**Student worksheets: Fermented drinks**

These 4 worksheets relate to the unit plan: [Making fermented drinks](https://www.sciencelearn.org.nz/resources/1948-making-fermented-drinks-unit-plan).

[**Fermented drinks worksheet 1 - Following a recipe**](#Fermented_drinks_worksheet_1)

[**Fermented drinks worksheet 2 - Product analysis**](#Fermented_drinks_worksheet_2)

[**Fermented drinks worksheet 3 - Microbe power**](#Fermented_drinks_worksheet_3)

[**Fermented drinks worksheet 4 – Presentation criteria**](#Fermented_drinks_worksheet_4)

**Fermented drinks worksheet 1 – Following a recipe**

**Intended learning outcome:** To make a traditional drink by following a recipe and measuring accurately.

We have:

* gathered the necessary resources (bottles, bowls, etc.)
* accurately followed the recipe instructions
* measured accurately
* worked safely and hygienically
* prepared an action plan for completing the next steps to finish our drinks
* cleaned up all our mess
* thought about what worked well
* thought about how we could work better next time.

**Fermented drinks worksheet 2 - Product analysis**

**Intended learning outcome:** To analyse fermented drinks available in shops.

**Name of product:**

What is on the label? (tick if you can see the following)

|  |  |
| --- | --- |
| name of product  |  |
| manufacturer  |  |
| country it was made in  |  |
| address  |  |
| logo  |  |
| ingredients  |  |
| instructions for safe use  |  |
| instructions for storage  |  |
| warnings  |  |
| advertising statements  |  |
| weight or volume  |  |
| expiry date  |  |
| bar code  |  |
| anything else?  |  |

Look at the container or storage system. How does it help store the product?

Does it help you use the product? How?

Draw what the container or storage system looks like from the front and back.

List the ingredients on the label. Circle the ‘active’ ingredients if you can.

Do you like the product?

Yes, because …

No, because …

Would you buy this product?

Yes, because …

No, because …

**Fermented drinks worksheet 3 – Microbe power**

**Intended learning outcome:** To design an experiment that investigates the optimum growing conditions for yeast.

**Aim**I am trying to find out …

**Prediction**This is what I think will happen …

This is because …

**Planning**
This is what I am going to do …

This is what I will change …

This is what will stay the same …

**Resources**
I am going to measure what happens to …

I am going to record my measurements by …

**Conclusion**
My results show that …

**Fermented drinks worksheet 4 – Presentation criteria**

**Intended learning outcome:** To demonstrate how a traditional recipe for a fermented drink has been adapted and explain the reasons for the changes.

We have:

* made adaptations to our drink as a result of taste tests, yeast experiment results, and survey results
* been clear about how the changes affected the growth of the yeast (e.g. rate of growth and amount of fermentation)
* developed an annotated flow chart to explain the steps we took to adapt the traditional recipe; this flow chart is clear, neat, and easy to follow
* prepared and practiced a presentation that is informative and well-planned.