Washing up in Home Economics

Below is a list of key activities that should be followed when completing the washing up routine. Number each activity in sequence from first to last task (do in pencil first):

Put the dishes away

Brush the floor

Return the used tea towels to the laundry bucket

Scrape the leftovers into the bin

Return cutlery to the trolley

Wipe the table using a damp cloth

Wash the dishes cleaning the cleanest dishes first

Empty the basin and rinse out the cloths

Stack the dirty dishes on your work table

Dry the dishes

Half fill the basin with hot soapy water



HYGIENE & SAFETY

In the Kitchen

Hygiene Rules:

1. Always wear a clean apron.
2. Tie back long hair.
3. Wash hands using soap and warm water.
4. Wash table/worktops before preparing food.
5. Wash all equipment thoroughly (using hot water and washing up liquid) before putting away.
6. Use a clean dish cloth and drying cloth.
7. Leave TABLE, WORKTOPS, COOKER, and SINK clean and dry.

Safety Rules:

1. Never run in the kitchen.
2. Before starting practical work ensure schoolbags and stools are under the table.
3. Wipe up spills immediately.
4. Close cupboard doors and drawers after use.
5. Use oven gloves when handling hot dishes / trays.
6. Ensure saucepan handles are facing inwards.
7. Be extremely careful when using, carrying and washing sharp knives.
8. Dry hands before touching electric plugs.
9. Turn off all electrical equipment after use.
10. LISTEN TO AND FOLLOW INSTRUCTIONS CAREFULLY.



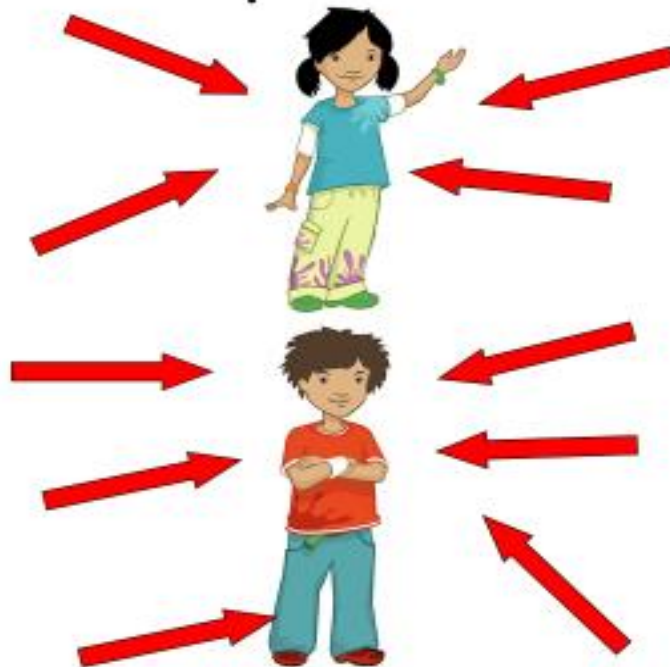
Work together and help each other to ensure everyone is finished on time!

Hygiene & Safety in the kitchen

To do: Write down at least 10 Rules to follow in an HE practical lesson

(Use the previous page to help you)

















Rules in a practical lesson?



EQUIPMENT- SPELLING TEST

Identify the following pieces of equipment.
(2 marks for each correct answer)

/32

<p>M _ _ _ _ _ _ _ _ _ _</p> 	<p>M _ _ _ _ _ _ _ _ _ _</p> 	<p>C _ _ _ _ _ _ _ _ _ _</p> 	<p>_ _ _ _ _ _ _ _ _ _</p> 
<p>V _ _ _ _ _ P _ _ _ _ _</p> 	<p>V _ _ _ _ _ K _ _ _ _ _</p> 	<p>C _ _ _ _ _ K _ _ _ _ _</p> 	<p>K _ _ _ _ _ S _ _ _ _ _</p> 
<p>T _ _ _ _ _ S _ _ _ _ _</p> 	<p>T _ _ _ _ _ S _ _ _ _ _</p> 	<p>_ _ _ _ _ _ _ _ _ _</p> 	<p>P _ _ _ _ _ S _ _ _ _ _</p> 
<p>B _ _ _ _ _</p> 	<p>C _ _ _ _ _ R _ _ _ _ _</p> 	<p>_ _ _ _ _ _ _ _ _ _</p> 	<p>C _ _ _ _ _</p> 

Kitchen Safety

Match the picture with the kitchen hazard it represents.



SHARP OBJECTS

SLIPS, TRIPS AND FALLS

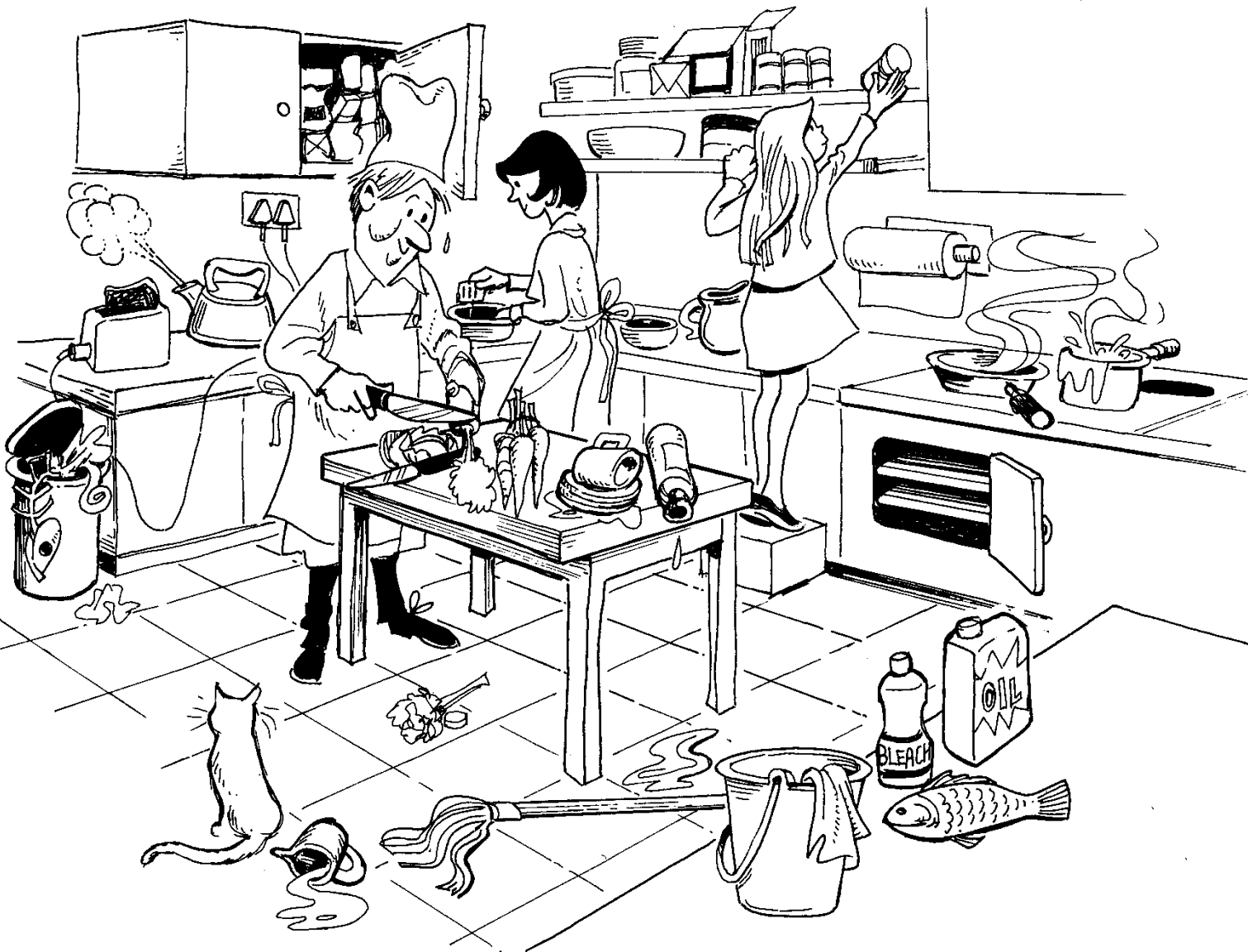
FIRE HAZARD

HOT SURFACES, LIQUIDS AND FOODS

ELECTRICAL HAZARD



Spot at least 8 risks in the picture below and circle them with your pencil.



Complete the sentences, using the words in the box to help you.

1. W___ up all the spills immediately.
2. Wash sharp k_____ before any other dishes.
3. Keep the floor c_____ of any clutter to prevent falls and trips.
4. Use o___ g_____ when putting dishes in and taking them out of the oven.
5. Never use electrical equipment when the w_____ are exposed or damaged!
6. Do not leave hot frying pans u_____.

KNIVES	WIPE	OVEN GLOVES
UNATTENDED	WIRES	CLEAR

Find the words related to kitchen safety and circle them with your pencil.

S C S U A T F W H Q S V U T X C T V C S H P L W L
 T D O M D I C R J E Q P F K Z K M N L B E D W A O
 U J V Z C P O S V B L U E P L A S T E R L I S S O
 C Z I W X O E I O O I T B M U R C N A M T E L H C
 R B I Y J A N H Y A T C W W C G I W N S P P A F Z
 E F I Y S K E H J L P L F T T C J I A U R I P C X
 V P T A P C R L E G V Y T C I V U H P O P E U A H
 O V R R O T I F C L Y K W D D Q L R R Z H B N Q U
 C C A U L H L X Y S J I E A V R U K O X U U Q S E
 B H G X U E Z J B K E M Y B T I S D N A H H S A W
 S H U F X D U S T B I N I R O E R P U Y D H E I U
 Z H N P J Z N U R V S C G P I Z R L W K B G O S B
 V R C V Z C N W I T R F X K Y H L U P A D Z D J R
 S G P N Y R D R P O D V R R V T D G A X T Y M C S
 S M R E G L Y I I U N V G A C O X S X B X I L I T

DUST/BIN	PLUGS	SHARP/KNIVES	WASH/HANDS	COUGH
SOAPY/WATER	MEDICINE	EQUIPMENT	CLEAN/APRON	BLEACH
BLUE/PLASTER	GERMS	KETTLE/FLEX	COOL	FLIES
	COVER/CUTS		PETS	

Literacy Focus: Burns and Scalds Factsheet



When using the cooker it is vital that you always work with care to prevent accidents from happening. Cookers become very warm and can cause burns and scalds if not used carefully.

Ever wondered what the difference is between a burn and a scald?

A **burn** is an injury that is caused by exposure to **heat or flame**.

A **scald** is an injury caused by exposure to **hot liquid or steam**.



Activity:

Use information from factsheet to create a poster on causes and treatment of burns/scalds

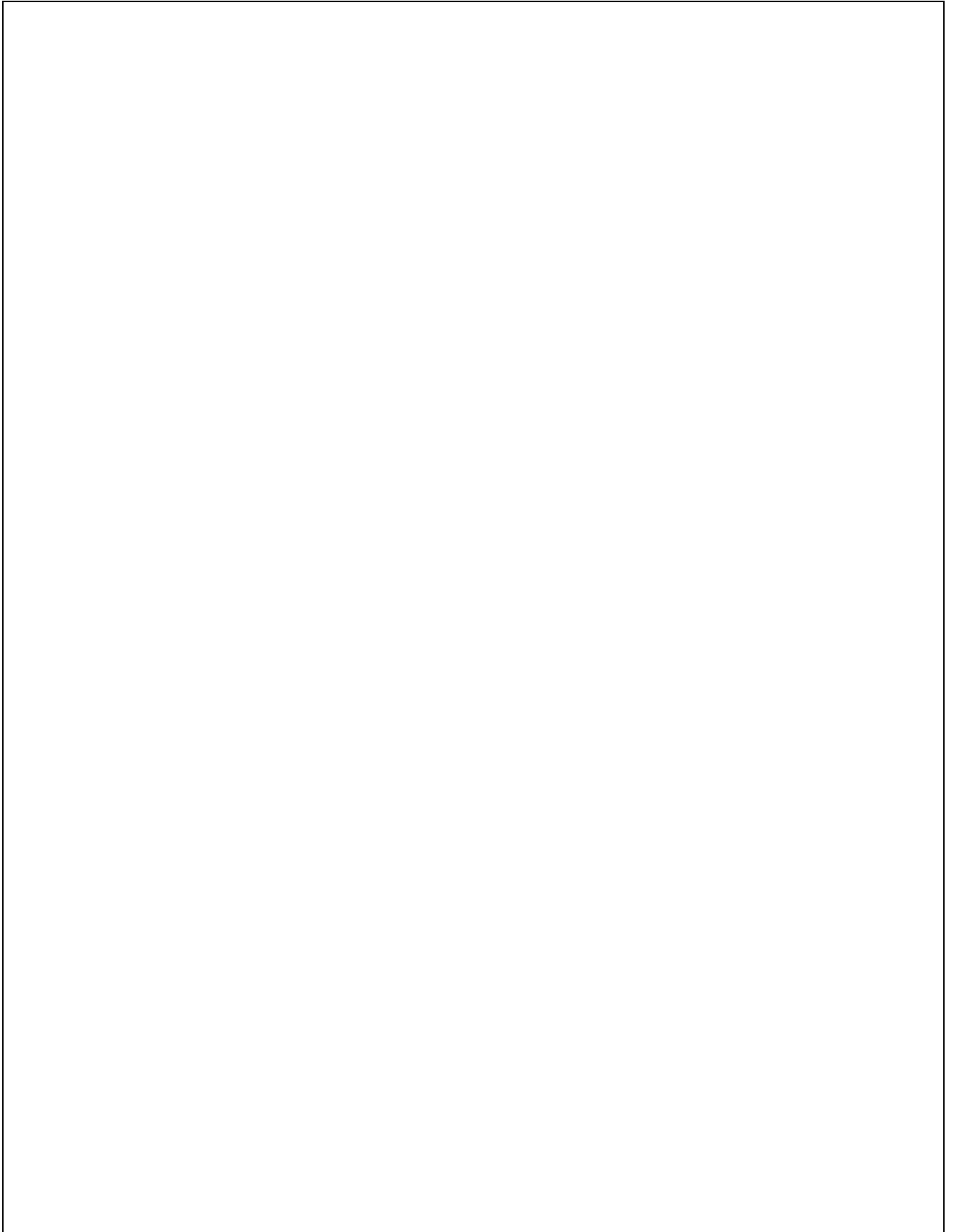
Remember to include colour and pictures

- ❖ Always use oven gloves when putting food into the oven and taking it back out
- ❖ Do not touch the oven door as it can get very hot
- ❖ Always have pot handles turned towards back of cooker or try to use back ring
- ❖ Be careful when removing saucepan lids from pots as steam can be very warm

How to treat a burn/scald

- ❖ Remove any jewellery or clothes that are covering the burn unless stuck to the skin
- ❖ Cover area of skin with cool water for 10-15 minutes or until pain has eased
- ❖ Do not touch the burn/scalds, this can cause infection
- ❖ Loosely cover the area with non-fluffy material (Cling film is ideal BUT do not wrap is tightly around the burn/scald)
- ❖ Do not put any antiseptic creams or plasters onto the area - let the air at it
- ❖ Any burns/scalds bigger than a postage stamp **MUST** be seen by a medical professional

My Poster -





Year 8 Home Economics

Workbook

My name is: _____

My teacher's name is: _____

My tutor group is: _____

My target level is: _____

Learning Objectives


To recognise the importance of health and safety rules in Home Economics.

Before you design and make any food product you need to know about


- Food Hygiene
- How to prepare and store food so that it is safe to eat
- Personal hygiene

APRON NAILS COUGH	TOILET WASH LICK	CUTS CLEAN USE-BY-DATE	BLUE STORE EQUIPMENT	CLOTHES WORKSURFACES
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Wash and dry all _____
Why?




_____ all perishable
foods in a refrigerator.
Why?



Don't use foods which are past
their _____.
Why?



Always _____ your hands
well after visiting the _____.
Why?




Keep your _____
short and clean.
Why?




Use _____ tea towels
and dish cloths.
Why?




Do not _____
over food.
Why?




Cover all _____
and sores with a _____
waterproof dressing.
Why?




Wipe down _____
before you use them.
Why?



Cover your _____ with
an _____.
Why?



Do not _____ your
fingers during food preparation.
Why?



In the space below write a rule of
your own and give reasons for
your choice.

Learning Objective

To recognise the correct order and procedure for washing up after a practical lesson.

Dishcloth
Hot water
Knives

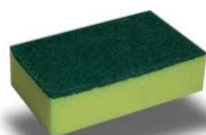
Glassware
Washing up bowl
Upside down

Scourer
Soak
Detergent

Tea Towel
Sink
Cloth

Fill in the missing words. To wash up you will need:

1. A _____ and _____ to kill bacteria and remove grease.
2. A _____ to scrub stubborn foods.
3. A _____ to wipe the equipment in the soapy water.
4. A _____ to help remove grease.
5. A _____ to dry the dishes.
6. Stack up all the dirty equipment at the side of the _____.
7. Fill the saucepans and cooking dishes with water and leave to _____.
8. Wash _____ and cutlery first so they do not smear.
9. Do not put _____ into the washing up bowl as you cannot see them when you fill the bowl.
10. Drain the dishes _____ on the draining board.
11. Wash all work surfaces with a _____ wrung in hot soapy water.



In Home Economics lessons you will be using a range of equipment to prepare and cook your recipes. Before we start we must make sure that we know what these pieces of equipment look like. Look at the pictures and fill in the boxes with the name of the item:





























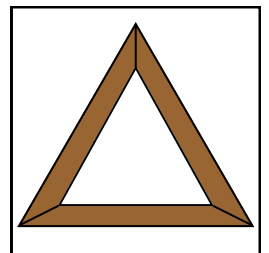














Learning Objective

To understand the rules for the safe use of the cooker.

Cookers

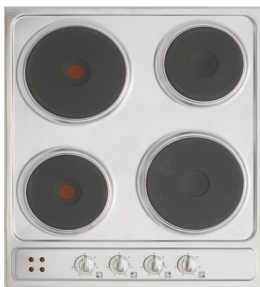
The picture below shows an electric fan oven with a gas hob. Try to label as many parts as you can:



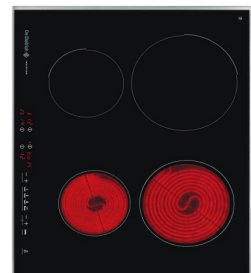
Fan oven with gas hob

Hobs

There are a number of different types of hobs. Some hobs are attached to the top of the oven and some are mounted separately on a worktop. Label the types of hobs shown:

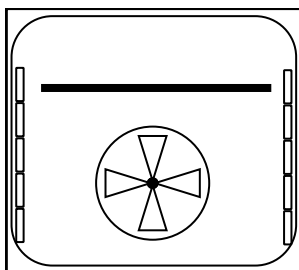


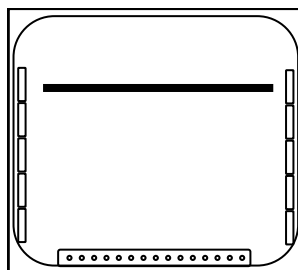


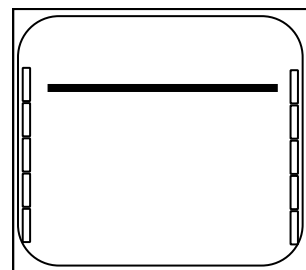


Ovens

There are a few different types of ovens—some ovens run off gas and some run off electricity. The diagrams below show the insides of three different types of oven. Name each of the ovens and label the key parts:







Learning Objective

To understand the rules for the safe use of the cooker.

Cookers

Draw and label one of the cookers in the classroom:

Parts of the cooker

Label the picture below showing where the following foods would normally be cooked:



English Breakfast



Peas



Toast



Roast Lamb



Salmon



Carrots



Buns



Stew & Dumplings



Cheese on Toast



Learning Objective

1. Understand the importance of a balanced diet and healthy eating.
2. To be aware of the problems of eating too much fat, sugar and salt.

Proteins

Build and repair your body. They are the main component of muscle tissue and your organs.

Fats

Fats store energy and provide warmth and insulation for your body. Any energy which is taken in but not used is converted by your body into fat. This is why it is important not to eat more than your body needs.

Minerals and Vitamins

These are naturally occurring chemicals that your body needs in order to remain healthy. They are found in the foods we eat.

Water

Over 50% of our body is made up of water. We therefore need to make sure we drink enough water for us to be healthy.

Carbohydrates

The main function of carbohydrates is to give you energy. There are two types of carbohydrates—

Simple Carbohydrates (sugars)

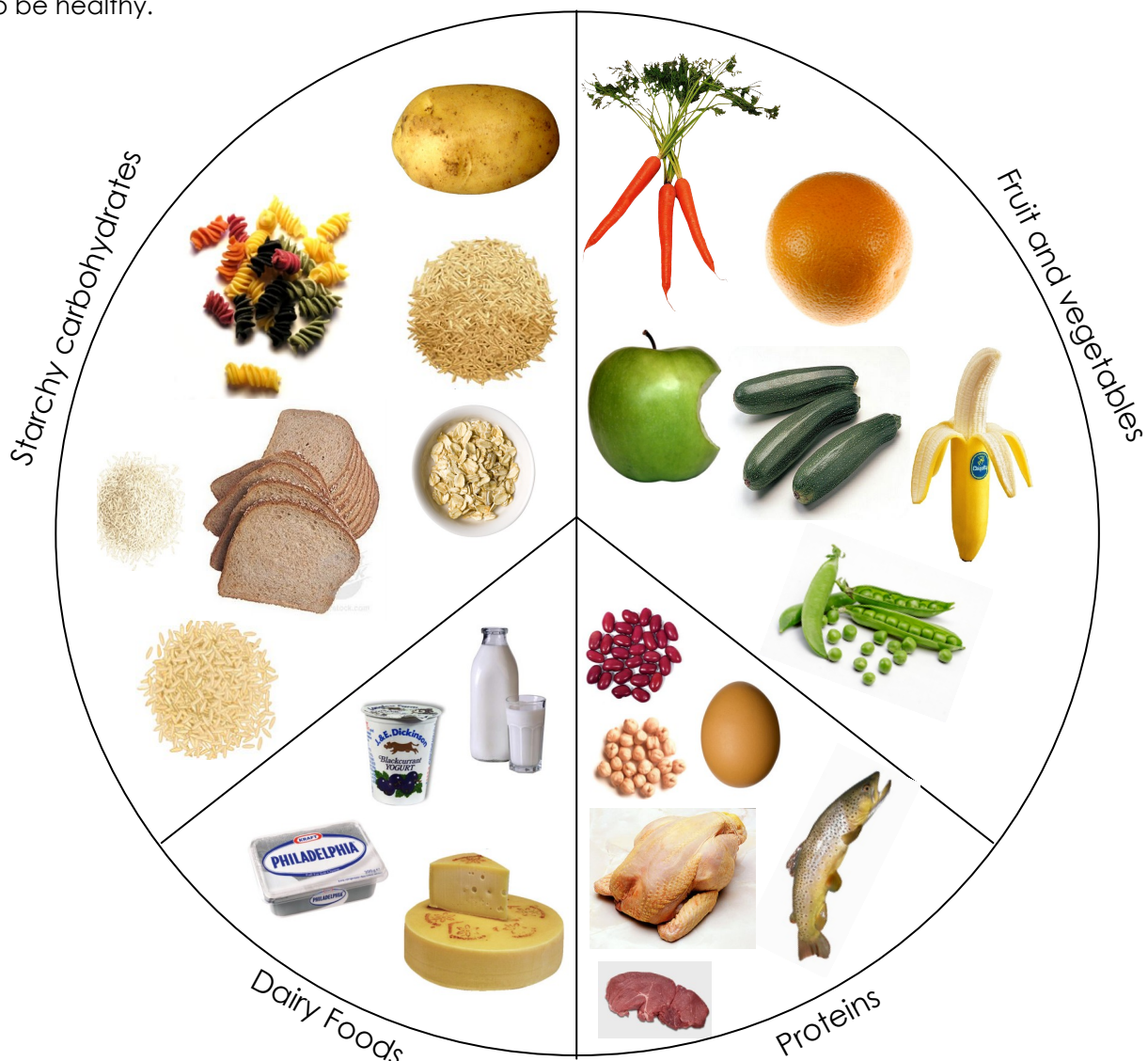
These are found naturally in fruit and milk. Cakes and sweets contain refined sugars. They provide your body with a quick source of energy.

Complex Carbohydrates (starches)

These are found in potatoes, rice and oats. They provide your body with a longer term steady supply of energy throughout the day.

Fibre

Fibre is a type of indigestible carbohydrate. They are found in fruits, vegetables, beans and oat bran. It is needed to help your digestive system work properly.



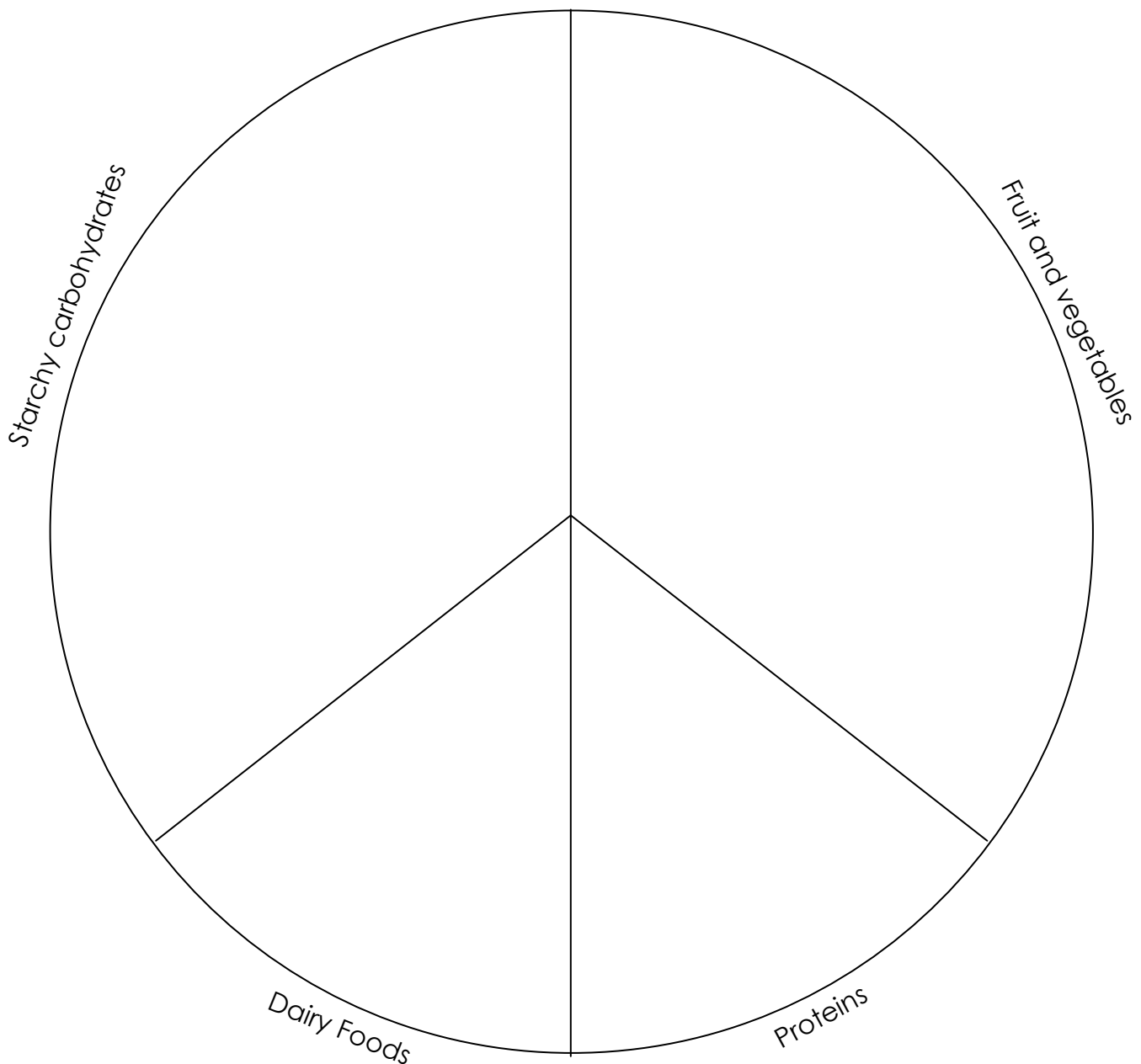
Learning Objectives

1. Understand the importance of a balanced diet and healthy eating.
2. To be aware of the problems of eating too much fat, sugar and salt.

A Balanced Diet

As we have already seen, it is vital that we eat the correct balance of nutrients. Look at the foods in the box below and write the food types in the appropriate segment of the pie-chart:

CUSTARD	CHICKEN	BROCCOLI	CHEESE	SALMON
BANANA	PASTA	BEETROOT	POTATOES	CARROTS
BREAD	CABBAGE	OMLETTE	MILKSHAKE	YOGHURT
EDAM	ORANGE	FISHCAKES	TOMATOES	VEGGIEBURGERS



Learning Objectives

1. Understand the importance of a balanced diet and healthy eating.
2. To be aware of the problems of eating too much fat, sugar and salt.

A Balanced Diet

It is important to keep the balance of nutrients correct. Each day a healthy diet should include foods from different food groups in the proportions shown.

Any food that is not used can be stored as body fat. To stay at your ideal weight, the food energy you should eat should balance the amount of energy you use up.

Energy is measured in units called Kilojoules but usually we talk about energy in terms of **Kilocalories**.



Use the information from the previous page to help you answer the following questions:

Question no.1: Describe what type of food helps us to build our bodies and give five examples of foods that contain it.

Question no.2: What sort of carbohydrates should we get our energy from?

Question no.3: Why do we need to eat fibre?

Question no.4: We all need water but some people never drink it. Which foods provide a source of water?

Learning Objectives

1. Understand the importance of a balanced diet and healthy eating.
2. To be aware of the problems of eating too much fat, sugar and salt.

Healthy eating means having small, regular meal that contain a great variety of foods. Eating snacks like chocolate and crisps between meals is unhealthy. Choosing the best foods to eat is sometimes hard. Butter, cream and meats such a bacon contain a lot of saturated fat. Saturated fat is more harmful to us than unsaturated fat found in food made from plants. It is more harmful because it can build up in our arteries and effect the health of our heart.

Too much fatty food causes people to put on weight. Obesity (being very overweight) causes blocked arteries and heart disease. Too many sugary carbohydrates cause obesity and tooth decay.

Too much salt causes high blood pressure and heart disease. Most people do not each enough starchy carbohydrates or fibre-rich foods. Wholemeal bread, brown rice and wholemeal pasta are good sources of fibre as well as fruit and vegetables. Fibre is also good because it makes people feel full but does not make them fat.



60% of adults and children in Rotherham are overweight!

Source:
[news.bbc.co.uk/1/hi/england/south_yorkshire/8345926.stm](https://www.bbc.com/news/england/south-yorkshire/8345926)

Question no.1: What does healthy eating mean?

Question no.2: What problems are caused by eating too much saturated fat?

Question no.3: Snack foods often contain lots of sugar or salt. Why is this bad for us?

Question no.4: Most people need to eat more fibre. What would you suggest as suitable meals for breakfast and dinner?

Learning Objectives

1. Understand the importance of a balanced diet and healthy eating.
2. To be aware of the problems of eating too much fat, sugar and salt.

Vitamins and minerals are found in fruits and vegetables. We need them for healthy growth. Only small amounts of vitamins and minerals are needed each day. Too much can be bad for us and too little can cause diseases. A balanced diet contains enough of these nutrients

Vitamin **A** helps us to see well.

Vitamin **C** helps to heal cuts and prevents scurvy.

Vitamin **D** helps our bones to grow strong and prevents rickets.

The 12 vitamins of the **B** group and vitamins E and K keep us healthy.

Calcium from milk, cheese and some cereals help us to have strong bones and teeth.

Iron from red meat or spinach, beans and lentils helps our red blood cells carry oxygen so that we are not anaemic.

Question no.1: What is the largest group of vitamins?

Question no.2: What foods prevent the disease called scurvy?

Question no.3: If you were anaemic which foods should you eat more of?

Question no.4: Vegetarians can sometimes become anaemic. What should a vegetarian eat to stop prevent becoming anaemic?

Question 5: If a child used to enjoy fruit and vegetables but since starting school he refuses to eat any what would you advise his mother to do?

Learning Objective

- Understand the parts of a recipe.
- Use this recipe to answer the task on the next page.

Ingredients

- 50g pasta shapes
- 1/2 Carrot
- 50g Tuna
- 1/2 Baby gem lettuce
- 1/2 Tomato
- Small piece of cucumber
- 1 tablespoon of dressing

**Making the salad****Equipment**

- Vegetable knife
- Chopping board
- Tablespoon
- Dish to serve
- Colander
- Saucepan

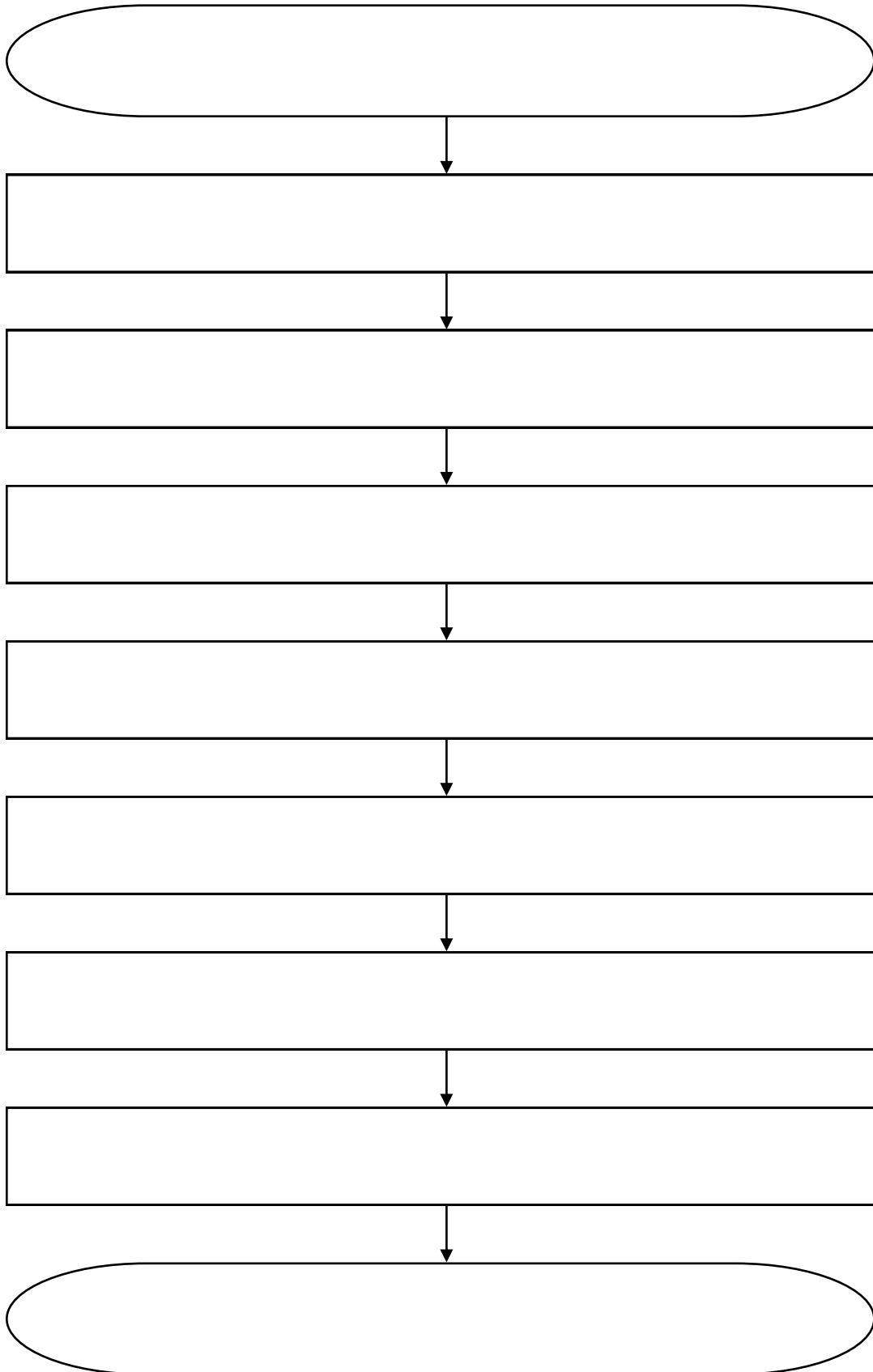
**Method**

1. Half fill a pan with water and bring to the boil
2. Add pasta and simmer for ten minutes until tender
3. Drain pasta and rinse with cold water to cool
4. Shred the lettuce
5. Slice the tomato
6. Chop the cucumber
7. Peel and grate the carrot
8. Spoon the dressing over the pasta and mix well. Place into your container
9. Layer the remaining ingredients over the pasta and drizzle the last bit of dressing over it



Learning Objective

To write up a plan for layered Pasta Salad. Use the Layered Pasta salad recipe on page 11.



Learning Objective

Consider packaging and labelling implications on a healthy salad container.

The majority of food products you buy in the shops are packaged. Manufacturers design their packaging to protect the food from germs and damage, but they also use packaging to encourage you to buy their products.

Make a drawing of the packaging your product could come in when it is on the shop shelves. Make sure you include the following details:

- Name of the food
- Company logo
- Instruction for use
- How to store
- Weight of food
- Best Before date
- Ingredients
- Nutritional details
- Name of manufacturer
- Address of manufacturer
- Cost & any special claims



Explain your reasons for choosing the packaging you have designed



Name: _____

ME IN THE KITCHEN

Types of Fruit

Nutritional Value:

Fruit is a good source of Vitamins and should form part of your daily diet!

- They supply **fibre** which is needed for the passage of food through the body.
- They supply **vitamins** which are **essential** for good health.
- They supply **natural sugars** which gives the body **energy**.
- They supply a lot of **water**.

Serving Fruit:

Fruit can be served in many ways including pies, crumbles, cakes, mousses, chutneys, salad and simply as fresh fruit. It is naturally sweet and does not have any added sugar. Fresh fruit, in particular apples, help keep teeth in good shape because it must be crunched!

Types of Fruit:

Fruit can be put into groups.

- Stone Fruits
- Soft Fruits
- Dried Fruits
- Tree Fruits
- Citrus Fruits

Storing Fruit:

Soft fruits and stone fruits usually ripen quickly and are easily damaged. This means they must be eaten very quickly after you have bought them. You can make them last longer by storing them carefully in the fridge and avoid bruising them. Refrigeration will extend the life of most fruits. Fruits can also be frozen but this may affect the texture of the fruit. Fruit can also be dried or bottled to make it last longer, but only refrigeration keeps the fruit in its original state.

1. Use the following words to **complete** the sentences:

VITAMINS DRIED FRUITS REFRIGERATOR
TEXTURE STONE FRUITS RIPEN SOFT FRUITS

Fruits are a valuable source of _____. Some fruits are very soft and can be easily damaged - these are called _____. Fruits such as peaches and plums contain large stones - these are called _____. Soft fruits and stone fruits usually _____ quickly. Some fruits are dried e.g. sultanas and currants (from grapes) - these are called _____. You can make fruits last longer by storing them in a _____. You can also freeze fruit, but this can sometimes affect the _____.

2. **Decode** the names of the following fruits and put them in the correct food category:

aenogr plape eehrsaci rseabrwtiesr rtiaefgrup
autsasnl rrrbesiepsa srnaii
elmi aespr ucatnsrr sororsegbiee

Dried Fruits	Citrus Fruits	Soft Fruits	Tree Fruits

3. Fruit becomes over ripe very quickly. Suggest 2 ways you could **store** fruit to slow down decay.

-
-

4. In the spaces bellow, **draw** pictures of different fruits. Group them together so that you have Dried Fruit, Citrus Fruit, Soft Fruit and Tree Fruit. Don't forget to add colour!!!

Dried Fruit

Citrus Fruit

Soft Fruit

Tree Fruit

5. Can you find all the different fruits hidden in this Fruit-Search?

I E A P S C P E R P A P A Y A S
B S L S I A A E S K I A S S I T
R R T S S S E N I R A T C E N Y
E S U O R P S E T W S E L P P A
A R I E C R C M E A S N A S S S
A E I P A I P G N T L N O E E E
B L U E B E R R I E S O I M P O
A E P T N A S P W R T R U S E B
N B S S P E G A A M R K S P S L
A A L E G R P I B E A P E E E O
N K S N R B E L B L R T I A A S
A B A A R M G W R O E E R C E I
S R T E R B A E E N T T R H L W
O S E I R R E B P S A R E E N I
C I C E T G E S S E A B H S R K
I L C S S P L U M S A E C E R S

APPLES

APRICOTS

BANANAS

BLUEBERRIES

CANTALOUPE

CHERRIES

GRAPES

KIWIS

LEMONS

NECTARINES

ORANGES

PAPAYAS

PEACHES

PEARS

PLUMS

RASPBERRIES

STRAWBERRIES

WATERMELONS

6. Use the clues bellow to **complete** the Fruit Crossword.

The crossword puzzle grid consists of 16 numbered starting points for clues:

- 1: Down, 10 letters
- 2: Down, 5 letters
- 3: Across, 6 letters
- 4: Down, 5 letters
- 5: Across, 5 letters
- 6: Down, 3 letters
- 7: Across, 10 letters
- 8: Across, 8 letters
- 9: Down, 3 letters
- 10: Across, 4 letters
- 11: Across, 4 letters
- 12: Across, 4 letters
- 13: Across, 4 letters
- 14: Down, 3 letters
- 15: Across, 7 letters
- 16: Across, 8 letters

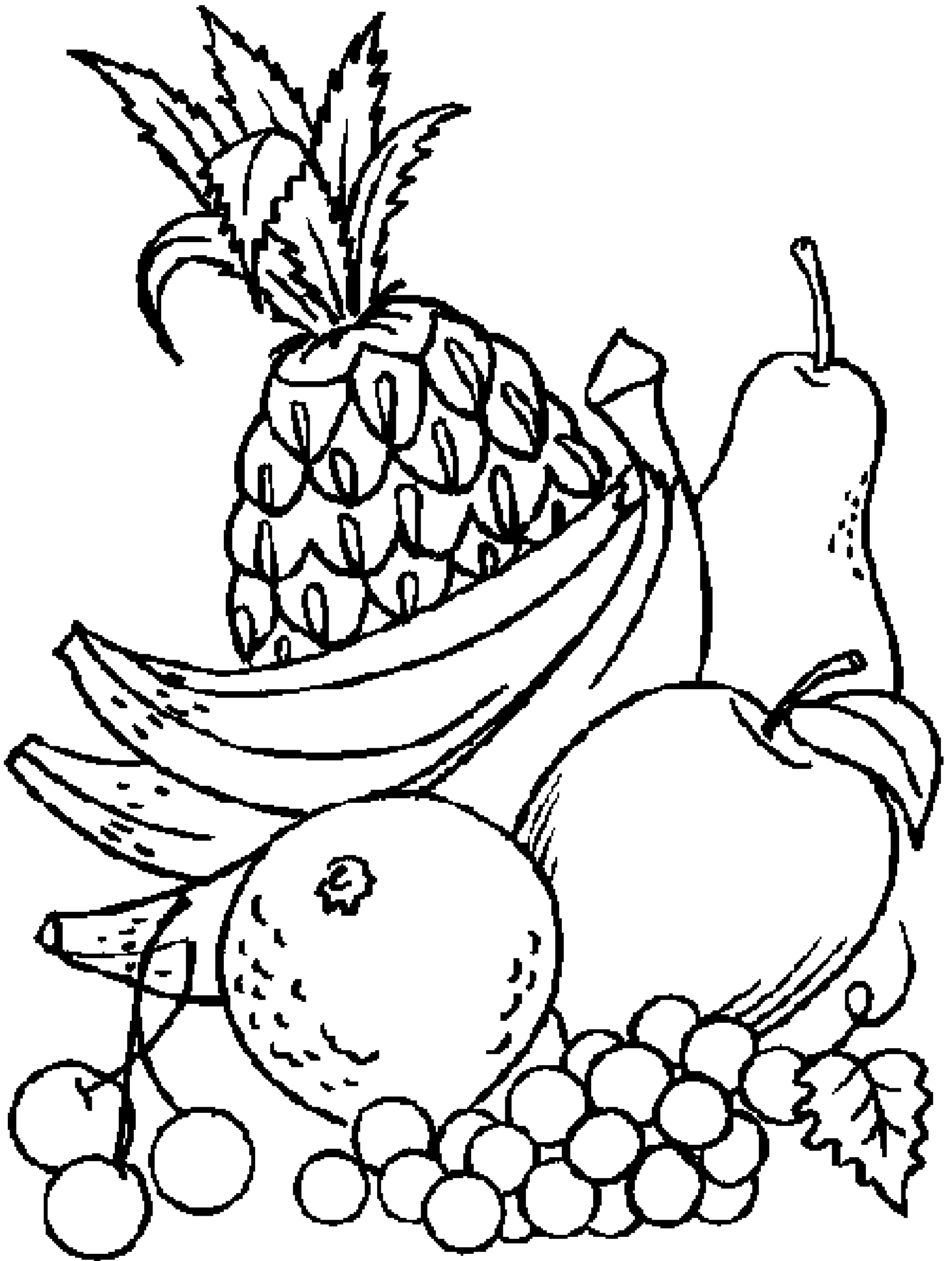
Across

- 3.-red lips, sounds like berry.
- 5. Large fruit, NOLEM backwards
- 7. Popular fruit eaten with cream.
- 9. SpongeBob lives in one of these.
- 10. This fruit is squeezed on Pancake Day.
- 11. What a day keeps the Doctor away?
- 13. Like a green Lemon
- 15. A green, furry, oval fruit the size of an egg.
- 16. To "Blow a" is to make a rude noise.

Down

- 1. Sultanas, Currants and Raisins are what type of fruit?
- 2. The fruit that makes wine.
- 3. Milk can be found inside its hard outer shell.
- 4. A monkey's favourite fruit.
- 6. Red + Yellow =?
- 7. Apricot is what type of fruit?
- 8. Which fruit did Little Jack Horner pull out from his Christmas pie?
- 12. Cockney rhyming slang for stair.
- 14. Grapefruit is what type of fruit?

7. Neatly colour and label the different fruits in the picture bellow.



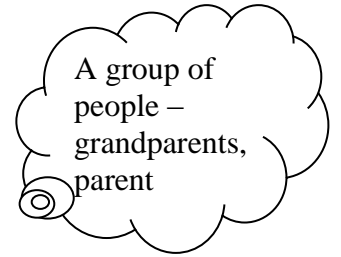
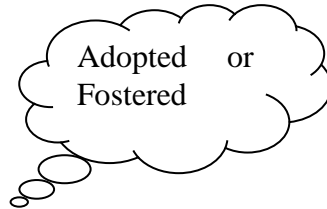
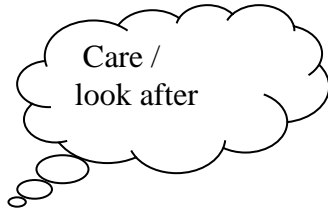
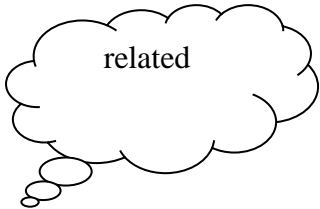
What is a family?



Tell me a little about your family...

Activity 1:

Key words associated with the word 'family'



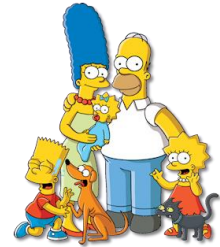
My definition of a family is ... (Use your key words):

Activity 2: My thoughts

	Agree	Disagree
"Two sisters or brothers living together are a family"	<input type="checkbox"/>	<input type="checkbox"/>
"An elderly person living alone is not a family"	<input type="checkbox"/>	<input type="checkbox"/>
"A mother and her children are not a family"	<input type="checkbox"/>	<input type="checkbox"/>
"Children make a family"	<input type="checkbox"/>	<input type="checkbox"/>
"A single person living alone is not a family"	<input type="checkbox"/>	<input type="checkbox"/>

Activity 3: Family Structures

Below match each family type to the correct description.



Nuclear Family

The child/children are only related to one parent. The other parent will also have their own children.

Single Parent Family

Parents and children who live together.

Extended Family

A couple follow a legal process to take on the parental responsibilities of caring for a child.

Blended / Reconstituted Family

Children are brought up by and live with only one parent.

Foster Family

A family who care for children who cannot be cared for in their own home.

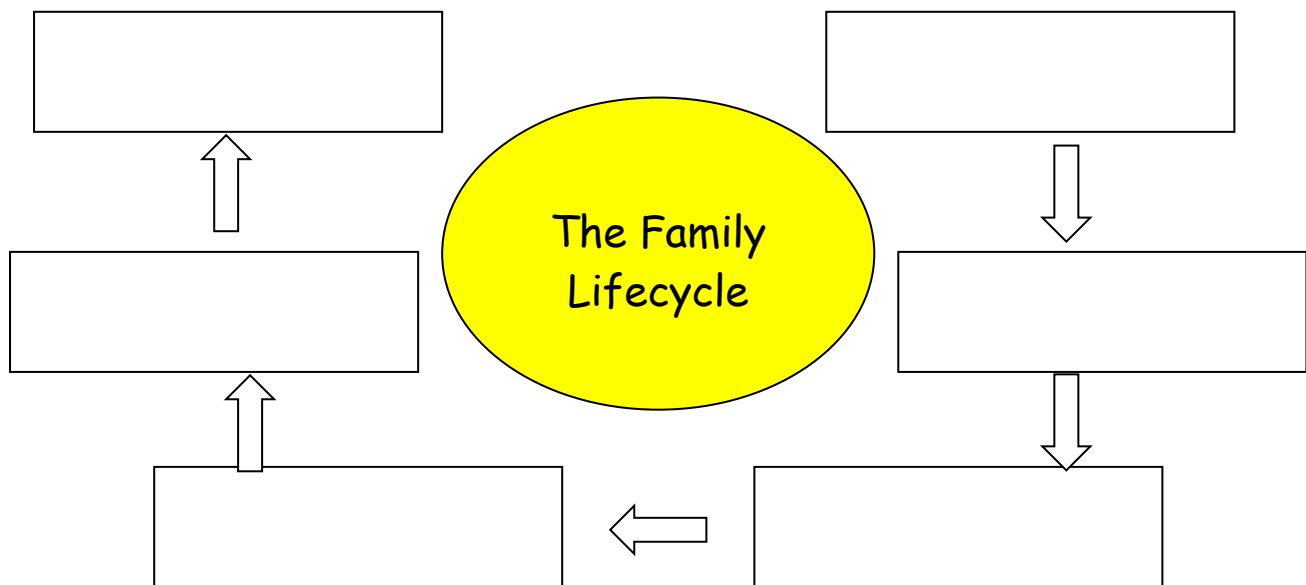
Adoptive Family

A large family group, may include grandparents, parents, aunts, uncles and cousins who live together or nearby.

Activity 4: Complete the family life cycle below using the information in the box below

Adolescent	Baby/toddler	Adult
Elderly	Young adult	Young child/ school child

The family life cycle:



My family type is a _____

This is because

Activity 5:

Draw the family lifecycle below. You must label each section and draw a picture of each member of your family where they fit in the lifecycle.



Use colour to improve presentation

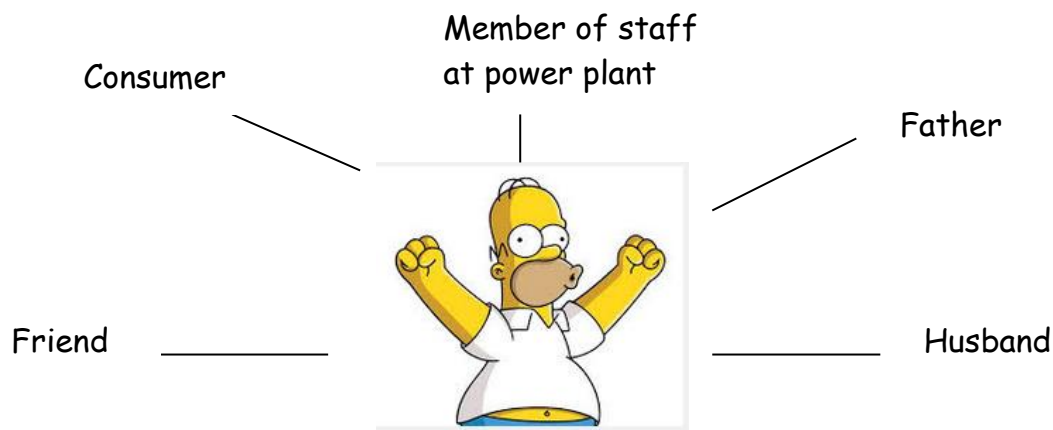
Activity 1: Roles and Responsibilities

Each member of a family has different roles and responsibilities which they will have to carry out.

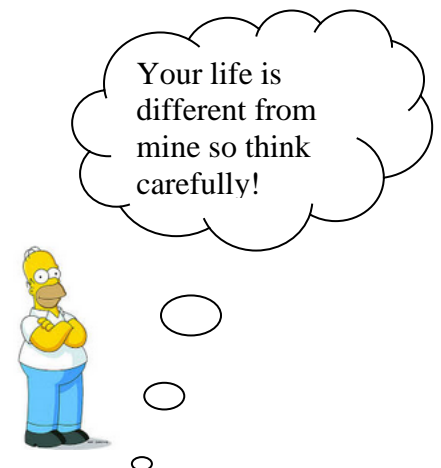
A role is

A responsibility is

Here are some of Homer Simpson's roles.



Like Homer, you also have roles to play each day. In the box below, draw a picture of yourself and around the picture write down all of the roles that you play.




Family members also need to be prepared to take on responsibilities to ensure that family life is as happy as possible for everyone.

Each of us has different roles at home. If everyone in the house did not share responsibilities, then the house would not run smoothly.

Chore	Agree	Disagree
Only women are responsible for doing the hovering		
Gardening is a man's job		
Mum should be the only person to do the ironing		
Men should also help to wash the dishes		
Men and women have equal responsibilities when taking care of the children		
Earning money for the house should be done by the man		
Women should clean the inside of the car and men should clean the outside		

What responsibilities do you have at home?

Based on the roles and responsibilities activity, make a note of some of the responsibilities for each member of the family.



Father

Mother



Older Children



Younger Children



Grandparents





Activity 2: Family Conflict

James and his sister asked to do some chores for their dad on Saturday. Their mum is in hospital having a baby. The chores she usually does have not been done in a few days so dad is keen to get everything done before she gets home with the new baby.

James had planned on going to football practice but he cannot go now. He starts to get an attitude with his dad about having to do the chores. He also starts picking on his sister who also had plans to meet her friends. James gets really annoyed with his sister when she asks him to help her lift a heavy bag from the bin. He pushes her with anger and tells her it is her fault that he could not go to football practice. This is not true but he really upsets her and she begins to cry.


James' dad hears an argument starting and when he comes in James and his sister have started to push each other. They are both sent to their room and are told that they are in big trouble.

Why did James and his sister start to argue?

What should James have done to prevent the conflict with his sister?

What would have you have done to prevent conflict if you were James' sister?

Home Economics Knowledge Organiser - Checklist

	Activity	Completed 
1	Introduction to Home Economics! <ul style="list-style-type: none"> • Kitchen equipment • Hygiene & safety in the kitchen • Washing up - Clear as you go! 	
2	Kitchen Safety - spot the hazards	
3	Burns and scalds	
4	Year 8 H.E. Workbook <ul style="list-style-type: none"> • Food hygiene • Washing up • Kitchen equipment • Cookers and hobs • Healthy Eating - the importance of a balanced diet • Healthy Eating - the problems of eating too much fat, sugar and salt • Vitamins and minerals • Layered Pasta salad - the 'parts of a recipe' • Planning my recipe for Layered Pasta salad • Packaging & Labelling required for my healthy salad container 	
5	Me in the kitchen with FRUIT <ul style="list-style-type: none"> • Nutritional value of fruits • Serving fruit • Types of fruit • Storing fruit 	
6	What is a Family? <ul style="list-style-type: none"> • My definition of a family • My thoughts - agree / disagree • Family Structures • Family Life Cycle • Roles & Responsibilities • Family conflict 	