

Years 9 & 10 Flavour Forecast® 2016

STUDENT RECIPE CHALLENGE



Flavour Forecast® 2016

RECIPE CHALLENGE

together with  heia



YEARS 9 & 10 FLAVOUR FORECAST®

Introduction

The Years 9 & 10 Flavour Forecast® 2016 Recipe Challenge is a challenge designed by McCormick Foods Australia and the Home Economics Institute of Australia Inc. for Year 9 and Year 10 home economics students in Australian schools. The challenge is for students, individually or in teams, to develop **three** original recipes to support the McCormick® Flavour Forecast® 2016.

Schools may submit multiple entries and any number of students may be part of a team; however, any one student may be part of only one team. If a student enters individually, he/she may not also be in a team. Each team/individual may submit only one school entry.

Design situation

Each year, McCormick identifies and reports on flavour trends that are expected to drive global innovation in food. This year, the report identified six trends. However, the 2016 Student Recipe Challenge focuses on only four of these trends, as shown in the table opposite.

McCormick Foods Australia is looking for three new recipes to support its Flavour Forecast 2016 trends. The recipes that are submitted may be used by McCormick Foods Australia to promote to consumers how the selected flavour trends can be used to develop flavoursome dishes that can be made in the home kitchen. McCormick Foods Australia is looking for contemporary recipes that promote a variety of fresh foods (in addition to the set ingredients) and reflect the current Australian Dietary Guidelines.

For each trend, the Home Economics Institute of Australia Inc. and McCormick Foods Australia have identified parameters for how these trends are to be represented. These parameters are identified in the Design brief.



Design brief

Three original recipes are required, one recipe each for three of the four McCormick flavour trends, as outlined below.

Alternative pulse proteins



Students are to deliver a sweet dish (dessert, cake, muffin, slice, health bar etc.) that includes one or more pulse proteins.

Culinary infused sips



Students are to deliver a non-alcoholic drink based on a fruit, a herb and a spice, and incorporates two culinary techniques (e.g. pickling, roasting, bruleeing, smoking), within the method.

Blends with benefits



Students are to deliver a dish that features their own good-for-you blend made up of two of the set good-for-you ingredients, plus an additional herb and an additional spice. The good-for-you blend is then to be used within a dish of choice.

Ancestral flavours



Students are to deliver a sweet or savoury dish that features two native Australian ingredients, an ancient herb and an ancient grain.

Specifications

- Each of the three recipes must:
 - be original—please be aware of penalties related to breach of copyright laws
 - be suitable to be prepared in a typical home economics kitchen
 - be prepared and/or cooked within 100 minutes or less
 - serve two.
- The cost for ingredients for **all three** recipes must be no more than \$26 in total, excluding the set ingredients.
- No more than one of the three recipes must fall into the discretionary/eat in small amounts food category. Refer to the Australian Dietary Guidelines fact sheet.#

What has to be submitted?

For each recipe, the following must be included:

- 1) The recipe (please refer to Tips for writing a recipe#)
 - Title
 - Preparation time
 - Cooking time
 - Total serves/makes
 - Ingredients
 - Method
 - Suggestion/s for presentation of the final dish
- 2) Two or three supporting images of the dish from different angles (refer to Tips for food presentation and photography#). If preferred, the supporting images may be submitted as a multimedia presentation on a CD or USB stick
- 3) Costings breakdown for the recipe, but excluding the set ingredients, taking into account the ingredients are to only serve two people
- 4) Justification of the resolution to the recipe challenge, which should:
 - be no longer than 300 words
 - include two or three images of work-in-progress, with appropriate annotations to highlight the design and production journey.
- 5) A brief (maximum 150 words) reflection, for example:
 - the inspiration for the recipe
 - what was enjoyed most
 - what was learnt
 - what was most challenging
 - what would be done differently next time.

Available in the competition pack



2016 STUDENT RECIPE CHALLENGE

Judging criteria

- Adherence to design brief
- Appeal of the recipes i.e. how well the ingredients come together to form appealing, quality products
- Point of difference i.e. the factor/s that make the recipes and the presentation of the final food products stand out from the crowd
- Justification of, and reflection on the resolution to the recipe challenge
- Presentation of final food product i.e. attention to design elements such as colour, texture, placement, focal point etc.

Strategic tips

1. Select three flavour trends that appeal to you.
2. For each of your selected flavour trends, identify ingredients that you would like to use in your new recipe.

Tips for writing your justification

- Consider how the recipe has addressed the flavour trend. For example:
 - What was the hero of the dish and how does it relate to the trend?
- If using the trend **Alternative pulse proteins**, why did you choose the pulse/pulses that you did? Which additional ingredients introduced the sweetness and why did you choose that as a sweetener?
- If using the trend **Culinary infused sips**, how did the chosen herb and spice complement the fruit that you used, and why did you choose the culinary techniques over other techniques? At what eating occasion do you see this culinary infused sip being served and what makes it relevant to that occasion?

- If using the trend **Blends with benefits**, which aspect of wellbeing were you trying to achieve with your good-for-you blend and how did each ingredient contribute to this? How do the flavours work together?
- If using the trend **Ancestral flavours**, what is the cultural significance of the chosen ingredients and who is it intended to appeal to? Why did you choose the ancient grain that you did?
- In addressing the above, the following could be considered:
 - What inspired the recipe?
 - Why were the additional ingredients chosen?
 - What inspired the presentation of the dish?
 - In what way would this recipe appeal to consumers?

McCormick flavour trends (select three from the four listed below)		Instructions	Set ingredients /techniques
Alternative pulse proteins	Packed with protein and nutrients, pulses such as dried peas, beans and lentils are elevated when paired with other delicious ingredients.	Students are to deliver a sweet dish (dessert, cake, muffin, slice, health bar etc.) that includes one or more pulse proteins.	1) One or more pulses such as cranberry beans (bortlotti beans), black beluga lentils, pigeon peas
Culinary infused sips	Classic culinary techniques provide new tastes and inspiration in the creation of the latest drinks or syrups.	Students are to deliver a non-alcoholic drink based on a fruit, a herb and a spice, and incorporates two culinary techniques (e.g. pickling, roasting, bruleeing), within the method.	1) One or more fruits 2) A spice AND a herb 3) Two culinary techniques selected from the following: <ul style="list-style-type: none"> • roasting • pickling • brûléeing (caramelising) • smoking
Blends with benefits	Flavourful herbs and spices add everyday versatility to good-for-you ingredients like matcha and chia.	Students are to deliver a dish that features their own good-for-you blend made up of two of the set good-for-you ingredients, plus an additional herb and an additional spice. The good-for-you blend is then to be used within a dish of choice.	1) Two of the following good-for-you ingredients: matcha green tea, flax seed, linseed or chia seed 2) An additional herb that complements the dish 3) An additional spice that complements the dish
Ancestral flavours	Modern dishes reconnect with native ingredients to celebrate food that tastes real, pure and satisfying.	Students are to deliver a sweet or savoury dish that features two native Australian ingredients, an ancient herb and an ancient grain.	1) Two Australian native ingredients such as macadamia nuts, finger limes, lemon myrtle, quandongs, kangaroo, wattleseed, kakadu plums, paperbark, mountain pepper (also called Tasmanian pepper), yabbies, barramundi or any other native ingredients available to the students 2) An ancient herb such as thyme, peppermint, lavender or rosemary 3) An ancient grain such as quinoa, buckwheat, chia, teff, amaranth, millet, wild rice, spelt, khorasan wheat or farro

INFORMATION FOR TEACHERS

Important dates

Closing date for entries:

To arrive no later than last mail on
Friday 21 October 2016

Winners announced:

Monday 7 November 2016

How to enter

Obtain your competition pack and entry form by emailing Neredith at neredith@marketmaker.com.au.

Complete the entry form and submit with a hard copy of requirements, along with a CD or USB, if submitting images as a multi-media presentation, to:

Flavour Forecast 2016 Recipe Challenge
PO Box 404, Kew East VIC 3102

Your entry should include the following:

School details

- School name & address
- School contact person
—name, phone, email

Individual or team details

- Name
- School year/s
- Team members if a group entry

The recipes

Please ensure you submit one recipe for each trend, making a total of three recipes.

Images, justification & reflection

The supporting images, justification and reflection may be submitted as hard copy or as a multimedia presentation. If using digital technologies (such as MS PhotoStory, Animoto, iMovie, MovieMaker), please save the file on to a CD or USB stick, and mail with your entry.

Terms and conditions

This challenge is subject to terms and conditions. Please ensure you have read and understood the terms and conditions, which are found within your Competition pack.

Please contact Neredith at neredith@marketmaker.com.au if you require another copy or further clarification.

Schools must obtain written consent from the parent/guardian of each student prior to entry.

National prizes

**\$2,000
Voucher**

+ School membership



State/territory prizes



Tupperware®



+ Student prizes

Every student receives a certificate

Prizes

National school prize

The school with the national winning entry will receive a \$2,000 voucher plus an HEIA one-year school membership (for up to 6 teachers at the school), valued at \$400. Visit heia.com.au for full membership benefits.

National student prize

The individual or team that submits the national winning entry will receive \$500 worth of gift cards. If a team wins, the \$500 will be distributed evenly amongst team members.

State/territory school prizes

The winning entry from each state/ territory (ACT/NSW, NT/SA, QLD, VIC/TAS, WA) will receive following Tupperware prize pack valued at \$1037:

- Tupperware U-Series™ Knife Set
- Tupperware Extra Chef™
- Tupperware Smooth Chopper™
- Tupperware Turbo Chef®
- Tupperware Herb Chopper Seal
- Tupperware Kitchen Preparation Tool Collection
- Tupperware Grate 'N Measure™
- Tupperware Twistable Peeler
- Tupperware Ergologics Can Guru*
- TupperChef™ Spatula Thin
- TupperChef™ Spatula Medium
- Tupperware EZ Prep Cooks Maid
- Tupperware EZ Mix 'N Pour
- Tupperware EZ Shaker
- Tupperware adjustable rolling pin and cookie cutters
- TupperChef™ Kitchen Scissors
- Tupperware Time Savers Cookbook 2016
- Tupperware Extra Chef Cookbook 2016

In addition, each state/territory winner will receive a supply of McCormick herbs and spices for the classroom (valued at \$500).

State/territory student prize

Each team member or individual from the winning state/territory will receive a \$50 McCormick gift bag of various items.

Participation certificates will be sent to all students who enter.

McCormick Brings Passion to Flavour™

