

Vege Masterchef – Year 8 assignment



Situation People often think that cooking healthy meals is difficult and costs too much money. However, knowing simple cooking skills, and buying vegetables in season, helps families make healthy and affordable meals.

Brief It is your turn to cook dinner for your whānau. Show off your cooking skills by creating a main meal using seasonal vegetables.

Specifications *In pairs*

Your main meal must:

- be colourful (at least **three** different colours)
- use at least **three** different vegetables that are in season
- include at least **three** different types of food from the Visual Food Guide
- meet key stakeholder needs (at least **one** important need)
- be made, and ready to eat, within the time frame (.....).

You will be given a recipe by your teacher (or asked to find your own). You may need to trial and make changes to your recipe, so that it meets all the specifications before you present your final product.

Although you are working as a team, you must **complete each writing task individually**. This means that you will **each hand in your own assignment**.

During this unit and assignment you will continue to learn:

- the technology process
- to modify and create recipes using seasonal vegetables
- simple food preparation and cooking skills
- to describe the attributes of food products
- to work as a team and manage your time
- to evaluate food products.

Use your knowledge of recipe modification, functions of ingredients and the technology process to complete each task.



Research

Good research makes sure that your food product meets stakeholder needs and is fit for purpose.

Stakeholders: These are all the people that will affect, and be affected by the technological outcome (product). In this case, your family.

Fit(ness) for purpose: A technological outcome is 'fit for purpose' when it can 'do the job' it was designed for.

1 Thinking of your family, what do you already know about your key stakeholder needs?

Hint: find out about allergies, cultural preferences (e.g. are they vegetarian?) and favourite foods.

2 **Compare your answers** (above) with your team mate and choose the ones you will focus on for your final dish.

The needs that we will focus on are: (write here)

3 What vegetables are currently in season or available to you?

Extension task

Brainstorm or collect main meal recipes that use seasonal vegetables.



Generate ideas

Look at your recipe and answer the following.

1 Does the recipe meet the brief specifications? **Fill** in the table.

Recipe

Specification	Yes /No	If no, how could you modify, develop and improve the recipe so that it meets this specification? Write two ideas for each .	Tick the ideas for your final recipe
It is colourful (at least three different colours)		1.	
		2.	
It uses at least three different vegetables that are in season		1.	
		2.	
It includes at least three different types of food		1.	
		2.	
It meets key stakeholder needs (at least one) important need)		1.	
		2.	
It can be made and ready to eat within the time frame		1.	
		2.	

Extension task

Brainstorm other ways that you could modify and improve the dish.

Hint: think about flavour, spices/herbs, texture, food presentation, culture, sustainability.



Plan of action

1 Write your **final recipe** that has been modified to meet specifications.

2 List **equipment** you need.

3 Make a **shopping list** (give a team copy to your teacher).

Extension task

Create a timeline using the timeline activity sheet.



Product evaluation

Using the brief specifications as criteria to evaluate your food product is an important part of evaluation. You should also think about other key attributes that make a food product successful and fit for purpose, such as taste, smell and appearance.

1 Select or circle yes or no (Y/N) for each of the following:

My food product...	
is colourful (at least three different colours)	Y / N
uses at least three different vegetables that are in season	Y / N
includes at least three different types of food	Y / N
meets key stakeholder needs (at least one important need)	Y / N
can be made and ready to eat within the time frame.	Y / N

Insert a photo of your final product here:

2 Fill in the table below.

Hint: how did the meal taste and look? Did it meet the brief specifications? How well did you use your time and work with your team?

What went well?

What did not go well?

What could be improved?

3 If possible, take photos of your food product and showcase these to your whānau, class or school.

Extension task

Create a recipe card for your main meal and share this with your whānau, class or school.



Extension task

The brief

In your own words, explain what this assignment is about? (Look at the scenario, brief and technology process chart).



The specifications

Understanding the specifications of the brief will help you come up with ideas for your product.

- 1 What does the term specification mean? **Tick** the correct answer.
 - The **requirements** of a desired outcome or food product, e.g. the colour, texture, ingredients, purpose.
 - A **desired outcome** or food product that would meet a need or realise an opportunity.
 - The **planning** of actions and events to a timescale.
- 2 One of the specifications for your food product is to meet key stakeholder needs. Who are your key stakeholders for this brief? **Tick** all that apply.
 - whānau and friends
 - café
 - myself
 - my teacher.

Extension task

Brainstorm some ways that you can find out your key stakeholder needs.



Extension task

Conceptual design

Conceptual design is a description of a proposed technological outcome that uses media such as **working drawings**. These drawings also serve as a plan or guide for the construction or manufacture of something you want to make.

Complete a **working drawing** for your chosen food product that shows the:

- recipe title
- number of serves
- ingredients
- attributes (physical and functional)
- presentation method.



Extension task




Conceptual statement

A conceptual statement in a developed brief communicates the purpose of the technological practice – what is to be done and why.

- 1 Write a conceptual statement that explains the following:
- **what** you are designing
 - **who** you are designing it for (stakeholder)
 - **four** key materials you are using, e.g. ingredients, equipment
 - **why** you are making this
 - **when** and **where** you will make this.

Statement: *(write here)*

Use the following table to explain key attributes (one for each sensory category). These will be the criteria for evaluating your food product.

	Chosen attribute (e.g. spicy taste)	How will you achieve this attribute?
Appearance 		
Taste/flavour 		
Aroma/smell 		
Texture 