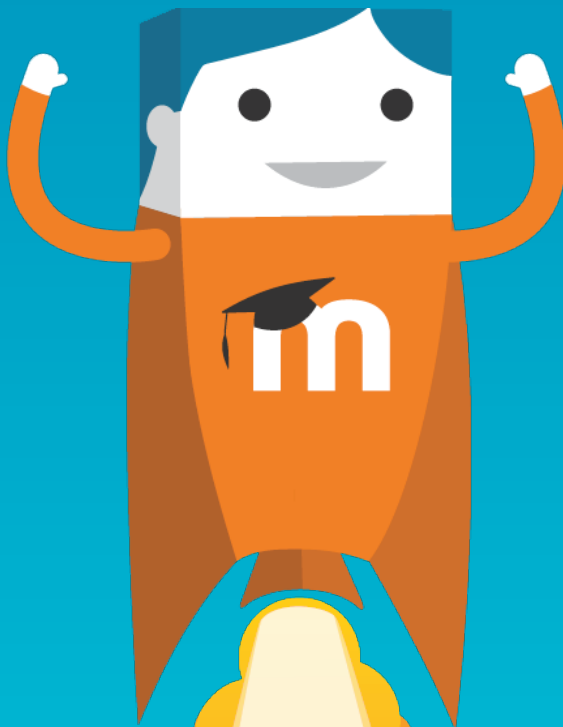


caasa

times



THE LEARNING
MANAGEMENT
SYSTEM OF
CASA COLLEGE

A minimalist desk setup featuring a silver, adjustable desk lamp with a conical shade, positioned on the left. Below the lamp is a stack of approximately ten books of various colors and thicknesses. The background is a plain, light-colored wall.

casa
times

CONTENTS

03. Editors' Note

04. Message from the President

05. World News

Yemen War

Asylum from persecution

09. KASA High School Supports Refugees and Asylum Seekers

11. Education and Technology: An Interesting Relationship

Learning Management Systems

Moodle: The Learning Management System of

Casa College (by Dr. Milani Austria)

15. Casa News

HOSCO: All you need to succeed in hospitality

Casa Research Centre

17. Casa People

A look into the life of a successful foreigner (Nasir Hussain)

21. Time for Fun!

Quiz



EDITORS' NOTE

Welcome to *Casa Times*, the biannual magazine of Casa College designed for people who are part of the College community or those who wish to flick through the colourful pages of a cosy publication.

We have never been so excited to introduce a new issue of a magazine in our life. As Dr. Ananta Geetey Uppal claims "A weak link is better than a strong memory. Nothing exemplifies it better than the nostalgic feeling one gets when leafing through the dusty old pages of his/her college magazine".

Our goal is to create an incredible guide for our readers where challenging subjects are raised and the voices of students, instructors and staff are ultimately uncovered. We want it to be informative, entertaining, and above all useful. Therefore, the readers can find a mixture of worldwide news, information on a wide range of topics, as well as puzzles and quizzes for their amusement.

In this issue, the major topics raised concern the use of technology in education with particular reference to various learning management systems, as well as the innovations introduced at the College. A special contribution by Dr. Milani Miranda Austria, the Director of the newly established Casa Research Centre, enriches this topic; her article discusses the introduction of the Moodle online platform at Casa College, which constitutes a pioneering step aiming at the improvement of our teaching methodology in general.

We hope you enjoy this issue and feel free to contact us for suggestions on topics you would like to see covered in the future. And of course, your contribution to the *Casa Times* magazine is always welcome!

Issue 10, January - July 2019

Editors:

*Melanie Satraki-Artemi, Dr.
Marianna Kyriakou, Dr.*

Editorial Office:

*3 Jean Moreas Street
1075, Nicosia-Cyprus
Tel.: +357 22 681882
Fax: +357 22 662414
email: publications@casacollege.ac.cy*



MESSAGE FROM THE PRESIDENT

It is with great excitement that our College has embarked into 2019. We have so many new and ongoing exciting projects that this message won't do them any justice. First and foremost, 2019 will be the year when, after 45 years, we will move once again to our own privately-owned, state-of-the-art, smart facilities. Everyone—from staff to students—are in anticipation of these much-needed new premises, each one for their own reasons.

2019, is also the year that our new Casa College Research Centre is up and running with many new, interesting and innovative publications in progress from our academic staff. In addition, our new Moodle portal has been in use for the last six months. This makes student life so much easier, as all lecture notes, communication with the lecturer, assignments, grades, etc. can be

delivered through the portal. I am genuinely so jealous of the students who live in an era when this type of platforms exist, as when I was a student—over 20 years ago—we didn't have an email or even text messages to communicate. The student was entirely responsible for being notified of and fulfilling academic obligations on his/her own. So, you should all count your blessings that you are students in 2019.

There has also been some restructuring of the College administrative departments in order to boost the Student Affairs & Welfare domain. We have so many fun extra-curricular activities planned for the immediate future that I am sure all students will find something that will tickle their interests. That might be the newly formed Casa College Cricket Team, or Cinema Fridays, or the various trips that will be organised starting from Troodos mountains. If you

have any interesting ideas about student activities you would like to do, get in touch with the newly elected Student Council and make your ideas be heard.

In closing, I would like to wish everyone to have a great year, both academically and personally. If I have any advice to offer, it would be to make sure that nothing is left to chance. Take hold of all your opportunities offered to you and squeeze out of them every single drop of experience that will afford you a brighter future. Good luck!

Best wishes,

Yiannis Saveriades



Yemen War

For three years, Yemen—the Arab world's poorest country—has been suffering the terrible consequences of a civil war. It is a bloody war between the Houthi rebels and supporters of Yemen's government. The conflict started after the failure of a political transition following an Arab revolt that forced its authoritarian president, Ali Abdullah Saleh, to hand over power to his deputy Abdrabbuh Mansour Hadi, in 2011. The president Hadi had to deal with a variety of problems, including attacks by al-Qaeda, the continuing loyalty of many military officers to Mr Saleh, as well as corruption, unemployment and food insecurity.

The Houthi movement, which defended the Zaidi Shia Muslim minority in Yemen and fought a series of rebellions against Mr Saleh during the previous decade, took advantage of the new president's weakness by taking control of their northern heartland of Saada province and neighbouring areas. Many Yemenis (including Sunnis), who were disappointed by the transition, supported the Houthis and in late 2014 and early 2015 the rebels took over Sanaa and proceeded to push towards the second biggest city, Aden. In response to the Houthis' advances, an alliance of Arab states launched a military campaign in 2015 to defeat the Houthis and restore Yemen's government.

As a result of this civil war, Yemen has become a hell on earth for its residents; more than 10,000 people have been killed since the beginning of the war. Targets have included schools, hospitals, weddings, a funeral and a school bus with 38 children. More than 22 million people (three quarters of the population) need humanitarian assistance and protection. The country has to deal not only with famine, but also with the worst cholera outbreak in the world.

Therefore, Yemeni people flee from Yemen to other countries, becoming refugees or asylum seekers in Djibouti, a small country in the Horn of Africa, and Somalia. Today, an estimated 85,000 children under the age of 5 may have died from starvation and disease in Yemen. In any way, this suffering is an intentional by-product of the Saudi alliance, which has targeted water-treatment plants, health clinics and even a Doctors Without Borders hospital, all with US assistance.





Asylum from persecution

Refugees are people who have been forced to leave their country in order to escape war, persecution, or natural disaster. They face dangerous situations as they have to cross national borders to seek safety in nearby countries. Refugees are protected by international law, and specifically by the 1951 Refugee Convention. On the other hand, asylum seekers are refugees whose claim has not been evaluated. These people apply for asylum since returning to their country would lead to persecution because of their race, religion, nationality or political beliefs. On average, about 1 million people seek asylum every year.

The Office of the United Nations High Commissioner for Refugees (UNHCR) was created in 1950 due to the World War II to help millions of Europeans who had fled or lost their homes. UNHCR is a global organisation devoted to saving people, protecting human rights and building a better future for refugees, displaced or stateless people. Soon after UNHCR's creation, in 1956, during the Hungarian Revolution, 200 thousand people fled to neighbouring Austria. Recognising the Hungarians as refugees, UNHCR led efforts to resettle them. During the 1960s, the decolonisation of Africa produced the first of the continent's refugee crises. UNHCR helped people relocating in Asia and Latin America over the following two decades. At the beginning of the 21st century, UNHCR helped with major refugee crises in Africa, the Middle East and Asia.

Over the past two decades, the global population of forcibly displaced people has grown substantially—from 33.9 million in 1997 to 65.6 million in 2016—and it still remains high. Generally, the refugee population under UNHCR's control increased by 65% over the past few years. Most of this increase was noted between 2012 and 2015, as a result of the Syrian conflict and the conflicts in Iraq and Yemen, as well as in Burundi, the Central African Republic, the Democratic Republic of the Congo, South Sudan and Sudan. In 2015 and 2016, many people risked their lives to cross the Mediterranean Sea to look for safety and protection.

Consequently, some European countries experienced an increase in their refugee and asylum seeker population. In Germany, this population rose to 1.3 million people by the end of 2016, while in Sweden it reached 313,300. At the end of 2016, Turkey hosted 2.9 million refugees, while the rest of the European countries hosted 2.3 million. Half of them were unprotected unaccompanied children running the risk of exploitation and abuse.

The number of asylum seekers in Cyprus continues to increase remarkably, mainly due to the conflict in Syria. Specifically, 1,372 people applied for asylum from January to March 2018 alone. UNHCR Cyprus works to protect the rights and welfare of asylum seekers and refugees through legal advice, training and other support to the authorities. UNHCR Cyprus also collaborates with NGOs (Non-Governmental Organisations) to support refugees and asylum seekers in meeting their needs, and conducts educational and public information activities on refugee issues.



The Cyprus Refugee Law protects refugees since they cannot be deported or sent back to a country in which their life or freedom may be in danger. Also, they have the right to work and reside at any city or other area of their preference. The right to education, subsidised healthcare, international travel and family reunification with members of their family in their country of origin. Similarly, asylum seekers are also protected against deportation or return to a country where their life or freedom may be in danger. Additionally, they have the right to remain, reside and move freely in the country while their claim is pending, and they have access to the public healthcare system, the educational facilities of the public sector, and work one month from the date of their application for asylum.





KASA HIGH SCHOOL SUPPORTS REFUGEES AND ASYLUM SEEKERS



The Office of the United Nations Refugee Agency (UNHCR) in Cyprus and KASA High School signed a Memorandum of Understanding to jointly work in the protection of refugee children in the Republic of Cyprus by enabling them to receive formal education. The agreement signed on the 8th of March 2018 is an affirmation of the significance of education as a fundamental human right that leads people to become autonomous and respected members of the society. Apart from the literacy skills, refugee students will be encouraged to engage in extra-curricular activities and events held by KASA High School or any other organisation. In this way, the school aims at showing at a local and international level that these people have a voice and have a lot to offer to—not just benefit from—the place where they live.

Initially, fifteen scholarships were offered to the students who would score the highest mark in the placement tests in Mathematics, English, History and Computer Literacy. Later on, the results revealed that twenty students passed the exams. Convinced that all these students that fought for this achievement as a key to a better future deserved an opportunity, Mr. Yiannis Saveriades, the president of KASA High School, decided to offer a scholarship to attend high school to all twenty successful candidates. He has stated the following: “I believe that the extraordinary courage that all refugees have displayed in their search of a better future will be a huge inspiration for our School, for both students and teachers, and I am sure that they, too, will have a lot to teach us”.

“Education plays a central role in UNHCR’s refugee protection and durable solutions mandate”, said Mr. Damtew Dessaiegne, UNHCR Representative in Cyprus. “I, therefore, very much welcome the willingness and readiness of KASA High School to actively support refugee education and protection in general, in partnership with UNHCR. Such partnerships are essential particularly at present when we are confronted with many complex challenges accompanying refugees in finding safety and



lasting solutions, especially when it comes to the education of refugee youth”.

KASA High School introduced the Open Doors programme during the school year 2018-2019. Nineteen young asylum seekers are currently attending KASA High School. The students who participate in this programme come from diverse ethnic and educational backgrounds such as European, African and Middle East countries. They all share the strong desire and drive to be educated and rebuild their lives. The programme is of three years' duration and, according to the curriculum, students are enrolled in the following compulsory and elective subjects: History, Greek, Information and Communication Technology, Maths, English, Music, German, Marketing, Chemistry, Biology, Culinary Arts, Social Anthropology, Social Psychology, Post-Traumatic Stress Disorder, Victimology, Personal/Social/Health Education and Civic Orientation. Once students successfully complete their schooling at KASA High School they will obtain a school leaving certificate which will be accredited by the Ministry of Education and Culture of Cyprus and they will be able to use worldwide.

Baba*, a refugee from The Gambia, left his country and arrived in Cyprus on his own at the age of 17. He stated that education has always been his priority and he feels blessed for the opportunity given to him by KASA High School. “It’s like a dream come true. This will enable us to take a step in building our lives”, he says. Baba is studying and working at the same time, but his priority is school: “School is my life. I’m working to be able to cover my needs, but education remains my priority. I’ll do my best and do what is expected from me and attend the classes and successfully complete this programme. As refugees, we also want to give back to the countries that have welcomed us. Education is the only way for us to be responsible and good citizens, and be able to work and have a normal life. I hope that more opportunities both in Cyprus and around the world are created for other refugees to go to school”.



Refugee Education Programme at KASA High school gives hope to young refugees

**names changed for protection reasons*



LEARNING MANAGEMENT SYSTEMS (LMS)

Learning Management Systems (LMS) are software applications introduced in the late 1990s and are used for administration, documentation, tracking, reporting and delivery of subjects, courses or programmes. There are so many Learning Management Systems out there that the task of finding the right one can prove to be quite difficult. These include MOODLE, Chamilo, TotaraLearn, Canvas and Open EdX.

Education needs to move away from traditional systems to a learning environment that embraces digital components that allow learning to flourish. LMS can offer great benefits, especially in a college or university class.

a) LMS organise subject content in a single location and form.

This eliminates the risk of losing important documents and every member can access the material any time. Additionally, the LMS make delivery and evaluation consistent since each student can access the same material in the same way and everyone is evaluated through the same method.

b) LMS provide unlimited access to subject materials.

Uploaded on the LMS, the material is unlimitedly accessed by learners. Even when the student is on the go, (s)he can access the information (s)he needs via their smartphone or tablet; thus, they don't have to wait until their next session.

c) LMS easily track learner progress and performance.

LMS give the teacher or the lecturer the ability to keep track of students' progress and make sure that the learning objectives are fulfilled. Most of the Learning

Management Systems include analytics and reporting tools that allow the identification of problematic areas of the subject.

d) LMS reduce learning-teaching cost and time.

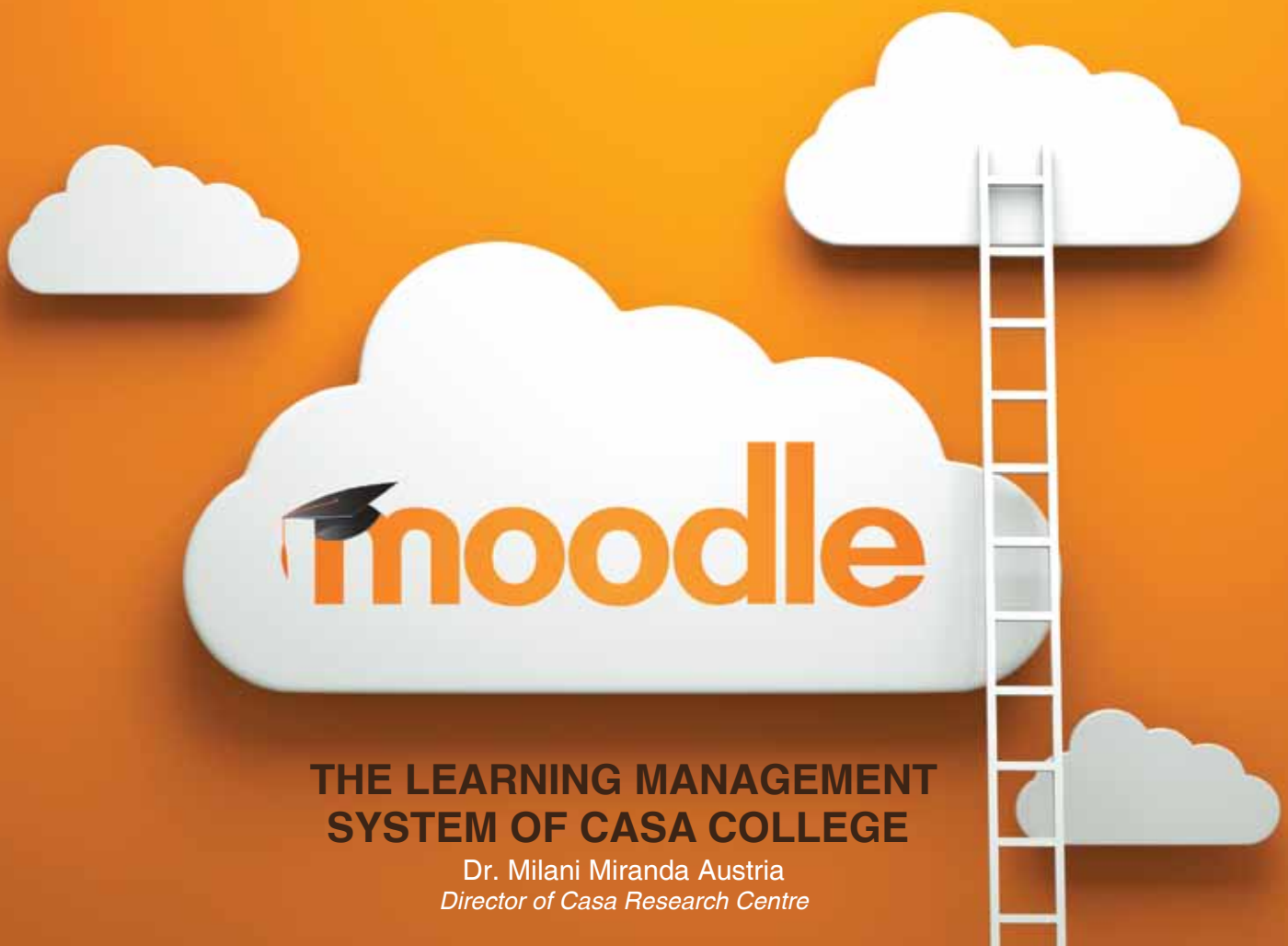
A Learning Management System gives the teacher/lecturer the power to completely abandon printed material. Also, giving learners the information they need in a direct and organised way saves everyone's time. It is no more necessary to spend class time to give and take notes, or even inform students about important dates and events.

e) LMS quickly and conveniently expand the subject.

If the teacher/lecturer wants to add or update material, (s)he can simply make the necessary modifications on the Learning Management System. It is no more necessary to deliver to every student an updated version of the teaching material.

f) LMS integrate social learning experiences.

A Learning Management System makes it easy to integrate social learning. Since the LMS is online, the teacher/lecturer can include links to Facebook and Twitter pages, LinkedIn groups, and online forums that may be beneficial for and interesting to the learners.



THE LEARNING MANAGEMENT SYSTEM OF CASA COLLEGE

Dr. Milani Miranda Austria
Director of Casa Research Centre

The increased usage and implementation of information technology in tertiary education in the past years led to the integration of Learning Management Systems (LMS) in several projects, as an innovation in the delivery of a class. One of the goals of Casa College is to provide its students with quality education. Since Fall Semester 2018, the College has implemented the use of the Modular Object-Oriented Dynamic Learning Environment (MOODLE) as part of the methodology in the teaching and learning process of all the subjects.

MOODLE has provided technology-enabled teaching and learning in the classroom. With this method, the students can be more responsible for their own learning and have the flexibility to follow the lessons one by one. Moreover, the teachers /lecturers have responsibility for the subject materials. They manage enrolments and are able to change the layout of the subject page. On MOODLE, a lecturer can:

- upload handouts and subject materials,
- post news and announcements in the News forum,
- add activities such as quizzes, assignments, Wikis, or Glossaries,
- facilitate discussions in Forums by asking questions,
- combine activities into sequences where results feed later activities,
- use Survey module to study and reflect on subject progress,
- use peer-review modules like Workshop, giving students more control over grading and even structuring the subject in some way, and
- conduct active research, sharing ideas in a community of peers.

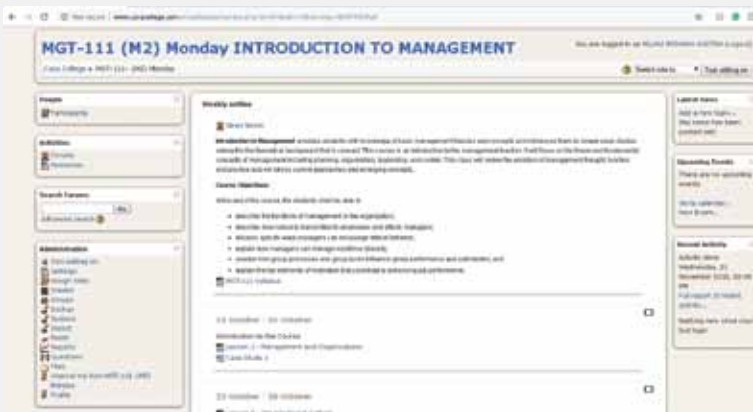


To access Casa College MOODLE, the members both teachers and students—are given a username and password by the administrator. You can access the Casa College MOODLE at www.casacollege.com/moodle.



The implementation of this MOODLE project at Casa College was one of the recommended strategies that Austria (2018) suggested to be employed as a way to increase students' achievements in class. She mentioned that:

“The higher learning institutions in Cyprus can provide technology-enabled teaching and learning approach in the classroom. The use of blended learning methodology where lectures, online activities, laboratory exercises, and assignments which are uploaded in a learning management system, this can be of great help to increase their achievements in class; the teachers must prepare teaching materials using power point presentation, video clips, and other visual materials before going to class; and provide faculty training on teaching strategies and creation of technology-enabled learning materials.” (p. 21)



References

Austria, M. M. (2018). The Study of Learning Styles of Asian Students in Cyprus and its Implications to Pedagogy. *International Journal of Management and Applied Science*, 4 (5). 18-22.



CASA NEWS



HOSCO: All you need to succeed in hospitality



Hosco is an online platform and all potential members must meet certain criteria in order to join and apply to roles. Hosco is an exclusive network which has become a true community of passionate hospitality professionals who guide their members at all times, not only with job opportunities but also with career advice, industry insights, city guides and much more.

On Hosco, a candidate-job match is created every minute. This means that active job opportunities are constantly added across the globe which cover all the areas of hospitality, and companies are proactively searching to fill their roles. Nevertheless, Hosco is not

just a job site. It gives talents the opportunity to connect with other professionals, and view company profiles to learn more about the organisations that they are interested in. Hosco also offers exclusive articles and videos on the industry to provide insight and support to their members. Additional tools are forthcoming to guarantee that members have a full solution for their entire career—not just for securing their next job. Hosco was created to provide hospitality professionals with exclusive access to industry jobs, as well as ensure that employers receive qualified candidates for open positions.

Casa College has recently joined the Hosco platform which connects our College with world-class companies and industry leaders, and it therefore invites lecturers and students to become members to a network tailored to the hospitality industry.

You are welcome to join HOSCO on the Casa College website!



CASA RESEARCH CENTRE



DR. MILANI MIRANDA AUSTRIA
Director of Casa Research Centre

Contact information

Email: research@casacollege.ac.cy
Tel.: 22 681882
Office: Casa College, Jean Moreas Building,
Room 201

Education

PhD in Technology Education
MA in Education
MBA
BSc in Computer Data Processing
Management

Work Experience

Board Member of Professional Organisations
Dean/Assistant Dean/Chairperson
Editorial Board Member
Education Consultant
International Advisory Board Member
International Paper Reviewer
Leadership Trainer
Lecturer
Project Manager
Quality Assurance Accreditor
Researcher/Author/Presenter

Casa College introduces with great pleasure the newly founded Casa Research Centre and invites the teaching staff to contribute to the areas of Social Sciences, Economics and Management, Hospitality, and Business. The aim of our Research Centre is to motivate lecturers and students to undertake research and develop their research skills, as well as collaborate with researchers from other educational institutions in Cyprus and abroad. Research and advancement of knowledge as intellectual activities are an integral part of our educational environment that fosters innovation and enthusiasm for excellence.

Casa Research Centre also encourages our faculty to attend and participate in local and international conferences where they can present their research. Our faculty is also encouraged to publish book or article reviews, book chapters and research papers in academic journals. The Director of Casa Research Centre, Dr. Milani Miranda Austria, is responsible for advising, training and mentoring the faculty in order to develop their research capabilities and competencies. If you are interested in participating in a conference or publishing your research in an academic journal and you would like to apply for funding to the College, you can send your abstract and/or application for funding to the Director of the Research Centre at research@casacollege.ac.cy. The Research Committee will consider your application and provide a response as soon as possible. For more information on our Research Centre, please visit <http://www.casacollege.ac.cy/research/>.



CASA PEOPLE

A LOOK INTO THE LIFE OF A SUCCESSFUL FOREIGNER (NASIR HUSSAIN)



PERSONAL INFORMATION

Full name: Nasir Hussain

Date of birth: 21/9/1982

Place of birth: Azad Jamu Kashmir, Pakistan

EDUCATION

Period	School/College	Town/Country
1999	Secondary School Certificate, Bhimber High School	Bhimber, Azad Kashmir, Pakistan
2000-2002	School Leaving Certificate, Centre of Higher Studies	Nicosia, Cyprus
2002-2004	Diploma in Hotel Administration, Casa College	Nicosia, Cyprus
2004-2006	Diploma in Business Administration, Casa College	Nicosia, Cyprus
2006-2008	Higher Diploma in Hotel Administration, Cyprus College	Nicosia, Cyprus
2008-2012	Bachelor in Hotel Administration, Casa College	Nicosia, Cyprus

WORK EXPERIENCE

Period	Company/Employer	Position/Duties
2005 till present	Casa College	Head of International Admissions Department, Director of Student Affairs & Welfare

Struggle is an unavoidable part of self-development.

Nothing ever comes easily when you are trying to build your dreams. Difficulties and hardship will be your constant companions. But there have been people before you who passed through a similar struggle as you are doing now. "Help students help themselves" has been Nasir Hussain's driving philosophy throughout his career and life.

As a Casa graduate, he has an insider's point of view knowing the College from the perspective of the student, as well as that of the administrative staff. In this issue of *Casa Times*, he talks about his past college years and the difficulties he faced until he becomes a successful man in all domains of life.

When did you move to Cyprus?

I was just 17 when I moved to Cyprus for my studies. I still remember my thoughts when the plane landed. I was excited but so afraid.

Why did you move to Cyprus? Did you have any relatives here?

My older brother was a student at Casa College. Apparently, this pre-determined my future.

What was your target or dream when you came to Cyprus?

I wanted to prove to myself and others that I can achieve something on my own. When I came to Cyprus, I wished first to complete my education here. At that moment, my plans and visions about the future were still not clear. At that time, everyone in my country who managed to study, find a permanent job and settle in Europe was considered successful.

When did you decide to stay permanently in Cyprus?

When I finished my education, I opened a new page in my life. I got married and then my wife and I decided to stay here. My children were born here, so Cyprus is my home country now.



When and how did you meet your wife?

My wife and I met online in early September 2008 and, honestly, it was like we had known each other our whole lives. I'm lucky to have a person who will always be by my side through good and bad times. And she is lucky too. *(Laughing)* In 2019, we have our 10th wedding anniversary and I treasure these 10 years.

What motivated you to put forth your greatest effort in your studies and life in general?

The strongest motivation to put forth my best effort is that I pride myself in my skills. I am not satisfied until I have given my all in everything I do. Coming from a country with different culture and mentality. My background is different than anyone else at Casa. However, I am very glad for being appreciated by the management and colleagues at the College. And we all know that when people care about the people they work with, things get done in a better way.

How would you describe your college years? What problems did you encounter and how did you deal with it?

I think the main problem for every student is the lack of money. "Time is money", they say, but the students have a lot of that time which is not money. *(Laughing)* My brother left Cyprus very soon after my arrival, so I was the only one to support myself. During my studies, I had two or sometimes three jobs. Along with the difficulties, I had beautiful moments, too. We were a group of four classmates that were always together. They were from India. We still keep in touch although they don't live in Cyprus anymore.



Where did you see yourself at this age when you were still a student?

I have never imagined that I could be where I am today. I didn't really have an idea how my coming to Cyprus could change my life. I still remember the first day I put on my uniform in Mrs. Chrysoulla's kitchen. That was a big day for me. By wearing a uniform, I felt I was a part of something big, and that feeling changed everything. Of course, Mrs. Chrysoulla's attitude contributed to this, too. She is a bright example of how a lecturer can approach the students with a friendly stance and create a sense of community and belonging in the classroom.

How did your studies at Casa College prepare you for a career?

During the college years in the small community of the classroom, there are rules to follow and jobs to be done. Each student is aware that he or she is an important, integral part of this group. I was quite shy during high school, but the College helped me to come out of my shell.

What qualifications and talents do you have that made you successful?

A big number of Casa College students are Hindi speakers who bring to Cyprus their culture and mentality. Understanding them and their needs is what makes me uniquely fit to work for Casa. Another distinctive attribute I have is my passion. Without passion for what you do, it is not possible to perform your job successfully. I have a strong desire to help the students improve, because I myself have come through this from the very beginning. I do not consider myself a talented person. Talents exist everywhere—in Cyprus and in Pakistan too. But opportunities do not. And what we must do is to provide an opportunity to everyone. The doors were open for me and I am going to keep helping opening these doors for others. And if we keep that domino effect, we might actually move the world forward.

Which is more important to you, the money or the type of job?

“No money, no honey!”, they say. (*Laughing*) But, I still believe that the most important thing is to get satisfaction from what you do.

Do you have any suggestions for current or potential students?

Casa College students are wonderful young people. They successfully adapt to a foreign country with a different language and culture. At our College, we all understand that making the decision to study abroad is not an easy one. Undergoing this, I know how the students feel and I am always here to support them. Based on many years of experience, Casa team is professional, passionate and dedicated to help students, so that they can be confident people who will succeed in their life.



Your dreams
Our aim

1961

TIME FOR FUN!

QUIZ

HOW MUCH DO YOU KNOW ABOUT DESSERTS?

1. Which of these cakes is lowest in calories?



(a)
Flapjack



(b)
Jamaica ginger cake

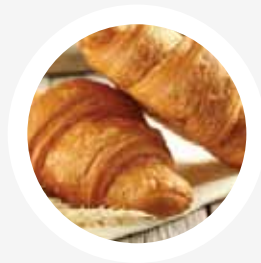


(c)
Victoria sponge

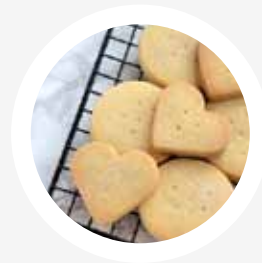
2. Which of these treats contains the biggest amount of sugar?



(a)
Blueberry muffin



(b)
Croissant



(c)
Shortbread

3. Which of the following toppings contains the least fat?



(a)
Clotted cream



(b)
Whipped cream



(c)
Extra thick double cream



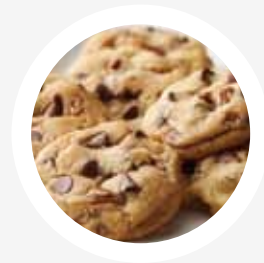
4.
Which of the biscuits is lowest in fat?



(a)
Ginger nut biscuit

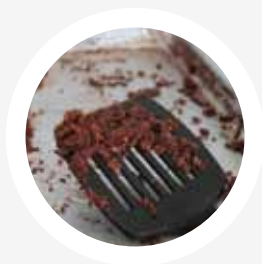


(b)
Shortbread



(c)
Chocolate chip cookie

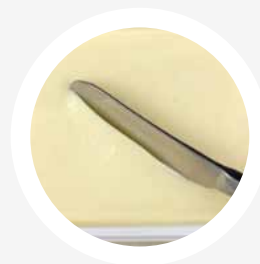
5.
Which of the following ways does not make a cake healthier?



(a)
Eat it all on the day you make it so it's fresh.



(b)
Use a water-based icing instead of butter icing.



(c)
Use unsaturated spread instead of butter.

6. Which dessert is the lowest in calories?



(a)
Cheesecake



(b)
Apple pie



(c)
Pavlova

7. Which of the frozen treats below is lowest in fat?



(a)
Sorbet



(b)
Frozen yoghurt



(c)
Organic ice cream

8. Which of these bars is low in sugar and fat?



(a)
Cereal and raisin bar



(b)
None of them



(c)
Oat and honey granola bar



Answers:

1. b

2. a

3. b

4. a

5. a

6. c

7. a

8. b



Casa
times