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HOSPITALITY STUDIES

GR 8 TG

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MODULE 3: KITCHEN & RESTAURANT OPERATIONS

Unit 3.1: Kitchen apparatus and equipment Identify, of equipment and apparatus Functions/correct use and handling practises General care and cleaning of equipment and apparatus	Unit 3.2: Organising the Kitchen <ul style="list-style-type: none">- Storeroom- Working in Teams- Soft Skills: respect, communication	Unit 3.3: Recipes and Mise en place <ul style="list-style-type: none">- Standard format- Mise en place of ingredients and apparatus	
<div></div>			
<div> Chefs/ staff cooks Food & Beverage managers Food caterers Restaurant Managers</div>		<div> Re-writing recipes in the standard format for local caterers at a cost</div>	
Unit 3.4: Measuring of Ingredients <ul style="list-style-type: none">- Measure wet and dry ingredients - Mass vs Volume	Unit 3.5: Energy used for cooking purposes <ul style="list-style-type: none">- Elements of heat or energy used for cooking purposes	Unit 3.6: Moist heat cooking methods- Boiling <ul style="list-style-type: none">- General Rules- Advantages and Disadvantages- Examples of food	Dry heat cooking methods –Frying and grilling <ul style="list-style-type: none">- General Rules- Advantages and Disadvantages- Examples of food- Types of Frying- Dry / Shallow / Deep
KEY CONCEPTS			
General care Conversions ingredients	Method Heat transferral °Celsius /Fahrenheit	Grilling Dry frying Shallow frying Deep frying	
SOFT SKILLS			
Teamwork Precision Confidence	Attention for detail Problem-solving skills Creativity	Metric conversion skills Adaptability	

LESSON PLAN – HOSPITALITY STUDIES					
GRADE	8	Planned date		Date completed	
TOPIC Sub-topic(s)	Unit 3.1: Kitchen Apparatus and Equipment <ul style="list-style-type: none"> - Identify, of equipment and apparatus - Functions/correct use and handling practises - General cleaning and caring of equipment and apparatus 				
CAPS REFERENCE	Term 1 Week 3				
DURATION	60 minutes				
LESSON RESOURCES	RESOURCES VIDEOS: https://www.youtube.com/watch?v=71cvSqZSwi0 Kitchen Utensils In The Professional Kitchen And What Equipment You Need At Home https://www.youtube.com/watch?v=H7FxiEe31QE Kitchen Equipment And Utensils And Their Uses http://youtube.com/watch?v=dayOQPXCccA How To Clean Tools For The Kitchen http://youtube.com/watch?v=eyl5--dMHXU How To Clean And Santise Kitchen Tools And Equipment https://www.youtube.com/watch?v=NELxe2U4HcQ How To Clean Kitchen Appliances Activities 1 and 2 Identification tests				
PREAMBLE	Brainstorm the words “Kitchen Utensils” Identification of available utensils in the school stock.				
EXPECTED OUTCOMES	The ability to apply basic skills to: Identify basic kitchen utensils & equipment in a kitchen-small & large scale Know the general cleaning/ use and care of appliances, equipment and utensils.				
DETERMINE PRIOR KNOWLEDGE	Name the different kitchen utensils/ appliances & equipment in your home. How do you care for these utensils/ appliances & equipment at home?				
INTRODUCTION TO THE TOPIC	Video- Kitchen Utensils In The Professional Kitchen And What Equipment You Need At Home/ Kitchen Equipment And Utensils And Their Uses/ How To Clean Tools In The Kitchen/How To Clean Kitchen Appliances Pictures Equipment				

PRACTICAL WORK	Practical Lesson 1: Written test Identification of Kitchen equipment
CONCEPTS AND TERMINOLOGY	
General care	This means using proper procedures to sanitize surfaces and take care of utensil/ appliances and equipment for it to last and give good service.
LESSON PRESENTATION and INFORMAL ASSESSMENT	Identify kitchen equipment/ utensils and appliances in the basic training kitchen Discussing general care/ use of kitchen equipment/ utensils and appliances
EAC INTEGRATION	Identification test: Visual interpretation in a written response. Brainstorming names of general kitchen equipment/ appliances in the kitchen. Practical lesson to engage learners on the identification of kitchen utensils and equipment.
EXTENDED OPPORTUNITIES	Educating local caterers and the school food handlers on the proper care and use of their catering equipment.
SELF-REFLECTION	Educator must reflect on the lesson based on the context of the school and the community.

INTRODUCTION

Kitchen and restaurant operations are essential activities that are carried out to run a successful business.

In this module we will be focusing on the different kitchen utensils and their care, the metric measurement system for measuring wet and dry ingredients, recipes in the standard format, the main elements of heating and cooking methods, namely moist and dry heat methods.



Unit 3.1: KITCHEN APPARATUS & EQUIPMENT

- Identify, of equipment and apparatus
- Functions/correct use and handling practises of equipment and apparatus
- General cleaning and caring of equipment and apparatus

Any cook should be familiar with the correct utensils, apparatus, and equipment in the kitchen. It is important to consider several things and not only the price when buying them. Cooking requires specific tools, utensils, and equipment for proper and efficient preparation of food. Each piece has been designed to accomplish a specific job in the kitchen.

The utensils, apparatus, and equipment are made of different materials, each having certain advantages and disadvantages. The following lists are materials of kitchen utensils and equipment commonly found in the kitchen.







3.1.1 Name, Function and correct use / handling practices of equipment and apparatus.

DIFFERENT MATERIALS

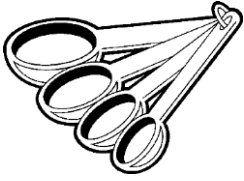
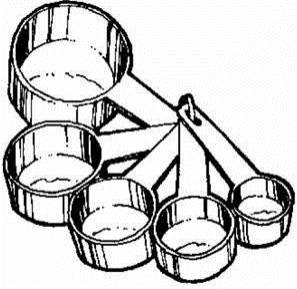

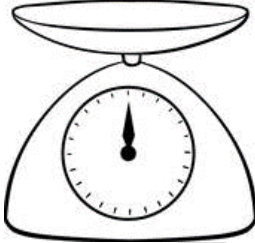

Aluminium







Is the best for all-round use. It is the most popular, lightweight, attractive, and less expensive. It requires care to keep it shiny and clean. Much more, it gives even heat distribution no matter what heat temperature you have. It is available in sheet or cast aluminium. Since it is a soft metal, the lighter gauges will dent and scratch easily, making the utensils unusable.

<p>Stainless Steel</p> 	<p>Is the most popular material used for apparatus and equipment but is more expensive. It is easier to clean and shine and will not wear out as soon as aluminium.</p>
<p>Glass</p> 	<p>Is good for baking but no practical on top or surface cooking. Great care is needed to ensure a long shelf life.</p>
<p>Cast Iron</p> 	<p>Is sturdy but must be kept seasoned to avoid rust. Salad oil with no salt or shortening can be rub inside and out and dry. Wash with soap (not detergent) before using.</p>
<p>Ceramic heat-proof glass</p> 	<p>and Glass and ceramic conduct the heat slowly and evenly. Many of these baking dishes are decorated and can go from stove or oven to the dining table.</p>
<p>Teflon</p> 	<p>Is a special coating applied to the inside of some aluminium or steel pots and pans. It helps food from not sticking to the pan. It is easier to wash and clean, however, take care not to scratch the Teflon coating with sharp instrument such as knife or fork. Use wooden or plastic spatula to turn or mix food inside.</p>
<p>Plastic and Hard Rubber</p> 	<p>Are used for cutting and chopping boards, tabletops, bowls, trays, garbage pails and canisters. They are much less dulling to knives than metal and more sanitary than wood. Plastics are greatly durable and cheap but may not last long.</p>



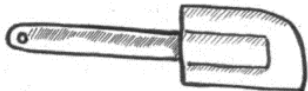
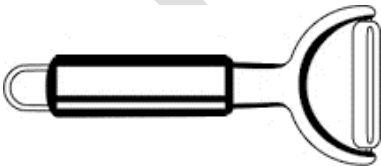


SMALL KITCHEN EQUIPMENT AND UTENSILS: MEASURING EQUIPMENT


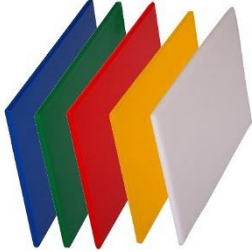





Equipment	Name	Use
	Measuring spoons	Used for small quantities of wet and dry ingredients
	Measuring cups	Used to measure solids and dry ingredients, such as flour, fat and sugar. Made of aluminium or stainless material, and plastic and comes in different colours.
	Measuring jug	Used for large amounts of wet ingredients Commonly made up of heat-proof glass and transparent so that liquid can be seen.
	Kitchen scale	Used for large amounts of dry ingredients, e.g. rice, flour, sugar, legumes or vegetables and meat up to 5 kg.
	Temperature thermometers	Used to measure heat intensity. Different thermometers are used for different purposes in food preparation – for meat, candy or deep-fat frying.







SMALL KITCHEN EQUIPMENT AND UTENSILS: CUTTING UTENSILS

	Chef's knife	Cutting and chopping of fruit, vegetables or even meat.
	Bread knife	Cutting bread or pastry, the serrated edge does not blunt easily.
	Sharpening steel	Used to sharpen long knives.
	Paring knife	Peeling and cutting of vegetables or fruit.






SMALL KITCHEN EQUIPMENT AND UTENSILS: PREPARATION EQUIPMENT


Equipment	Name	Use
	Wooden spoons	<p>Stirring and beating.</p> <p>Rubbing ingredients through a sieve.</p> <p>Creaming butter and sugar together.</p>
	Pasta spoon or server	<p>Is used to transfer a little or much cooked pasta to a waiting plate, without mess. Pasta spoons are best used with spaghetti-style or other long pasta</p> <p>noodles: you can use a large, slotted serving spoon for short pastas.</p>
	Spatula / scraper	<p>A rubber or silicone tools to blend or scrape the food from the bowl.</p> <p>Scraping leftover mixture from bowls.</p> <p>Decorating of cakes.</p> <p>Spreading a mixture in a baking tin or pan.</p>
	Vegetable peeler	Used to scrape vegetables, such as carrots and potatoes and to peel fruits. The best ones are made of stainless steel with sharp double blade that swivels.
	Potato masher	Mashing potatoes or other soft, cooked vegetables or fruit, e.g., potatoes, turnips, carrots, etc.
	Cans, bottles, cartoons opener	Use to open a food tin, preferably with a smooth operation, and comfortable grip and turning knob.

 <p>shutterstock.com • 1037488186</p>	Colander	Also called a vegetable strainer are essential for various tasks from cleaning vegetables to straining pasta or tin contents.
	Cutting boards	A wooden or plastic board where meats and vegetables can be cut. Different colour codes are available.
	Dredgers	Used to shake flour, salt, and pepper on meat, poultry, and fish.
	Funnels	Use to fill jars, made of various sizes of stainless steel, aluminium, or of plastic.
	Garlic press	Is a kitchen tool which is specifically designed for the purpose of pulping garlic for cooking purposes.
	Graters	Used to grate, shred, slice and separate foods such as carrots, cabbage and cheese.
	Kitchen shears	They are practical for opening food packages, cutting tape or string to package foods or simply to remove labels or tags from items.




	Palette knife	Lifting biscuits etc. from baking sheets. Turning pancakes. Spreading icing on a cake.
	Balloon whisk	Used for whipping eggs or batter, and for blending gravies, sauces, and soups.
	Mixing bowls	Container for mixing your ingredients in.
	Pastry brush / baster	Brushing glazes onto food, e.g., tops of breads and baked goods after they come out of the oven and returning some of the meat or poultry juices from the pan, back to the food. Greasing baking tins.
	Rolling pin	Rolling out biscuits and pastry.
	Flipper / egg lifter	Use for turning hamburgers and other food items.

SMALL KITCHEN EQUIPMENT AND UTENSILS: COOKING & BAKING EQUIPMENT





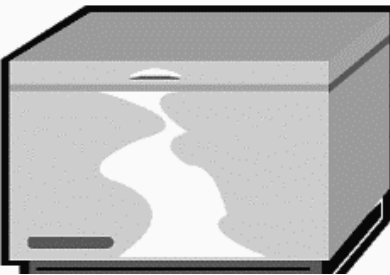
Equipment	Name	Use
	Frying pan	Frying of eggs, vegetables, meat etc.
	Casserole Pots	Used for cooking of different food types, like vegetables, starches, meats, soups etc.
	Pressure cooker	Use for cooking of tough foods like certain meat cuts. Making stews.
	Double boiler	Used when temperatures must be kept below boiling, such as for egg sauces, puddings, and to keep foods warm without overcooking.
	Baking sheet	Baking of biscuits etc.



	Cake tin	Baking of cakes or breads
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SERVING UTENSILS

Equipment	Name	Use
	Serving spoons	A utensil consisting of a small, shallow bowl on a handle, used in preparing, serving, or eating food.
	Serving tongs	Enables you to grab and transfer larger food items, poultry, or meat portions to a serving platter, to a hot skillet or deep fryer, or to a plate more easily.
	Soup ladle	Is used for serving soup or stews, but can also be used for gravy, dessert sauces or other foods. A soup ladle also works well to remove or skim off fat from soups and stews.

LARGE EQUIPMENT

Equipment	Name	Use
	Sink	Washing dirty dishes and kitchen equipment.
	Stove	Cooking or baking of food, using the plates (hobs) or oven.
	Microwave Ovens	Foods can be prepared ahead of time, frozen or refrigerated during slow periods, and cooked or heated quickly in microwave ovens.
	Refrigerator	<p>Cold storage of perishable foods.</p> <p>It is an insulated box, equipped with refrigeration unit and a control to maintain the proper inside temperature for food storage.</p>
	Freezer	<p>Freezing of foods to be kept over a long period.</p> <p>It is an insulated box, equipped with refrigeration unit and a control to maintain the proper inside temperature for food storage.</p>

	<p>Deep fryer</p>	<p>Used to cook foods in deep oil They make foods, e.g., crispy chicken wings, fish, French fries and other foods quickly and easily</p>
	<p>Griller</p>	<p>Has a metal framework and a flat or grated surface for cooking food over direct heat.</p>

3.1.2 GENERAL CARE AND CLEANING

- **Basic Utensil Care**

The best kitchen utensil care follows the basic steps of cleaning, rinsing, sanitizing, and any necessary upkeep prior to storing away. Utensils made of silver or wood require additional upkeep steps that you can DIY using basic household supplies.

- **How to Clean Utensils**

Utensils should be washed in hot water with dish soap and rinsed with clean water. Different chemical solutions are available for sanitizing utensils.

- **How to Care for Metal Utensils**

Some metals, like stainless steel, are designed to be sturdy, resilient to rust, and easy to sanitize. Others such as silver need more care.

- **How to Care for Silver Utensils**

It's not recommended to wash silver or silver-plated utensils in a dishwasher due to the risk of tarnishing. Washing silver and stainless steel together can also discolour the silver utensils, or worse, lead to a pitting corrosion reaction in the silver.

- **How to Care for Wooden Utensils**

The best wooden utensils for cooking and serving food will be solid and non-porous. Wood can absorb food and food smells. Sealing the wood with a food grade oil will stop unwanted absorption and prevent the wood from cracking and splintering.

- **How to Care for Plastic, Nylon, and Silicone Utensils**

Utensils made from polymers such as plastic, nylon, and silicone all follow the wash, rinse, and sanitize procedure.

- **How to Care for Utensils Made of Multiple Parts**

The small crevice where the tool side of utensil meets its handle can be overlooked, resulting in a reservoir for bacteria, rust, and deterioration. Spatulas, whisks, and knives are examples of utensils that often connect a separately built tool to its separately built handle.

Use a sturdy toothpick or small bristle-brush (like a toothbrush) to clean the small gaps found in these kinds of assemblies.

- **How to Care for Knives**

Pay special attention to cleaning knives made from multiple parts. Next to keeping them clean, keeping knives sharp is the most important aspect of knife care. DIY knife care can save you a lot of money and the inconvenience of waiting for your knives to be returned.

CARING FOR APPLIANCES

Enamel areas

- Wipe over while still warm with a damp, soapy cloth. Dry with a soft cloth.
- Always wipe spills immediately so they do not dry or cook onto surfaces.
- Use a liquid cleaner to remove stubborn marks and avoid scouring pads or powder, which can scratch enamels.

Control panel

- Wipe over, and occasionally remove, and wash knobs.
- Wipe off any build up on the panel.

Burners (natural gas)

- For day-to-day cleaning, wipe over the burners after each use. Aluminium should be rubbed over with soapy steel wool pads.
- Brass and stainless steel should be washed in hot, soapy water. Always rinse and dry well.
- Light burners to check correct replacement.

- Pan supports or trivets. Wash in hot, soapy water. If they are very greasy soak in a solution of one tablespoon of washing soda to 4.5 litres of very hot water.

Griller

- Remove griller tray before cleaning.
- Wash in hot, soapy water, using a fine, soapy steel-wool pad on heavily soiled areas.
- Rinse and dry well.
- Wipe out griller compartment with warm, soapy cloth.
- Clean racks as for oven shelves.

Oven

- It is easier to clean the oven while it is still warm, but not hot.
- Remove shelves and other moveable parts and wash in a hot-water detergent solution.
- Stubborn spillage may require the use of a commercial cleaner.
- Wipe over oven shelves, occasionally rubbing with a soapy fine steel-wool pad.

Glass areas

- Clean over with a hot, soapy cloth — remember most oven doors lift off for easy cleaning.
- Avoid soaking glass doors as it may damage the insulation.

STORAGE OF KITCHEN APPARATUS

1. Dry all baking tools and equipment by air-drying on a drying rack or wiping with a dry dishcloth. Make sure all wooden spoons and accessories are dry before storing.
2. Store all tools and equipment in their designated places. Put frequently used items in conveniently accessible locations. Gather and secure electrical cords to prevent entanglement or snagging.
3. Proper storage and handling of cleaned and sanitized equipment and utensils is very important to prevent recontamination prior to use.



INFORMAL ACTIVITY

Word Search

Circle the correct word on kitchen utensils

KITCHEN APPARATUS AND EQUIPMENT UTENSILS



Find the hidden words within the grid of letters. Shade or circle the words when you find it.

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

apron	frying pan	knife	mixing bowl	steamer
blender	funnel	ladle	oven mitts	strainer
can opener	garlic press	measuring cups	potato masher	toaster
colander	grater	measuring spoons	roasting pan	tongs
corkscrew	grill	meat cleaver	rolling pin	whisk
fork	kettle	mixer	spatula	wok



INFORMAL ACTIVITY - MARKING GUIDELINE

Word Search

Circle the correct word on kitchen utensils

KITCHEN APPARATUS AND EQUIPMENT

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

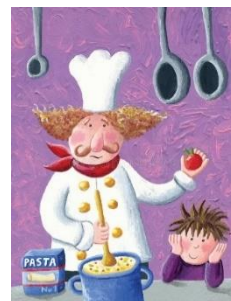


PRACTICAL LESSON 1: WRITTEN PERFORMANCE TEST

Identification Test:


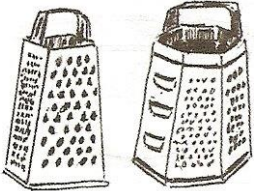
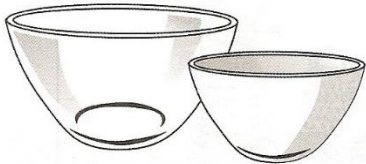

- Identification of kitchen equipment and apparatus.
- Demonstrate / explain the use and care of each.


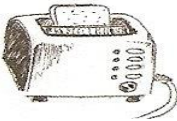





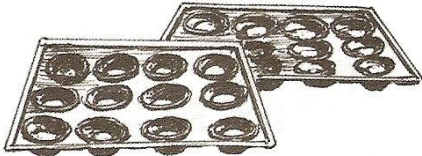
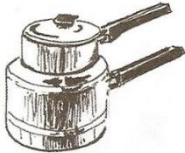

KITCHEN APPARATUS AND EQUIPMENT




Surname, Name:	TOPIC	Gr 8:
OBJECTIVES: Students will be able to: <ul style="list-style-type: none"> • Identify small and large kitchen equipment • Demonstrate /explain the use and care of it. 	Kitchen and Restaurant Operations	SOFT SKILLS: <ul style="list-style-type: none"> • Decision Making • Attention to detail

Identify the following kitchen equipment and indicate the use of each one:

EQUIPMENT	NAME	USE
		
		
		
		


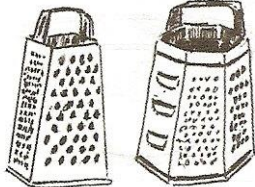



TOTAL (30) Converted to 25

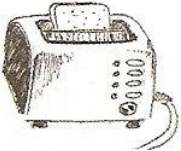



PRACTICAL LESSON 1: WRITTEN PERFORMANCE TEST – MARKING GUIDELINE

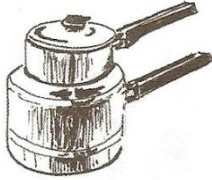


Identification Test:

- Identification of kitchen equipment and apparatus.
- Demonstrate / explain the use and care of each.

EQUIPMENT	NAME	USE
	WOODEN SPOON✓	Stirring and beating. ✓ Rubbing ingredients through a sieve. Creaming butter and sugar together
	GRATER✓	Used to grate, shred, slice, and separate foods such as carrots, cabbage and cheese. ✓
	MIXING BOWLS✓	Container for mixing your ingredients in✓
	POTATO MASHER✓	Mashing potatoes or other soft, cooked vegetables or fruit, e.g., potatoes, turnips, carrots, etc✓
	BREAD KNIFE✓	Cutting bread or pastry, the serrated edge does not blunt easily. ✓

	TOASTER✓	Toasting of bread and English muffins✓
	FRYING PAN✓	Frying of eggs, vegetables, meat etc✓

EQUIPMENT	NAME	USE
	SPATULA/ SCRAPER✓	<p>A rubber or silicone tools to blend or scrape the food from the bowl. ✓</p> <p>Scraping leftover mixture from bowls.</p> <p>Decorating of cakes.</p> <p>Spreading a mixture in a baking tin or pan.</p>
	LOAF TIN✓	Baking bread or loaf cakes✓
	KITCHEN SHEARS✓	They are practical for opening food packages, cutting tape or string to package foods or simply to remove labels or tags from items. ✓
	ROLLING PIN✓	Rolling out biscuits and pastry. ✓
	MUFFIN PAN✓	A baking pan to bake muffins or cupcakes✓

	DOUBLE BOILER✓	Used when temperatures must be kept below boiling, such as for egg sauces, puddings, and to keep foods warm without overcooking. ✓
	COLANDER✓	Also called a vegetable strainer are essential for various tasks from cleaning vegetables to straining pasta or tin contents. ✓
	VEGETABLE PEELER✓	Used to scrape vegetables, such as carrots and potatoes and to peel fruits. The best ones are made of stainless steel with sharp double blade that swivels. ✓



RESOURCES

VIDEOS:

<https://www.youtube.com/watch?v=71cvSqZSwi0>

Kitchen Utensils in The Professional Kitchen and What Equipment You Need at Home

<https://www.youtube.com/watch?v=H7FxiEe31QE>

Kitchen Equipment and Utensils and Their Uses

<http://youtube.com/watch?v=dayOQPXCccA>

How To Clean Tools for The Kitchen

<http://youtube.com/watch?v=eyl5--dMHXU>

How To Clean and Santise Kitchen Tools and Equipment

<https://www.youtube.com/watch?v=NELxe2U4HcQ>

How To Clean Kitchen Appliances

LESSON PLAN – HOSPITALITY SECTORS AND CAREERS					
GRADE	8	Planned date		Date completed	
TOPIC Sub-topic(s)	KITCHEN AND RESTAURANT OPERATIONS Unit 3.2 Organising the kitchen - Storerooms - Working in teams - Soft skills				
CAPS REFERENCE	Term 2 Week 1				
DURATION	2 x 60 minutes				
LESSON RESOURCES	Video on soft skills hard skills https://www.indeed.com/career-advice/career-development/teamwork				
PREAMBLE	Working in teams Respect and effective communication				
EXPECTED OUTCOMES	Learners must: Understand what teamwork entails and how will it benefit the work place. Know how to show respect. Understand the importance of good communication, they key concepts that make up communication and how to communicate well for the benefit of the team.				
DETERMINE PRIOR KNOWLEDGE	What makes a good team? What is respect? Communication between personnel in the workplace.				
INTRODUCTION TO THE TOPIC	Video - skills: https://www.indeed.com/career-advice/career-development/teamwork-skills				
PRACTICAL WORK	NONE				
CONCEPTS AND TERMINOLOGY					
Concept / Term	Meaning in Hospitality studies context				
Soft skills	Personality-focused such as respect, communication				
Teamwork	The process of working collaboratively with a group of people to achieve success. Working as a team will ensure better and improved customer service . The whole team will work as per their skills, and that can be very				

	handy to deliver flawless customer service. This strong work ethic will also create a good impression on your customers which makes them satisfied with your services
LESSON PRESENTATION and INFORMAL ASSESSMENT	KITCHEN AND RESTAURANT OPERATIONS Organising the kitchen - Storerooms - Working in teams - Soft skills – respect, communication Practical activity: Learners to work in pairs to get to know the work unit / storeroom with apparatus and organising apparatus
EAC INTEGRATION	Identification test: None Practical lessons: None Practical lessons: None
EXTENDED OPPORTUNITIES	Demonstrate soft skills of integrity, honesty, show respect and communicate well with others when working as a team and when dealing with stock and storeroom procedures
SELF-REFLECTION	Educator must reflect on the lesson based on the context of the school and the community.



Unit 3.2 Organising the kitchen

- Storeroom
- Working in Teams
- Soft Skills: respect, communication

3.2.1 Storerooms

FOOD STORAGE AREAS:

FREEZER

- Under 18°C
- Tightly wrapped
- Label and date
- Thaw properly



MEAT
FISH
ICE CREAM

REFRIGERATOR / COLD ROOM

- Keep perishable food below 7°C
- Do not overload
- Store raw and cooked separately
- Keep food covered
- Hot food should cool down first
- Keep door shut
- Keep shelves clean
- Check temperature daily
- Defrost and clean regularly



MILK
CHEESE
YOGHURT

DRY STORAGE

- Cool dry place
- Not against walls or on floor
- Keep containers tightly closed
- Inspect goods for damage & expiry dates
- Inspect stored goods regularly
- Clean food stores regularly
- Store same kind food together
- In specific place



**WHEN STORING FOOD
ALWAYS REMEMBER
FIFO
FIRST IN FIRST OUT**

**FLOUR
SUGAR
OIL
RICE**



INFORMAL ACTIVITY

Complete the following worksheet on Storeroom Storage

Worksheet: Food storage

Date: _____

1. Indicate what the term FIFO means



(1)

2. The following items have been bought for an evening function taking place the following day:

- | | | |
|-------------------------|--------------|------------------------|
| •A whole frozen chicken | • Eggs | •Packet of frozen fish |
| •Flour | •Potatoes | •Fresh milk |
| •Oil | •Apricot jam | •Long life cream |
| •Dried breadcrumbs | •Cheese | •Margarine |
| •Salt | •Frozen peas | •Tomatoes |

Draw a table to indicate where you would store each of the items and also indicate the temperature for each storage

	Dry storage	Refrigerator/Cold room	Freezer
			

			
Temperature	(1)	(1)	(1)
Products	(2)	(2)	(2)



INFORMAL ACTIVITY – MARKING GUIDELINE




Storeroom Storage

1. FIFO – First in First Out ✓

(1)

When buying new products e.g., milk at the back of the older milk.
Use older milk first

2.

	Dry storage 	Refrigerator/Cold room 	Freezer 
Temperature	Room temperature ✓ (1)	Below 7°C ✓ (1)	-18°C ✓ (1)
Products	Flour ✓ Oil ✓	Eggs ✓ Cheese ✓	Frozen chicken ✓ Frozen peas ✓

	Dried breadcrumbs ✓ Salt ✓ Potatoes ✓ Long-life cream ✓ (Any 2) (2)	Fresh milk ✓ Margarine ✓ Tomatoes ✓ Open apricot jam ✓ (Any 2) (2)	Frozen fish ✓ (Any 2) (2)
--	---	--	--

3.2.2 Working in teams

“Teamwork makes the dream work, but a vision becomes a nightmare when the leader has a big dream and a bad team.” – John C. Maxwell



Source: michiganstatueuniversityonline.com

Here are some universal and essential components of a team. It is the job of the leader to build the environment for a team to form.

- **TRUST** – Without trust, a group will never become a team. Trust that coworkers have each other's backs, trust that everyone will pull his or her weight and trust that the leader will support the decisions and actions of the team.
- **RESPECT** – Teams gel when there is mutual respect.
- **EXCELLENT COMMUNICATION** – Complete, honest, consistent, and timely communication from the top down and the bottom up is the number one rule used by successful teams.
- **TEACH AND TRAIN** – Great teams and the individuals who are part of the team are always striving to improve. Every cook and every chef can benefit from ongoing training and the opportunity to learn from others.
- **WIN AND LOSE AS A TEAM. NO FINGER-POINTING** – Watch the consistently great teams, and you will notice that they rarely point fingers outward. If the team fails, it is because the unit fell down in the process.
- **SHARE** – Successful teams share knowledge, share success, share in each other's pain and joy, and share the blame and the opportunities that stand before them.
- **ENCOURAGE** – Chefs need to encourage cooks and support staff to reach for that dangling carrot and tell them, "Be better, I know you can be." Pat them on the back and then offer whatever opportunities might exist to raise the bar once again.
- **SET HIGH EXPECTATIONS AND DEMAND NOTHING LESS**

WORK ETHIC TRUMPS EXPERIENCE – Great teams know that there is no substitute for hard work. This is the foundation of a team, an expectation of all involved and a unifying factor that will help a team exceed expectations, every time.

What is the difference between soft skills and hard skills

Soft skills tend to be more personality-focused and hard skills are technical skills that are often job specific.

3.3.3 SOFT SKILLS

A. Respect



Source: www.voiceproinc.com

Here are a few tips for workplace communication that's both successful and respectful:

- **Practice politeness, courtesy, and kindness.** No matter who you're speaking to, what your mutual history is, what kind of day you're having or whatever other factors you bring to the table, good manners are a constant must. Be kind every day, be courteous regarding others' needs and opinions and be polite at all times — even if you're not feeling your kindness. A little respect goes a long way and will reflect on you positively.
- **Listen graciously.** People have a tendency to do a lot of talking when it comes to communicating across companies, projects, deals and ideas — but take the time to listen, as well. Successful and respectful communication is a two-way street, so make sure when you're having a conversation, you take the time to attentively listen to and actively hear others.
- **Avoid negativity.** No matter how frustrated you are, it's never acceptable to insult, disparage or make fun of either people or their ideas. In the end, it will only lead to a mutual loss of respect that could affect the workplace as a whole. Instead, choose a constructive way of compromising or collaborating to solve problems or address issues.
- **Talk to people — not about them.** If you take issue with a person or situation, the best way to address the problem is head-on. Too often, we may resort to holding on to our dissatisfaction, letting unease stew or alleviating frustration by complaining about someone behind his or her back because we're nervous about confrontation and creating tension — but letting an issue fester is even worse. Instead, straighten the situation directly with the person in a constructive and respectful manner.
- **Don't overcriticize.** When leading a team or reviewing your employees, it's important to give constructive feedback and mention what they could do differently to grow — but nit-picking, belittling, patronizing or constantly criticizing will only discourage others and damage your relationship. Instead, offer constant positive reinforcement along with constructive comments to give your teammates the confidence and encouragement they need.
- **Treat people equally.** No matter the difference in background, position, qualifications or other factors, treat everyone you interact with fairly and equally to maintain a positive workplace.
- **Be emotionally empathetic.** You can never know exactly what's going on in someone else's life — so when you speak to them, don't be judgmental, impersonal or closed-off. Keep yourself emotionally open, pick up on others' cues and practice empathy. It will take you far in any relationship.
- **Value others' opinions.** Different ideas, perspectives and backgrounds are what make a workplace multifaceted and push progress, so always make sure to value others' opinions, encourage expression, consider their viewpoints and collaborate.

B. Communication

What is it?	Key competencies and traits that make up this skill:	Why train your employees in this skill?
Communication skills can be oral or written and facilitate effective expression in the workplace.	<ul style="list-style-type: none">• Clarity• Confidence• Respect• Empathy• Listening• Verbal communication• Non-verbal communication• Written communication• Constructive feedback• Friendliness	Your employees will be able to communicate more effectively both with one another and with your customers, which is a win-win situation. By developing their communication skills, you'll be empowering them to express themselves more clearly, listen more actively and attentively, and achieve better outcomes from difficult conversations.



Source: springhillcare.com



PRACTICAL ACTIVITY

Organising the Kitchen

Work in Pairs: get to know work units / storeroom with apparatus; packing and organising apparatus

LEARNER INSTRUCTIONS:

Workstation unit activity:

1. Learners to work in pairs in their work unit in the training kitchen.
2. Educator will give learners the list of apparatus stored in the work unit.
3. Each learner to take turns in being able to correctly identify each apparatus on the list.

LIST OF APPARATUS	TICK IF CORRECT
A measuring spoon	
B egg lifter	
C cake tin	
D saucepan	
E sifter	
F measuring cup	
G egg beater	

Storeroom Activity:

1. Learners to work in pairs.
2. Each pair is given a minute to go into the storeroom and look at how the apparatus are organised.
3. They must then draw a diagram of what is stored where in the storeroom (1 storeroom diagram per group)
4. Each group is given a list of 5 storeroom items, e.g., baking sheet, whisk, saucepan, grater, mixing bowl.
5. The learners are required to determine where these items will be stored by correctly writing the name of each of these items on their diagram of the storeroom.

If time allows: The learner is to go into the storeroom and place the item in its correct place in the storeroom.



PRACTICAL ACTIVITY – MARKING GUIDELINE

Organising the Kitchen

Work in Pairs: get to know work units / storeroom with apparatus; packing and organising apparatus

LIST OF APPARATUS	TICK IF CORRECT
A measuring spoon	✓
B egg lifter	✓
C cake tin	✓
D saucepan	✓
E sifter	✓
F measuring cup	✓
G egg beater	✓

LIST OF APPARATUS	TICK IF CORRECT
Draw a diagram of the storeroom and name the items on the shelves	✓✓✓✓✓
Each group is given a list of 5 storeroom items, e.g., baking sheet, whisk, saucepan, grater, mixing bowl. Learners must place each equipment in the correct storage area on their diagram	✓✓✓✓✓



INFORMAL ACTIVITY

Teamwork and Communication

Answer the following questions that follows.

1. Fill in the blanks to show that you understand what Teamwork is all about

Choose from the following list of words that which are essential for good teamwork

share	encourage	trust	respect	hard work
-------	-----------	-------	---------	-----------

- Teams gel when there is mutual1.1.....
- A team leader must motivate and1.2..... his / her personnel to bring out the best in them and to strive for even higher standards.
- Everyone should enjoy the success for a job well done and also take responsibility and1.3..... the blame if things go wrong.
- The leader must1.4..... that his team will each pull their weight and get the job done, without hovering over them.
- Every team member must know that to be successful is1.5....., and that everyone needs to pull their weight and do what is expected of them for the good of the business.

(5)

2. List FIVE ways of communicating respectfully.

(5)

TOTAL: 10 MARKS



INFORMAL ACTIVITY – MARKING GUIDELINE

Teamwork and Communication

Answer the following questions that follows.

1.

- 1.1 respect ✓
- 1.2 encourage ✓
- 1.3 share ✓
- 1.4 trust ✓
- 1.5 hard work ✓

2.

- Be polite, courteous, and kind. ✓
- Listen graciously. ✓
- Avoid negativity ✓
- Treat people equally. ✓
- Be empathetic ✓
- Value the opinion of others ✓

(Any 5) (5)

TOTAL: 10 MARKS

LESSON PLAN – HOSPITALITY STUDIES					
GRADE	8	Planned date		Date completed	
TOPIC Sub-topic(s)	KITCHEN APPARATUS AND EQUIPMENT Unit 3.3 Recipe Introduction Mise en place Measuring volume Unit 3.4 Measuring of Ingredients Measure wet and dry ingredients. Mass vs Volume				
CAPS REFERENCE	Term 1 Week 6-7				
DURATION	60 minutes				
LESSON RESOURCES	RESOURCES VIDEOS: Activities 1 and 2 Practical lesson 2 – Performance Test				

	Practical Lesson 3 – Performance Test
PREAMBLE	<p>Examples of recipes circulating in the class</p> <p>Examples of measuring tools indicative of the metric units commonly used in the school training kitchen</p>
EXPECTED OUTCOMES	<p>The ability to apply basic skills to:</p> <ul style="list-style-type: none"> Identify and write recipes in the standard format Understand the value of following a recipe in the standard format <p>Measuring wet and dry ingredients correctly</p>
DETERMINE PRIOR KNOWLEDGE	<p>What is a recipe?</p> <p>Features to identify with a standard recipe format</p> <p>What are the commonly used metric units in the kitchen?</p>
INTRODUCTION TO THE TOPIC	<p>Video- How to measure wet & dry ingredients/ How to write a standardised recipe/ How To Mise en Place/ Mise en place</p> <p>Pictures of recipes and measuring equipment</p>
PRACTICAL WORK	<p>Practical Lesson 2: Performance test</p> <p>Washing /sanitising of hands</p> <p>Measuring of ingredients</p> <p>Practical Lesson 3: Performance test</p> <p>Prepare a no-bake cookie e.g. chocolate clusters or slices</p> <ul style="list-style-type: none"> - Read and interpret the recipe - Do mise en place for the recipe - Measuring of ingredients
CONCEPTS AND TERMINOLOGY	
Concept / Term	Meaning in Hospitality studies context
Conversions	Adapting a recipe to yield more or less portions
Metric units	Single unit of weight expressed in grams/ litres
Ingredients	Foods or substances that are combined to make a particular dish.
Method	A step-by-step process detailing how the ingredients must be mixed to make a successful product.
Standard format	Describes the exact, measurable amount of ingredients and the method of preparation needed to consistently produce a high-quality product
LESSON PRESENTATION and	<ul style="list-style-type: none"> - Identify standard formats of recipes - Writing a recipe in the standard format -- Measuring wet and dry ingredients correctly

INFORMAL ASSESSMENT	Activity: Writing your favourite recipe in the standard format
EAC INTEGRATION	<p>Practical lesson:</p> <ul style="list-style-type: none"> - to engage learners on correct washing/sanitising of hands - to instruct learners on the correct method of measuring ingredients - to train learners on how to read and interpret recipes and do the related mise en place <p>Learners sharing their favourite recipes rewritten in the standard format amongst the class- stimulating discussions</p>
EXTENDED OPPORTUNITIES	Learners assisting local caterers to adapt their recipes accordingly for different functions and to rewrite recipes in the standard format
SELF-REFLECTION	Educator must reflect on the lesson based on the context of the school and the community.



Unit 3.3: RECIPE INTRODUCTION AND MISE EN PLACE

- Mise en place
- Measuring volume

3.3.1 What is a Recipe?

- It is a map or tool used by the chef or cook to prepare the dish correctly.
- It is a written record of the ingredients and preparation steps (method) needed to make a particular dish.

Ingredients are the food products such as milk, eggs, baking powder and cheese used to prepare a dish.	The instructions or the method indicates what must be done with each ingredient or groups of ingredients together before it can become a dish.	A dish is the item that can be eaten after all ingredients in the recipe were mixed and cooked.
--	---	--



Method:

1. Heat the oven to 200°C. Break 2 eggs into a measuring jug.
2. Add milk up to the 250 ml mark and pour into a large mixing bowl.
3. Add 5 ml salt and beat well.
4. Add 125ml oil to the mixture.
5. Add 250 ml cake flour and 15 ml baking powder and beat very well.
6. Fill paper muffin cups 1/3 full.
7. Sprinkle with cheese and grated Vienna sausages.
8. Fill muffin cups till almost full with the rest of the muffin mixture.
9. Sprinkle with Aromat.
10. Bake for 10 – 15 min until golden brown.



Source: thepioneerwoman.com & thegreatbritishbakeoff.co.uk

Why must I read through a recipe?

- Recipes list the exact ingredients to use in the logical order in which they are prepared.
- Ingredients and instructions must produce the same result every time.

What is a good recipe?

A recipe that saves:

- money,
- labour and
- time

RECIPE LAYOUTS – Standard Recipe

Standard format – ingredients are listed according to the sequence of use. Thereafter, the method follows in steps. A standardized recipe must follow a format that is clear to anyone who used them. It lists the ingredients first, in the order they are to be used, followed by assembly directions or the method for putting the ingredients together

There are different sections in a recipe:

Name of Recipe

Oatmeal Cookies in a Jar

Ingredients:

- 1 1/4 cups flour (I used a whole wheat/white blend)
- 3/4 tsp baking powder
- 1/2 tsp baking soda
- 1/2 tsp salt
- 1/2 cup packed brown sugar
- 3/4 cup white sugar

Picture of product



Yield/
Portion
size

[Source: www.pinterest.com]

3.2 MISE EN PLACE IN THE KITCHEN



[Source: www.youtube.com]

Mise-en-place is French for “to put in place” It refers to the preparation done before cooking or service, either in the kitchen or in the restaurant.

Food preparation mise-en-place includes:

- Getting all equipment and utensils ready that are required to make the dish or meal.
- Locating and then measuring all the ingredients.
- Preparing the ingredients, for example grating, chopping, boiling, cutting, marinating, or making stocks.
- Switching on all equipment and selecting the correct temperatures.

Advantages of mise-en-place

Mise-en-place helps with effective kitchen organisation and workflow by limiting movements of team workers and saving time.

This process also:

- Ensures that the work is done correctly, and that equipment and ingredients are available.
- Prevents wastage as preparation is done for the correct number of guests.
- Ensures successful food production.



Preparing the area and the equipment.



[Source: www.motherwouldknow.com & www.twohealthykitchens.com]

Before you collect or mix ingredients for any dish, you need to prepare the area and equipment as follows:

- Make sure that surfaces are clean (and sprayed with an antibacterial spray)
- Collect and arrange the equipment for the particular dishes that you need to prepare. Also collect any additional equipment that may not be close at hand specialised equipment that is not stored at the unit.
- Sharpen the knives with the sharpening steel.

- Turn the oven indicator to the required temperature.
- Prepare baking sheets by greasing, or greasing and flouring, or greasing and lining with paper.

Collect the ingredients

- Once the equipment has been collected and the area prepared, it is necessary to collect the ingredients required for the recipe that you are going to prepare.
- The recipe will give you the list of the ingredients, quantity required, and the preparation required of each ingredient, the quantity required and the preparation required of each ingredient you need to collect before starting to cook the dish.



the

[Source: twohealthykitchens.com]

Prepare the ingredients

Preparing ingredients involves preparing all the ingredients necessary to make a particular dish in advance.

You need to:

- Measure or weigh the required ingredients accurately.
- Prepare the ingredients by, for example, washing, chopping, cutting, marinating and/or making stocks.
- Place the prepared ingredients in individual bowls or containers.

Depending on the recipe, mise-en-place involves chopping, slicing, shredding and grating ingredients.

As you prepare the ingredients, you need to carry out the various tasks in a logical sequence, e.g., you would first wash the vegetables, then peel them and finally chop them.

You should also try to finish one task at a time before you start the next step. Avoid doing too many tasks at the same time.

Basic general skills required for mise-en-place - Knife skills

Cutting techniques:

- Slicing
- Dicing
- Peeling
- Chopping
- Chiffonade
- Precision cuts such as julienne, batonnets, brunoises, paysanne and turning of vegetables.







[Source: www.reluctantgourmet.com]

Other skills required for mise-en-place – Pre-preparing ingredients

Examples are:

- Toasting nuts
- Making breadcrumbs
- Melting butter
- Grating foods
- Flavouring foods with herbs and spices by adding flavouring to stocks and soups, making a marinade or a rub to add extra flavour to meat and fish.
- Infusing cooking liquids with herbs or spices.
- Blanching or parboiling food.

Recipe techniques:

	DESCRIPTION OF TECHNIQUE	ILLUSTRATION
1.	Preparation of pans: Pans are sprayed with greasy food spray or rubbed with butter/margarine or lined with baking paper before baking.	
2.	Sifting: Dry ingredients like flour, baking powder and salt are sifted together to incorporate air.	
3.	Cutting in: Butter or margarine is cut into a flour mixture with a pastry cutter until the mixture looks like coarse mealie meal.	 

Rubbing in:


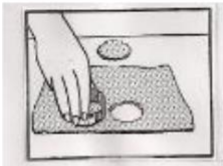

Can also be used instead of cutting in – butter or margarine is rubbed into flour with the finger points until it looks like coarse mealie meal.

4. Mix:

Use a wooden spoon and stir all around in the bowl until all ingredients are evenly spread.

5. Beat:

Use a beater to beat egg whites until foamy. In this way air is incorporated.

	DESCRIPTION OF TECHNIQUE	ILLUSTRATION
6.	Stir: Hold a wooden spoon upright and stir with circular movements on the base of the mixing bowl to evenly mix ingredients.	
7.	Press out: Use cookie cutters to press out shapes for biscuits or scones from dough.	
8.	Scraping out: Use a scraper to scrape batter out of a mixing bowl (to wipe out the last bit from the mixing bowl)	
9.	Cooling of baked products:	



	<p>Hot, baked products are placed on a cooling rack after removing them from the oven to allow them to cool off.</p> <p>Cakes may only be removed from the pans once they are properly cooled off.</p>	
10.	<p>Draining of fried food:</p> <p>To remove extra oil by using absorbent kitchen towel.</p>	
11.	<p>Grate:</p> <p>Use a grater and rub something such as cheese, up and down against rough blades on the outside of a grater, to break it up in small, even pieces.</p>	



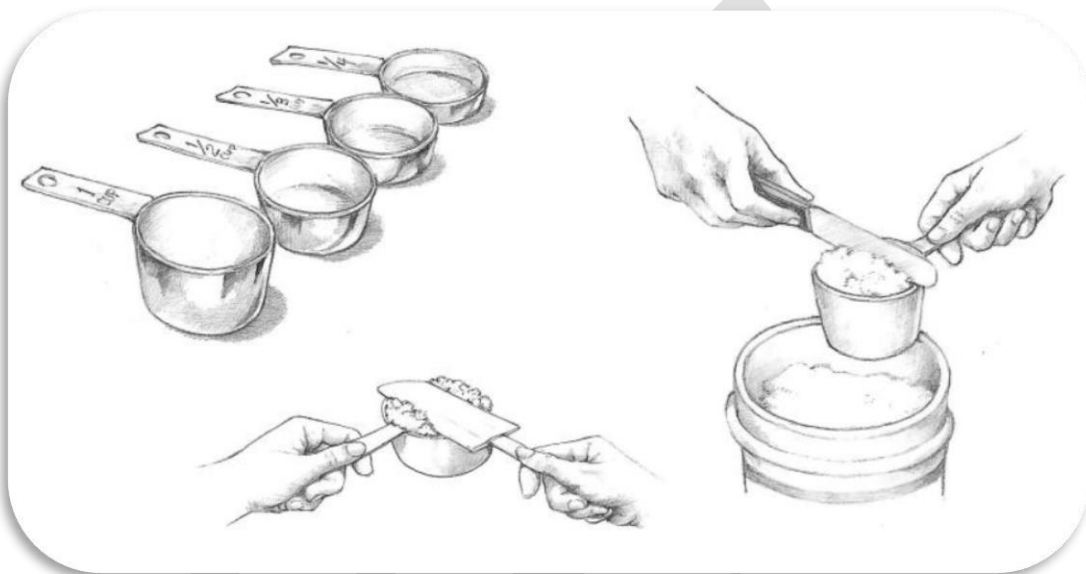
Unit 3.4: METRIC MEASUREMENTS

- Measure wet and dry ingredients. Mass vs Volume

The metric system is easy to learn and simple to use. The following unit presents some important measuring equivalents, tables, and conversions.

Unit (Symbol)	Quantity	Uses
millilitre (ml)	Smaller volumes	For measuring most liquids.

litre (l)	Large volumes	For measuring larger amounts of liquids or the volume of pots, mixing bowls, etc.
gram (g)	Smaller weights	For measuring the majority of non-liquid ingredients, including flour, sugar, meats, cheeses, butter etc.
kilogram (kg)	Large weights	For measuring larger quantities of non-liquid ingredients, including meats, fruits, and vegetables.



Source: [www.http://www.dvo.com/](http://www.dvo.com/)

OVEN TEMPERATURE

Temperature in the metric system is usually measured in degrees Celsius (°C).

Degrees Celsius	Old School
100° C	Very cool oven
120° C	Very cool oven
140° C	Cool oven
150° C	Cool oven
160° C	Very moderate oven
180° C	Moderate oven
190° C	Moderate oven
200° C	Moderately hot oven
220° C	Hot oven
230° C	Hot oven
246° C	Very hot oven

MEASURING INGREDIENTS CORRECTLY

Accurate techniques in measuring are as important as the tools for measuring.

Therefore, always observe the following procedures:

- ***Rice and flour.*** Fill the cup to overflowing, level-off with a spatula or with a straightedge knife



[Source: www.thecookinggeek.com]

- **Refined sugar.** Sift sugar once to take out lumps, if any. Spoon into cup and level off with a spatula. Do not pack or tap the sugar down.



- **Brown sugar.** Pack into cup just enough to hold its shape when turned out off cup. Level off with a spatula before emptying.



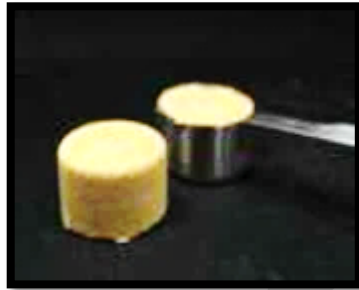
[Source: www.recipetips.com]

- Level a measuring spoon with straight edge of a knife to measure small amounts of salt, pepper, leavening agents, or solid fats.
- **Liquid ingredients.** Liquid measuring cup – a glass or plastic cup with graduated markings on the side. Place the cup on a flat, level surface. Hold the cup firmly and pour the desired amount or liquid into the cup. Lean over and view the liquid at eye level to make sure it is the proper amount.



[Source: www.123rf.com]

- Ingredients which measure by volume and by weight demand standardized measuring tools and equipment.
- Do not shake the dry measuring cup to level off dry ingredients.
- It is easier to weigh fat, butter, margarine if bought in pre-measured sticks. If fat does not come in pre-measured sticks, use a scale to weigh the needed amount.



- Spring scales should be adjusted so that pointer is at zero (0). Place pan, bowl, or piece of waxed paper on scale to hold ingredient to be measured.
- When using balance scales, place the pan on the left-hand side of the balance and the pan weight on the right-hand side. Add the required weights to the right-hand side and adjust the beam on the bar so that the total is the weight needed.



[Source: www.gwydir.demon.co.uk & www.cleanpng.com]



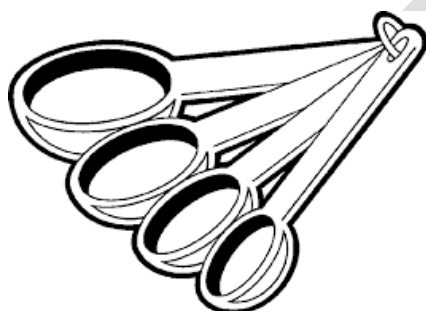
INFORMAL ACTIVITY

Measuring of ingredients: flour, water, and margarine
(volume and mass)

QUESTION 1:

Study the set of measuring spoons:

- 1.1 Label each spoon with the volume that it measures.
State the amount and the unit.



- 1.2 Answer the following questions regarding the use of measuring spoons:

1.2.1 5 ml = ONE _____.

1.2.2 2.5 ml = _____ a _____.

1.2.3 15 ml = ONE _____.

- 1.3 Which spoons will you use to measure the following amounts of ingredients?

EXAMPLE: 7.5 ml Vanilla essence = 5 ml + 2.5 ml = 7.5 ml

- 1.3.1 12.5 ml sugar = _____ + _____ = 12.5 ml
- 1.3.2 20 ml oil = _____ + _____ = 20 ml
- 1.3.4 17.5 ml baking powder = _____ + _____ = 17 ml
- 1.3.5 30 ml cornflour = _____ + _____ = 30ml

- 1.4 Name TWO examples of kitchen equipment that can be used to level the amount of ingredients in a measuring spoon.

QUESTION 2:

Study the set of measuring cups:

- 2.1 Label each cup with the volume that it measures.
State the amount and the unit.

$8 \times \frac{1}{2} = (4)$



- 2.2 Answer the following questions regarding the use of measuring cups:

2.2.1 250 ml = ONE _____.

2.2.2 125 ml = _____ a _____.

2.2.3 500 ml = _____ cups. (4)

- 2.3 Which cups will you use to measure the following amounts of ingredients?

EXAMPLE: 185 ml Milk = 125 ml + 60 ml = 185 ml

2.3.1 625 ml sugar = _____ + _____ + _____ = 625 ml

2.3.2 375ml flour = _____ + _____ = 375 ml

2.3.3 310 ml rice = _____ + _____ + _____ = 310 ml

2.3.4 75 ml salt = _____ + _____ = 75 ml

2.3.5 70ml coconut = _____ + _____ = 70 ml

(12)

- 2.4 Why must measuring cups get rinsed with hot water before syrup is measured?

(2)

TOTAL: 40 MARKS



INFORMAL ACTIVITY - MARKING GUIDELINE

ASSIGNMENT: MEASURING

QUESTION 1:

Study the set of measuring spoons:

- 1.1 Label each spoon with the volume that it measures.
State the amount and the unit.

15ML✓
7.5 ML✓
5ML✓
2.5ML✓



(4)

- 1.2 Answer the following questions regarding the use of measuring spoons:

1.2.1 5 ml = ONE TEASPOON ✓

1.2.2 2.5 ml = HALF a TEASPOON ✓

1.2.3 15 ml = ONE TABLESPOON. ✓

(4)

- 1.3 Which measuring spoon will you use to measure the following amounts of ingredients?

EXAMPLE: 7.5 ml Vanilla essence = 5 ml + 2.5 ml = 7.5 ml

- 1.3.1 12.5 ml sugar = 10✓ + 2.5✓ = 12.5 ml
- 1.3.2 20 ml oil = 15✓ + 5 ✓ = 20 ml
- 1.3.4 17.5 ml baking powder = 15✓ + 2.5ml✓ = 17.5 ml
- 1.3.5 30 ml cornflour = 15✓ + 15✓ = 30ml

(8)

- 1.4 Name TWO examples of kitchen equipment that can be used to level the amount of ingredients in a measuring spoon.

Butter knife✓
Spatula✓

(2)

QUESTION 2:

Study the set of measuring cups:

- 2.1 Label each cup with the volume that it measures.
State the amount and the unit.

(4)



- 2.2 Answer the following questions regarding the use of measuring cups:

2.2.1 250 ml = ONE CUP✓

2.2.2 125 ml = HALF✓ a CUP. ✓

2.2.3 500 ml = 2 cups. ✓

(4)

- 2.3 Which cups will you use to measure the following amounts of ingredients?

EXAMPLE: 185 ml Milk= 125 ml + 60 ml = 185 ml

2.3.1 625 ml sugar = 250ML✓ + 250ML✓ + 125ML✓ = 625 ml

2.3.2 375ml flour = 250ML✓ + 125ML✓ = 375 ml

2.3.3 310 ml rice = 250ML✓ + 60ML✓ = 310 ml

2.3.4 75 ml salt = 60ML✓ + 15ML✓ = 75 ml

2.3.5 70ml coconut = 60ML ✓ + 5ML✓ + 5ML✓ = 70 ml

(12)

- 2.4 Why must measuring cups get rinsed with hot water or be oiled lightly before syrup is measured?

To prevent the syrup from sticking to the measuring cup/spoon✓✓

(2)

TOTAL: 40 MARKS



INFORMAL ACTIVITY

Metric measurements

Metric measurements

Study the following recipe below and answer the questions related to metric measurements.

CUSTARD COOKIES:

INGREDIENTS

125 g butter
3 tbsp Castor sugar
60 ml Custard powder
1½ cup Cake flour
10 ml BP
1 egg, beaten
1 tsp Vanilla essence

METHOD:

1. Sift the dry ingredients together and add to the margarine mixture.
2. Set the oven to 200 degrees C and grease the baking tray.
3. Bake at 190 degrees C until light brown, about 10-15 min. Cool on cooling rack.
4. Using a wooden spoon, cream margarine and castor sugar.
5. Add the egg and vanilla essence to the dry ingredients and mix to a soft dough.
6. Roll into balls and press with a fork. Garnish with cherries.

1. Identify all the following ingredients:
 - Wet ingredients (4)
 - Dry ingredients (3)
2. Is the oven temperature written correctly? Give a reason for your answer. (2)
3. Give the correct abbreviation for the following terms.
 - 3.1 Millilitre
 - 3.2 Gram
 - 3.3 Grade Celsius
 - 3.4 Kilogram (4)
4. How many grams in 2 kilograms? (1)

5. Explain with a picture how to measure 250 g of butter. (5)

6. Name which measuring equipment you will use for the following:

6.1.1 butter (1)

6.1.2 BP (1)

6.1.3 vanilla essence (1)

TOTAL: 22 MARKS



INFORMAL ACTIVITY - MARKING GUIDELINE

Measuring of ingredients: flour, water, and margarine (volume and mass)

1. Wet ingredients:

Butter ✓

Eggs ✓

Vanilla ✓

Castor sugar ✓

(4)

Dry ingredients:

Custard powder ✓

Cake flour ✓

Baking powder ✓

(3)

2. No ✓

The degree sign is omitted. It should be 200°C ✓

(2)

3. 3.1 Millilitre - ml ✓

3.2 Gram - g ✓

3.3 Degree Celsius - °C ✓

3.4 Kilogram - kg ✓

(4)

4. 2000g ✓

(1)

5.

25 g	125 g	250g
25 g		
25 g		
25 g		
25 g		



62,5 g	125 g	250 g
62,5 g		

(5)

6. Butter – Scale ✓
 Baking powder – measuring spoon ✓
 Vanilla essence – measuring spoon ✓

(3)

TOTAL: 22 MARKS

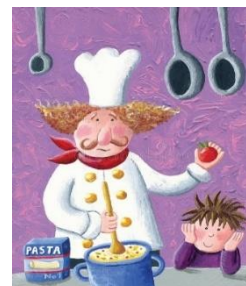


PRACTICAL LESSON 2: PERFORMANCE TEST

Performance test:

- Washing / sanitising of hands.
- Measuring of ingredients: flour, water, and margarine (volume and mass).

WASHING AND SANITISING HANDS / MEASURING OF INGREDIENTS



Surname, Name	Topic	Gr 8:
OBJECTIVES: Students will be able to: <ul style="list-style-type: none"> • Keep hands hygienic when handling food. • Measure accurately • Work effectively with equipment 	Kitchen and Restaurant Operations	SOFT SKILLS: <ul style="list-style-type: none"> • Decision Making • Attention to detail • Communication • Teamwork

ASSESSMENT				
Washing /Sanitising Hands	Measuring	Conclusion	TOTAL	
[5]	[15]	[5]	[25]	

- [illegible]

2.1 Study the recipe below and measure each ingredient accurately using the correct equipment. [5]

MEASURING INGREDIENTS

TECHNIQUE/S: Measuring of dry ingredients

Recipe:

SHERBET

3ml bicarbonate of soda

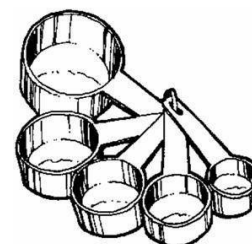
2ml citric acid

30ml icing sugar

5ml flavoured jelly crystals (optional)

Method:




1. Measure all the ingredients in a small mixing bowl.
2. Dip your finger into the mixture to taste.



INGREDIENTS	Quantity needed	MEASURING EQUIPMENT
Bicarbonate of soda	3 ml	(1)
Citric Acid	2 ml	(1)
Icing Sugar	30 ml	(1)
Flavoured jelly crystals	5 ml	(1)
Washing of hands		(1)

2.2 Study the list of ingredients below and measure the given amounts using the correct equipment. Identify and write down the equipment used to do the measurements.

20/2 (10)

INGREDIENTS	Quantity needed	MEASURING EQUIPMENT
Maize meal  <div style="border: 1px solid black; background-color: yellow; padding: 5px; display: inline-block;"> TWO METHODS TO USE </div>	½ cup	(2)
	1 cup	(2)
	3 cups	1. 2. (4)
Sugar 	⅓ cup	(2)
	¾ cup	(2)
	⅔ cup	(2)
Water 	200 ml	(2)
	375 ml	(2)
	1 L	(2)

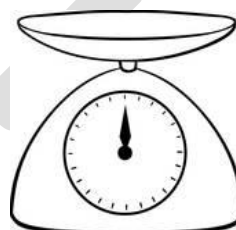
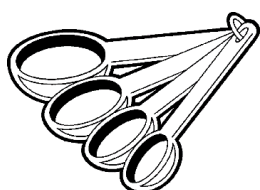
3. Based on your knowledge of Personal Hygiene and kitchen equipment, develop your own conclusion:

The learner will develop his/her own conclusion, based on his/her knowledge regarding Personal Hygiene and equipment.

- Indicate in your conclusion why it is important to wash / sanitise hands.
- Indicate in your conclusion why it is important to measure ingredients accurately.
- Indicate why correct equipment must be used to measure ingredients.

(5)

TOTAL: 25 MARKS




PRACTICAL LESSON 2: PERFORMANCE TEST - MARKING GUIDLINE

Performance test:

- Washing / sanitising of hands.
- Measuring of ingredients: flour, water, and margarine (volume and mass).

Surname, Name	Topic	Gr 8:
OBJECTIVES: Students will be able to: <ul style="list-style-type: none"> • Keep hands hygienic when handling food. • Measure accurately • Work effectively with equipment 	Kitchen and Restaurant Operations	SOFT SKILLS: <ul style="list-style-type: none"> • Decision Making • Attention to detail • Communication • Teamwork

ASSESSMENT						
Personal hygiene			Measuring	Conclusion	TOTAL	
[5]			[15]	[5]	[25]	
Hair	2					
Nails	1					
Apron	2					

1. List the steps you would follow to wash hands. Perform the washing of your hands as listed.




ACTION PERFORMED	YES	NO
1.1 Wet the hands and forearms with hot water.	✓	
1.2 Used anti-bacterial, liquid soap.	✓	
1.3 Wise use of liquid soap/sanitiser.	✓	
1.4 Lather the hands and forearms with soap	✓	
1.5 Wash the hands thoroughly for at least 10 seconds.	✓	
1.6 Brush the nails with a nail brush.	✓	
1.7 Rinse the hands under hot, running water	✓	
1.8 Dry the hands with disposable paper towel or with a hot air dryer.	✓	
1.9 Dispose paper towel in the allocated bin.	✓	
1.10 Ensuring that the cleanliness of the wash basin has been maintained.	✓	
TOTAL: 10/2 [5]		

2.1 Study the recipe below and measure each ingredient accurately using the correct equipment.

[5]

MEASURING INGREDIENTS		
<p>TECHNIQUE/S: Measuring of dry ingredients</p> <p>Recipe: SHERBET 3ml bicarbonate of soda 2ml citric acid 30ml icing sugar 5ml flavoured jelly crystals (optional)</p> <p>Method:</p> <ol style="list-style-type: none"> 1. Measure all the ingredients in a small mixing bowl. 2. Dip your finger into the mixture to taste. 		
		
INGREDIENTS	Quantity needed	MEASURING EQUIPMENT
Bicarbonate of soda	3 ml	Measured using measuring spoons ✓ (1)
Citric Acid	2 ml	Measured using measuring spoons ✓ (1)
Icing Sugar	30 ml	Measured using measuring spoons ✓ (1)
Flavoured jelly crystals	5 ml	Measured using measuring spoons ✓ (1)

2.2 Study the list of ingredients below and measure the given amounts requested with the correct equipment. Identify and write down the equipment used to do the measurements.

INGREDIENTS	Quantity needed	MEASURING EQUIPMENT
Maize meal  <div style="border: 1px solid black; background-color: yellow; padding: 5px; display: inline-block; margin-top: 10px;"> TWO METHODS TO USE </div>	$\frac{1}{2}$ cup	Measure accurately ✓ Equipment – 125 ml measuring cup ✓ (2)
	1 cup	Measure accurately ✓ Equipment – 250 ml measuring cup ✓ (2)
	3 cups	Measure accurately ✓ Equipment – 3 x 250 ml measuring cups ✓ Measure accurately ✓ Equipment – electronic scale ✓ (4)
Sugar 	$\frac{1}{3}$ cup	Measure accurately ✓ Equipment – 80 ml measuring cup ✓ (2)
	$\frac{3}{4}$ cup	Measure accurately ✓ Equipment – 125 ml + 60 ml measuring cup ✓ (2)
	$\frac{2}{3}$ cup	Measure accurately ✓ Equipment – 125 ml + 60 ml / 2 x 80 ml measuring cups ✓ (2)
Water 	200 ml	Measure accurately ✓ View the liquid at eye level to make sure it is the proper amount Equipment – measuring jug ✓ (2)
	375 ml	Measure accurately ✓ View the liquid at eye level to make sure it is the proper amount ✓ Equipment – measuring jug ✓ (2)
	1 L	Measure accurately ✓ View the liquid at eye level to make sure it is the proper amount ✓ Equipment – measuring jug ✓ (2)

(20/2) = [10]

3. Based on your knowledge of Personal Hygiene and kitchen equipment, develop your own conclusion:

The learner will develop his/her own conclusion, based on his/her knowledge regarding Personal Hygiene and equipment.

- Indicate in your conclusion why it is important to wash / sanitise hands. ✓✓
- Indicate in your conclusion why it is important to measure ingredients accurately. ✓✓
- Indicate why the correct equipment must be used to measure ingredients. ✓

[5]
TOTAL: 25 MARKS




PRACTICAL LESSON 3: PERFORMANCE TEST

Performance test:

Prepare a no-bake cookie e.g., Chocolate clusters or slices:

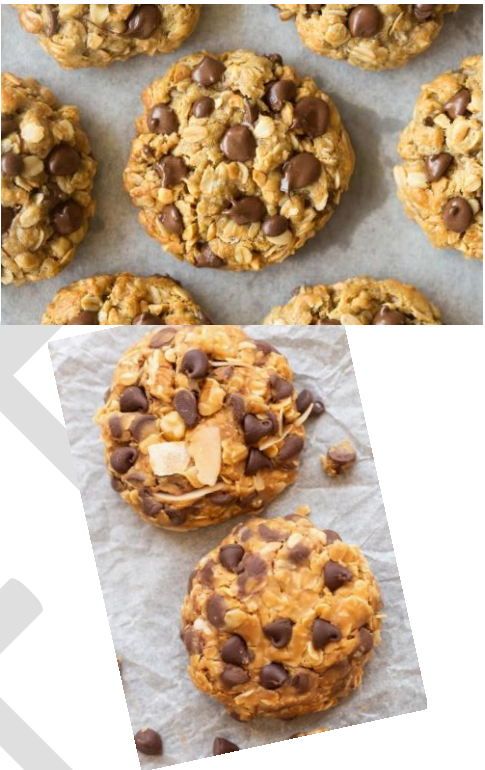
- Reading and interpreting the recipe
- Do mise-en-place for the recipe
- Measuring of ingredients

NO BAKE OATMEAL COOKIES

Surname, Name:				Gr.8:				
Food commodities: No Bake Oatmeal Cookies 			OBJECTIVES: Learners will be able to: Read and interpret a recipe to prepare Oatmeal Cookies			SOFT SKILLS to strengthen hard skills: <ul style="list-style-type: none"> • Analytical skills • Decisiveness • Critical Thinking 		
CHARACTERISTICS OF THE PRODUCT								
Appearance		Texture		Taste				
Irregular top golden brown colour		Crunchy		Sweet, nutty flavour				
ASSESSMENT								
Personal hygiene		"Clean as you go"	Prep sheet	Final product			Questions	TOTAL
[5]		[4]	[5]	[6]			[5]	25
Hair	2			Appearance	2			
Nails	1			Texture	2			
Apron	2			Taste	2			

A. INTRODUCTION (5 minutes)

B. Study the recipe carefully and complete the mise en place form provided.

NO BAKE OATMEAL COOKIES Portion/Yield = 12	
Ingredients 500ml rolled oats Can use quick oats 250ml peanut butter * See notes 80ml cup maple syrup 60ml cup chocolate chips - optional Method 1. Line a baking sheet with greaseproof paper and set aside. 2. In a large mixing bowl, add all the ingredients and mix well, until combined. 3. Fold through the chocolate chips, if using. 4. Using your hands, form into 12 small balls and place on the lined baking sheet. 5. Press each ball into a cookie shape. 6. Refrigerate for at least 20 minutes 7. Decorate and present.	

C. Mise en place

NAME OF RECIPE: NO BAKE OATMEAL COOKIES		
Ingredients	Recipe Amount	Mise en place of ingredients [1]
Mise en place-apparatus [3]		Mise en place of additional equipment not found at your workstation [1]

		Number of portions: [1]
Technique Applied:		[1]
Description of dish:		[1]
Oven/temperature control on stove / Refrigeration:		[1]
Cooking Method:		[1]
TOTAL = 10/2=5		

ANSWER THE FOLLOWING QUESTIONS:

1. Identify any TWO small kitchen apparatus you used to prepare the cookies. [2]
2. Recommend THREE variations that can be used for the oatmeal cookies. [3]

TOTAL: 25 MARKS



PRACTICAL LESSON 3: PERFORMANCE TEST - MARKING GUIELINE

Performance test:

Prepare a no-bake cookie e.g., Chocolate clusters or slices:

- Reading and interpreting the recipe
- Do mise-en-place for the recipe
- Measuring of ingredients

C. Mise en place

NAME OF RECIPE: NO BAKE OATMEAL COOKIES		
Ingredients	Recipe Amount	Mise en place of ingredients [1]
<i>Rolled oats</i>	<i>500ml</i>	<i>Measuring ingredients✓</i>
<i>Peanut butter</i>	<i>250ml</i>	
<i>Maple syrup</i>	<i>80ml</i>	
<i>Chocolate chips</i>	<i>60ml</i>	
Mise en place-apparatus [3]		Mise en place of additional equipment not found at your workstation [1]
<i>Wash and dry all equipment✓</i>		<i>Collect serving tray✓</i>
<i>Rinse measuring spoon in hot water / lightly grease - ✓</i>		
<i>Line the baking sheet✓</i>		
		Number of portions: 12 ✓ [1]
Technique Applied: <i>Mix✓</i>		[1]
Description of dish: Sweet and crunchy cookie		[1]
Oven/temperature control on stove/Refrigerate: <i>Refrigerate for 20 mins✓</i>		[1]
Cooking Method: <i>Uncooked product</i>		[1]
TOTAL = 10/2=5		

Questions

1. Identify any TWO small kitchen apparatus you used to prepare the cookies.

- Mixing bowl ✓
- Measuring cups ✓
- Measuring spoons ✓
- Wooden spoon ✓

(Any 2) (2)

2 Recommend THREE variations that can be used for the oatmeal cookies.

- Adding dried fruit e.g. raisins, dried cranberries ✓
- Adding nuts e.g. peanuts, macadamia ✓
- Adding seeds e.g. sunflower seeds ✓

(3)

TOTAL:25 MARKS




SKILLS TEST 1:

Preparation of a no-bake product e.g., no bake drop cookies or slices:


- Assessment of: Recipe interpretation,
- Mise-en-place
- measuring

NO BAKE LEMON AND COCONUT SLICES

Surname, Name:		Gr. 8:	
Food commodities: No Bake Oatmeal Cookies 		OBJECTIVES: Learners will be able to: Read and interpret a recipe to prepare Oatmeal Cookies	SOFT SKILLS to strengthen hard skills: <ul style="list-style-type: none">• Analytical skills• Decisiveness• Critical Thinking
CHARACTERISTICS OF THE PRODUCT			
Appearance	Texture	Taste	
Irregular top golden brown colour	Crunchy	Sweet, nutty flavour	

ASSESSMENT									
Personal hygiene [5]			“Clean as you go” [4]	Prep sheet [5]	Final product [6]			Questions [5]	TOTAL
									25
Hair	2				Appearance	2			
Nails	1				Texture	2			
Apron	2				Taste	2			

B. Study the recipe carefully and complete the mise en place form provided.

NO BAKE LEMON AND COCONUT SLICES Portion/Yield = 6	Prep Time: 15 minutes Chilling time: 4 hours Total Time: 4 hours 15 minutes Servings: 6 serves
Equipment <ul style="list-style-type: none">• Food processor, rolling pin or Thermomix Ingredients Lemon Slice Base <ul style="list-style-type: none">• 24 g butter• 75 g (3/4 cup) sweetened condensed milk• 75 g plain sweet biscuits (like Arnotts Marie biscuits)• 27 g (1 cup) desiccated coconut• lemon juice and zest from 1 lemon Lemon Frosting <ul style="list-style-type: none">• 108 g (3 cups) pure icing sugar• 27 g butter softened to room temperature• 22.5 ml (5 tbs) extra lemon juice• 6 g (3 tbs) desiccated coconut	
Instructions Conventional Method <ol style="list-style-type: none">1. Grease and line a 18cm x 28cm rectangular slice tin with baking paper.2. Crush biscuits and place crumbs into a bowl.3. Add desiccated coconut and grated lemon rind. Mix to combine.4. Add melted butter, condensed milk and the juice from 1 lemon to the biscuit mixture. Mix thoroughly until well combined.5. Press into the prepared tin and place into the fridge.6. In a bowl, whisk the icing sugar, room temperature butter and extra lemon juice in a bowl until creamy and 'frosting-like' - if the frosting is too thick to spread, add a little more lemon juice.	

7. Spread the frosting over the slice, sprinkle with the extra coconut and place back into the fridge to firm completely.	
8. Cut into pieces once slice has firmed.	
9. Store in an airtight container in the fridge for up to 1 week.	

C. Mise en place

NAME OF RECIPE: NO BAKE OATMEAL COOKIES		
Ingredients	Recipe Amount	Mise en place of ingredients [1]
Mise en place-apparatus [3]		Mise en place of additional equipment not found at your workstation [1]
		Number of portions [1]
Technique Applied:		[1]
Description of dish:		[1]
Oven/temperature control on stove / Refrigeration:		[1]
Cooking Method:		[1]
TOTAL = 10/2=5		

ANSWER THE FOLLOWING QUESTIONS:

1. Identify any TWO small kitchen apparatus you used to prepare the cookies. [2]
2. Recommend THREE variations that can be used for the oatmeal cookies. [3]

TOTAL: 25 MARKS



SKILLS TEST 1: MARKING GUIDLINE

Preparation of a no-bake product e.g., no bake drop cookies or slices:

- Assessment of: Recipe interpretation,
- Mise-en-place
- measuring

C. Mise en place

NAME OF RECIPE: NO BAKE OATMEAL COOKIES		
Ingredients	Recipe Amount	Mise en place of ingredients [1]
butter	24 g	
sweetened condensed milk	75 g (3/4 cup)	
plain sweet biscuits (marie biscuits)	75 g	crushed ✓
desiccated coconut	27 g (1 cup)	
lemon juice and zest from	1 lemon	zest ✓
pure icing sugar	108 g (3 cups)	
butter	27 g	softened to room temperature ✓
extra lemon juice	22.5 ml (5 tbsp)	
desiccated coconut	6 g (3 tbsp)	
Mise en place-apparatus [3]		Mise en place of additional equipment not found at your workstation [1]
<i>Wash and dry all equipment</i> ✓		<i>Collect serving tray</i> ✓
<i>Line the baking sheet</i> ✓		
		Number of portions: 6 ✓ [1]
Technique Applied: Mix ✓		[1]
Description of dish: Sweet and sour slices ✓		[1]
Oven/temperature control on stove/Refrigerate: Refrigerate for 4 hours✓		[1]
Cooking Method: Uncooked product ✓		[1]
TOTAL = 10/2=5		

Questions

1. Identify any TWO small kitchen apparatus you used to prepare the slices.

- Mixing bowl ✓
- Measuring cups✓
- Measuring spoons✓
- Wooden spoon✓

(Any 2) (2)

2 Recommend THREE variations that can be used for the slices.

- Instead of lemon, lime can be used ✓
- **Chocolate** ✓
- **Strawberry** ✓

(3)

TOTAL:25 MARKS



RESOURCES

VIDEOS:

<https://www.youtube.com/watch?v=62MOCMyPce0>

MISE EN PLACE-Preparing yourself for successful baking

1. [www.youtube.com](https://www.youtube.com/watch?v=62MOCMyPce0) - How to Mise en Place | Cooking Light - YouTube
2. How to write a standardised recipe - [www.youtube.com](https://www.youtube.com/watch?v=62MOCMyPce0)
3. How To Measure Wet and Dry Ingredients - [www.youtube.com](https://www.youtube.com/watch?v=62MOCMyPce0)

LESSON PLAN – HOSPITALITY STUDIES					
GRADE	8	Planned date		Date completed	
TOPIC Sub-topic(s)	KITCHEN APPARATUS AND EQUIPMENT Unit 3.5: Energy used for cooking purposes Elements of heat or energy used for cooking purposes				
CAPS REFERENCE	Term 2 Week 3				
DURATION	60 minutes				
LESSON RESOURCES	Videos Extra notes for teacher Pictures – alternative methods using charcoal/wood/gas/paraffin, flammable gel; safety precautions Real examples – electric frying pan, slow cooker & pressure cooker Activities and demonstrations Extra notes https://www.goodhousekeeping.co.za/braai-safety/ https://www.wikihow.com/Use-a-Slow-Cooker https://www.wikihow.life/Use-a-Pressure-Cooker				
PREAMBLE	Introduction to elements of heating or energy used for cooking purposes <ul style="list-style-type: none"> • Different sources of heating • Basic operation of electrical or gas stoves, microwave ovens e.g. electrical frying pans, slow cookers and pressure cookers. Safety precautions and the sustainable use of electricity.				
EXPECTED OUTCOMES	The ability to apply basic skills to: Operate different sources creating heat for cooking food safely & to identify the different kitchen equipment for cooking food. To use energy in a safe and sustainable manner.				
DETERMINE PRIOR KNOWLEDGE	What heating sources do your family utilise in the home? Which electrical equipment do you have in your home that is used in food preparation? What safety precautions do you take when cooking? Do you try to save energy when cooking?				
INTRODUCTION TO THE TOPIC	Video – different sources of heat and basic operation of equipment/how does a microwave operate/ electric frying pan/ pressure cooker/ slow cooker/ portable gas stove/ how to light a gas stove Pictures of cooking equipment. Real equipment – electrical frying pan, slow cooker – traditional heat box, pressure cooker.				
PRACTICAL WORK					

CONCEPTS AND TERMINOLOGY	
Conduction	Process of heat being transferred between objects through direct contact and is the most common types of heat transfer.
Convection	Combines conduction heat transfer and circulation to move air from warmer areas to cooler ones.
Radiation	Process where heat and light waves strike and penetrate your food.
Heat transferral	In cooking, heat transfer refers to heating your food items through a cooking appliance, such as a stove, fryer, microwave, or oven.
LESSON PRESENTATION and	Lesson Content: <ol style="list-style-type: none"> 1. Explain the main topic and sub topics and present pictures when discussing the sub topics. 2. Present video related to each sub topic and for explaining the operations of equipment. 3. Terminology – sources of heat and cooking utensils 4. Discussion on sources, examples and safety precautions 5. Distribute Activity and guide learners to complete. Activity – Matching worksheet on Identification of different heat sources and suitable equipment to cook food.
INFORMAL ASSESSMENT	
EAC INTEGRATION	Activity: Pairing off items by applying reasoning and problem-solving skills.
EXTENDED OPPORTUNITIES	Entrepreneurship – braai stands selling braaied corn on the cob/cooked in the skin/fried mealies on flea markets. Making a recycled burner from a coca cola tin.
SELF-REFLECTION	



Unit 3.3: ELEMENTS OF HEATING / ENERGY

- Elements of heat or energy used for cooking purposes

Electricity was introduced in the country early in the twentieth century but was mainly allocated to cities and industrial areas. As the century progressed, electricity reached more populated areas, but rural and informal settlements were still mostly not connected.

Heating

Coal and **charcoal** were the fuels mainly used for heating in the absence of firewood. Wood was cheaper than coal, but it was harder to obtain.

Another source of energy was **gas**, but this was also expensive, and needed special equipment such as gas bottles and factory-made elements to heat the houses and shacks.

Paraffin was another popular source of energy because it was easy to obtain and the heaters that burnt paraffin could be bought quite cheaply. But paraffin has safety concerns.

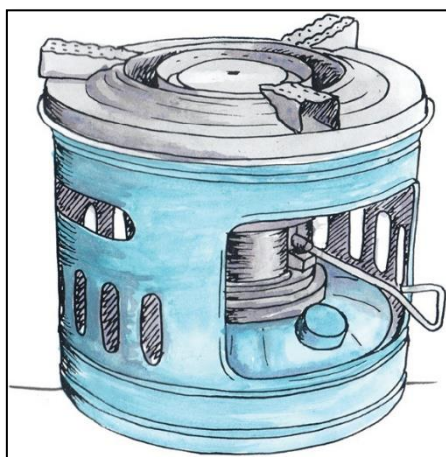


A heating **element** converts electricity to heat through resistance encountered in the material the element is made of. When gas is used, the burning gas heats the element, which retains and radiates heat.

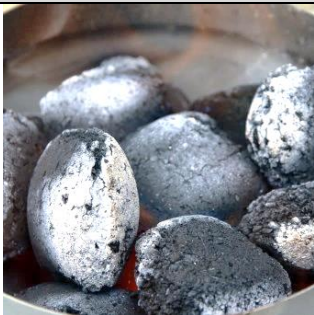


[Source: www.freshoffthegrid.com]



Paraffin was the fuel mostly used for cooking in informal settlements: over 90% of the people used paraffin cookers. Wood-burning and coal-burning stoves were used by almost all of the other households, with gas only occasionally being used for cooking.

Even though some areas were supplied with electricity, less than half of these people used it to cook. Stoves and electrical appliances were too expensive for most people living in informal settlements.





A paraffin stove

ELEMENT	EXAMPLE	USE	SAFETY PRECAUTIONS AND SUSTAINABILITY
Charcoal	 	<p>Coal is an affordable fuel source and provides a dual utility – it warms the house and allows cooking to take place in the same appliance utilising only one fuel.</p>	<p>SAFETY FIRST</p> <ol style="list-style-type: none"> 1. Make sure your braai is at least 3m from your house (even further if you can, especially if you have a thatched roof). 2. Grease build-up on grids is a common cause of flare-ups – clean yours regularly. 3. Keep a spray bottle of water close to hand for minor flare-ups and make sure you have a fire extinguisher that's in good working condition. 4. Make sure your first-aid kit has Burn shield or a similar topical burn-relief treatment. 5. Benzine and paraffin are dangerous – use them
Wood			

			sparingly to help cold coals burn, but never use them on an open flame. Rather use suitable firelighters.
Gas	 	<p>The term “LPG” is Liquefied petroleum gas or liquid petroleum gas (LPG or LP gas), also referred to as simply propane or butane, is flammable mixtures of hydrocarbon gases.</p>	<p>Tips on cooking (with Gas) safely:</p> <ul style="list-style-type: none"> • Never leave cooking unattended • Never get distracted. If you are called away, turn off the gas • Never allow a child to cook without adult supervision • Keep the flame from extending past the pot sides • Turn pot handles away from the stove edge • Keep stoves and cook tops free of grease and fat build-up • Hang tea-towels and oven mitts away from the stove • Wear tight-fitting sleeves when cooking • Ensure the exhaust fan above the stove is clean and free of grease and fat build-up

			<ul style="list-style-type: none"> • Have a fire blanket and extinguisher easily accessible in the kitchen • Ensure smoke alarms are working (if installed in house) • Have a tested/ practical fire escape plan • Never use cooking appliances as heaters • When cooking with gas, make sure the flame does not go out – gas can escape silently and invisibly. <p>Gas leaks could lead to:</p> <ul style="list-style-type: none"> • In extreme cases, death [Carbon monoxide poisoning can kill within a matter of hours.] • Tiredness/ Drowsiness • Breathlessness • Headaches • Nausea and chest and stomach pains. • Dizziness • Collapsing and loss of consciousness
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<p>Paraffin</p>		<p>Paraffin can be used as a source of energy in your home during cold winter months and during load shedding</p>	<ul style="list-style-type: none"> • The product should be handled with extreme care as it is flammable. Paraffin, if swallowed, is poisonous and can be fatal. • Residents should be careful when using paraffin appliances, as the incorrect use can result in damage to property or even the loss of life. • This can be dangerous when the new container was used for another chemical – which can then create a dangerous reaction. • Residents should be careful when using paraffin appliances, as the incorrect use can result in damage to property or even the loss of life.
<p>Flammable gel</p>		<p>Gel fuel is a highly flammable liquid that is usually alcohol or ethanol based. The gel is often used for keeping dishes hot at buffet tables. The fuel</p>	<p>Gel fuel presents a serious burn danger if burning fuel comes in contact with skin, clothing, or other items.</p> <p>Gel Fuel Safety Tips</p> <ul style="list-style-type: none"> • Do not use pourable gel fuel • Opt for single-use containers

		<p>can stay lit for longer than many other fuel sources and does not put off an odour</p>	<ul style="list-style-type: none"> • Only use containers that are designated for gel fuel use • Extinguish flames by placing a lid or other non-flammable cover over container • Keep a wide area surrounding the gel fuel free of combustible materials • Keep gel fuel away from children and pets, especially while burning • Always store gel fuel in a cool area • Do not smoke near gel fuel
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SUSTAINABLE USE OF ENERGY

1. Switch of all heat sources immediately after use.
2. Electric stove or gas stove – when using a small cooking utensil – use the small stove plate
3. Open the refrigerator or oven door only when necessary. Opening the refrigerator door lets the cold air out, forcing the refrigerator's motor to work harder and use more energy.
4. Switch off ovens and stove plates a few minutes before food is fully cooked. Food will continue cooking in the heat that remains.
5. Keep anything that can catch on fire – oven mitts, wooden utensils, towels, away from the stove top or direct flames.





INFORMAL ACTIVITY

Identification of different heat sources and suitable equipment to cook food.

Identification of different heat resources and suitable equipment to cook food.

- Study the pictures of the heat resources in Column A (1-5) and pair them with suitable equipment to cook food within Column B (A-E). Write the name of the heat resource in Column A and **correct** equipment to cook with in Column B, then the name of the equipment.

COLUMN A HEAT RESOURCES		COLUMN B SUITABLE EQUIPMENT TO COOK FOOD	
1.		A.	
2.		B.	
3.		C.	

4.		D.	
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INFORMAL ACTIVITY

Identification of different heat sources and suitable equipment to cook food.

Identification of different heat resources and suitable equipment to cook food.

- Study the pictures of the heat resources in Column A (1-5) and pair them with suitable equipment to cook food within Column B (A-E). Write the name of the heat resource in Column A and **correct** equipment to cook with in Column B, then the name of the equipment.

COLUMN A HEAT RESOURCES		COLUMN B SUITABLE EQUIPMENT TO COOK FOOD	
1.	Wood fire / charcoal ✓	A.	Potjie pot ✓
2.	Paraffin ✓	B.	pot ✓
3.	Gas ✓	C.	Frying pan/ saucepan ✓
4.	Flammable gel ✓	D.	Chafing dish ✓

TOTAL: 8 MARKS



PRACTICAL DEMONSTRATION

Demonstration:

Show the learners different sources of energy and the safe use there of: gas stoves flammable gel, etc.





RESOURCES

VIDEOS:

How does a microwave oven work.



An easy to understand explanation

Electric frying pan:



Electric Frying Pan.mp4

Pressure cooker:



Russell Hobbs 6L Electric Pressure Cooker

Slow cooker:



How to Make Beef Stew in a Slow Cooker

Portable gas stove:



PORTABLE BUTANE GAS STOVE, GASON

How to light a gas stove:



Home Appliances - How to Light Your Gas Stove

EXTRA NOTES FOR TEACHER:

1. <https://www.goodhousekeeping.co.za/braai-safety/>
2. <https://www.wikihow.com/Use-a-Slow-Cooker>
3. <https://www.wikihow.life/Use-a-Pressure-Cooker>

LESSON PLAN – HOSPITALITY STUDIES					
GRADE	8	Planned date		Date completed	
MODULE 3 – UNIT 3.6					
TOPIC Sub-topic(s)	KITCHEN AND RESTAURANT OPERATIONS Unit 3.6: Moist heat cooking methods: Boiling <ul style="list-style-type: none"> - General Rules - Advantages and Disadvantages - Examples of food 				
CAPS REFERENCE	Term 2 Week 4				
DURATION	60 minutes				
LESSON RESOURCES	Videos Activities and demonstrations https://www.youtube.com/watch?v=7IrmEB8gRZA https://www.youtube.com/watch?v=svHjQwJcJaE Water Boiling In A Pot www.youtube.com				
PREAMBLE	Identify and name moist heat cooking methods <ul style="list-style-type: none"> • Boiling General rules				
EXPECTED OUTCOMES	The ability to apply basic skills to: <ul style="list-style-type: none"> • Classify cooking method and understand techniques related to boiling • Understand the rules for boiling • Understand the two methods of boiling Safety in the kitchen when boiling and using equipment				
DETERMINE PRIOR KNOWLEDGE	What is boiling? Features to identify if water is boiling Safety in the kitchen when boiling				
INTRODUCTION TO THE TOPIC	1. Video- Water boiling in a pot 2. Pictures 3. Equipment				

PRACTICAL WORK	Practical Lesson 2: Performance Test To Apply the rules for Boiling to cook a filled vegetable dish
CONCEPTS AND TERMINOLOGY	
Concept / Term	Meaning in Hospitality studies context
Boiling	The change from the liquid state to the gas state, usually occurring when a liquid is heated to its boiling point of 100°C.
Moist heat cooking methods	They use water, liquid or steam to transfer heat to food.
LESSON PRESENTATION and INFORMAL ASSESSMENT	<ul style="list-style-type: none"> - Identify and name different types of moist heat cooking methods - Moist heat Classification - Boiling - Definition of boiling - Rules for boiling - Safety Rules <p>Activity 1: Answer the following questions based on moist heat cooking.</p> <ul style="list-style-type: none"> -Listen to sound clip and identify. -Study infographic and discuss step by step
EAC INTEGRATION	Practical lesson: Stuffed Baby Marrows - to train learners on the correct method of boiling vegetable
EXTENDED OPPORTUNITIES	Assisting the cooks in the school feeding scheme to boil the legumes and beans as stipulated in the schools menu
SELF-REFLECTION	



Unit 3.6: COOKING METHODS- MOIST HEAT METHODS

Moist heat cooking methods:

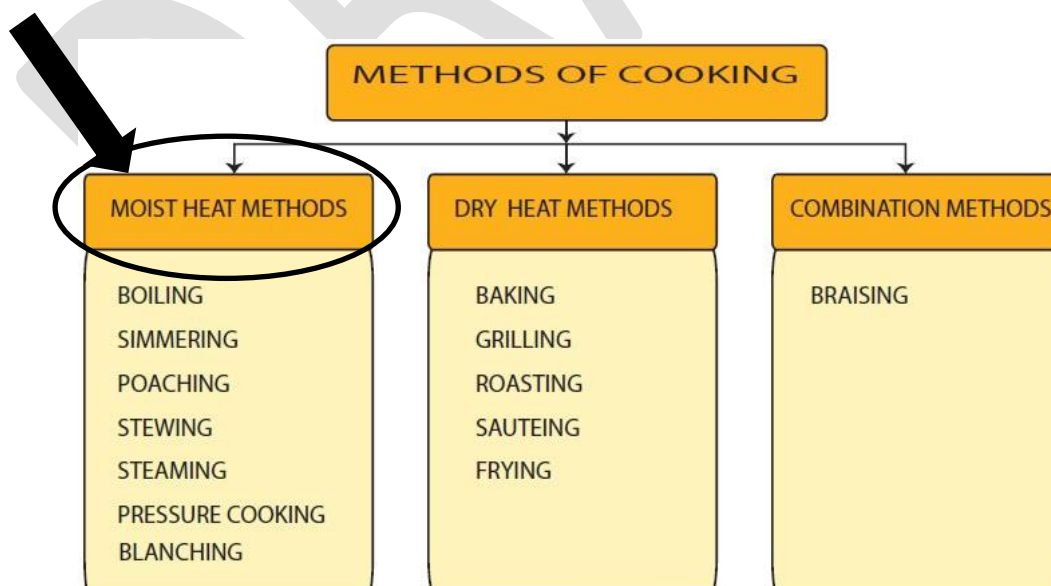
- **Boiling** General Rules
- Advantages and Disadvantages
- Examples of food

3.6.1 BOILING



[Source: www.vecteezy.com]

Liquid, such as water / milk / stock or wine, is added to the food prior to heating and then brought to boiling point (100°C) and maintained at that point. Oil is never used in boiling. This technique is often used for less tender cuts of meat and usually the food is cooked for longer periods of time, at lower temperatures.



Boiling is the umbrella term for cooking food, just covered in liquid by one of two techniques:

- From a fast, agitated bubbling – a rolling or rapid boil.
- To a gentle simmer – slow boil, where only a few bubbles appear on the surface of the liquid in the saucepan.

Rules for boiling:

1. Food should be just covered with liquid.
2. When a lid is used, the lid should be tight fitting to keep the heat inside.
3. Choose the correct size saucepan to save electricity.
4. Water should be kept at boiling point.
 - a. A rapid boil for pasta
 - b. A slow boil (simmer) for foods that may break up easily (potatoes)
5. Top up with boiling water if necessary.



[Source: gettyimages]

Reasons for cooking food

- To make it easier to eat (texture softens).
- To make it more appetizing (more colour and flavour).
- To make it easier to digest.
- To destroy harmful bacteria and make the food safe to eat.

Advantages:

1. An easy cooking method.
2. Needs little attention while cooking.
3. Food is tender and digestible.
4. A quick moist heat method.
5. Liquids may be used for soups and sauces.



[Source: gettyimages]

Disadvantages:

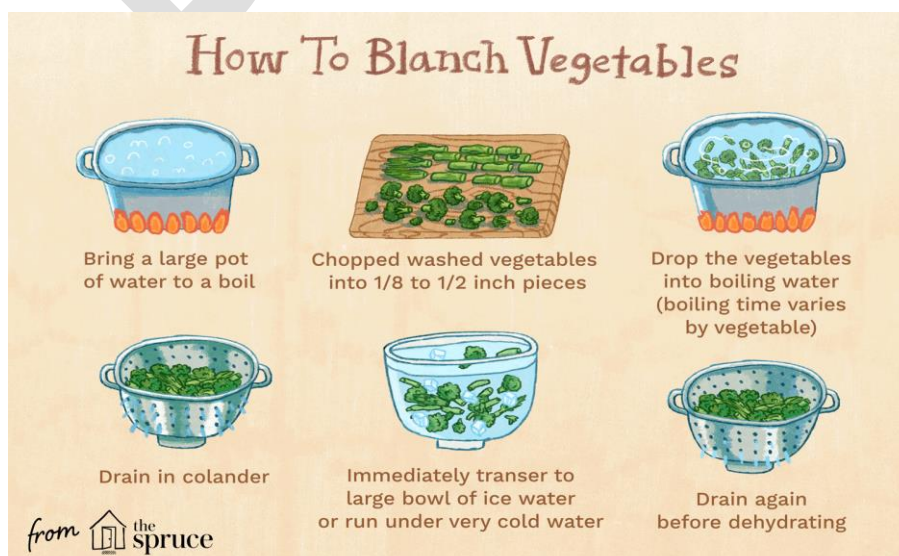
1. Food can break up while boiling rapidly.
2. Vitamins and minerals dissolve in the water and can be lost.
3. The colour and flavour may be spoiled by over boiling.

Techniques associated with boiling:


Al dente: https://www.youtube.com/watch?v=7lrmEB8gRZA	An Italian word to describe when pasta and vegetables are cooked: tender but firm to the bite or touch.
Blanching https://www.youtube.com/watch?v=svHjQwJcJaE	Is when some foods, especially vegetables and fruit, are immersed in boiling water without being fully cooked, and then immediately “refreshed”.
Refreshing (See above video)	Blanched vegetables are refreshed by rinsing them briefly under cold water. Refreshing prevents any further cooking by the heat retained in the vegetables, and thus sets the bright colours.

Blanching has various uses:

1. To remove strong flavours, e.g., from liver or kidneys before frying.
2. To facilitate the removal of skin, e.g., from tomatoes or peaches.
3. To destroy enzymes in vegetables destined for the freezer.
4. To prevent discolouration of vegetables.
5. Simply to semi-cook or tenderize food.



Examples of food cooked by boiling:

<p>Vegetables</p> 	<p>All vegetables. It is fashionable at present to cook vegetables “al dente” and not until mushy.</p> <p>[Source: istockphoto.com]</p>
<p>Meat</p> 	<p>Tougher cuts of meat such as boiled silverside and tongue.</p> <p>[Source: cdkitchen.com]</p>
<p>Poultry</p> 	<p>Occasionally whole, deboned, stuffed chickens are simmered in recipes such as chicken galantine.</p> <p>[Source: wikiHow.com]</p>
<p>Eggs</p> 	<p>Eggs may be soft-boiled or hard-boiled.</p> <p>[Source: altonbrown.com]</p>

Starches



Rice is simmered gently. Pasta is boiled in rapid boiling water to which a small amount of oil has been added.

[Source: ruchiskitchen.com]

Stocks and soups



Are made by simmering meat bones and vegetables.

[Source: veggiedesserts.com & bhg.com]



INFORMAL ACTIVITY

1. Answer the following questions based on moist heat cooking.
 - a. Listen to sound clip and identify.
 - b. Study infographic and discuss step by step.
 - c. Demonstrating the technique of boiling.

Cooking Method – Boiling

Answer the following questions based on Moist Heat cooking.

1.1 Explain the method of moist heat cooking. (2)

1.2 List THREE types of moist heat cooking methods. (3)

1.3

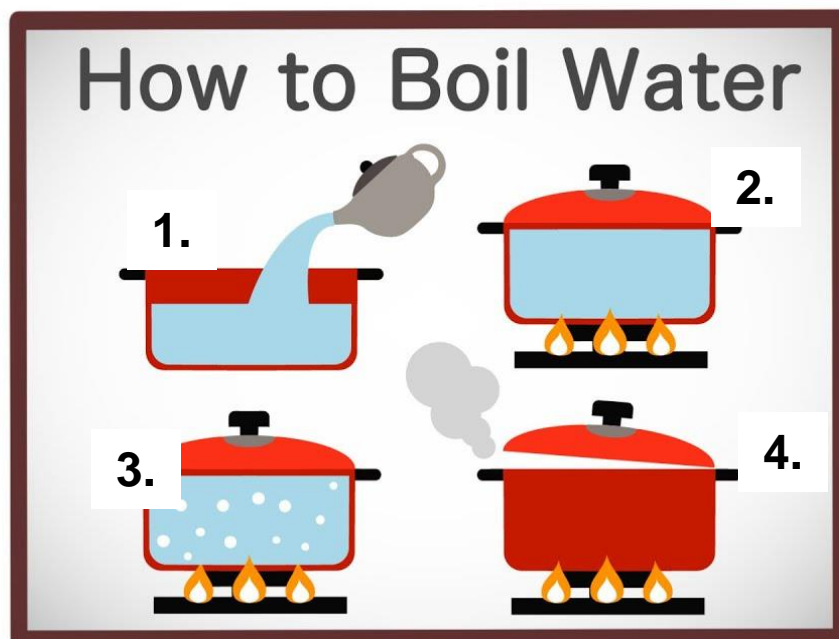


Listen to the following sound and identify the cooking method. (1)

[Water Boiling Sound Effect - YouTube](#)

Study the following Infographic

1.4 Discuss step by step how to boil water.



(4)

COOKING METHOD - BOILING

Answer the following questions based on Moist Heat cooking.

2.1 Explain the method of moist heat cooking.

(2)

2.2 List THREE types of moist heat cooking methods.

(3)

TOTAL: 15 MARKS



INFORMAL ACTIVITY – MARKING GUIDELINE

2. Answer the following questions based on moist heat cooking.

- d. Listen to sound clip and identify.
- e. Study infographic and discuss step by step.
- f. Demonstrating the technique of boiling.

1.1 Liquid, such as water / milk / stock or wine, ✓ is added to the food prior to heating and then brought to boiling point (100°C) ✓ and maintained at that point. Oil is never used in boiling. ✓ This technique is often used for less tender cuts of meat ✓ and usually the food is cooked for longer periods of time, ✓ at lower temperatures. ✓ (2)

1.2

- Boiling ✓
- Simmering ✓
- Poaching ✓
- Stewing ✓
- Steaming ✓
- Pressure cooking ✓
- Blanching ✓

(3)

1.3



Listen to the following sound and identify the cooking method.

(1)

[\(341\) Water Boiling Sound Effect - YouTube](#)

Infographic

1.4 Discuss step by step how to boil water.

1. Food should be just covered with liquid. ✓
2. When a lid is used, the lid should be tight fitting to keep the heat inside. ✓
3. Choose the correct size saucepan to save electricity. ✓
4. Water should be kept at boiling point. ✓
 - a. A rapid boil for pasta ✓
 - b. A slow boil (simmer) for foods that may break up easily (potatoes) ✓
5. Top up with boiling water if necessary ✓

(4)

COOKING METHOD - BOILING

- 2.1 A method of cooking that entails heat being conducted ✓ to the food product by water or water-based liquids such as stock, sauces or by steam. ✓ (2)
- 2.2 Boiling/ blanching ✓/ Simmering ✓/ Poaching ✓/ Steaming/Boiling ✓ (Any 3) (3)

TOTAL: 15 MARKS



RESOURCES

VIDEOS

1. Water Boiling In A Pot
www.youtube.com





PRACTICAL LESSON 3: PERFORMANCE TEST

Performance test:

Prepare a filled vegetable dish e.g., boiled potatoes or baby-marrows filled with cream cheese and ham:

Apply the rules for boiling to cook vegetables.

STUFFED POTATO

Surname, Name:		Gr.8:	
Food commodities: VEGETABLES 	OBJECTIVES: Learners will be able to: <ul style="list-style-type: none"> Analyse the given recipe Complete the mise en place form 	SOFT SKILLS to strengthen hard skills: <ul style="list-style-type: none"> Analytical skills Decisiveness Critical Thinking 	
CHARACTERISTICS OF THE PRODUCT			
Appearance	Texture	Taste	
Light golden brown	Soft and cake like texture	Sweet , banana taste	

ASSESSMENT

Personal hygiene		"Clean as you go"	Prep sheet	Final product			Questions	TOTAL
								25
[5]		[4]	[5]	[6]			[5]	
Hair	2			Appearance	2			
Nails	1			Texture	2			
Apron	2			Taste	2			

A. INTRODUCTION (5 minutes)

B. Study the recipe carefully and complete the mise en place form provided.

STUFFED POTATO

2 PORTIONS

INGREDIENTS

2 potatoes (large)
75ml unsalted butter (divided)
45ml whipping cream
148g Cheese
5ml salt
freshly ground black pepper
198g baby spinach leaves wilted
30ml walnut halves (lightly toasted)

METHOD

1. Boil potatoes
2. Scoop the flesh out into a medium bowl, setting the skins aside on the sheet for later.
3. Roughly mash the flesh with 15ml of the butter, the cream, cheese, spinach and 5ml salt and a generous grind of pepper; set aside this filling.
4. Divide the remaining 15ml butter among the potato skin cavities.
5. Sprinkle with a generous pinch of salt and bake for 8 minutes, until the skin begins to crisp up. Remove from the oven and set aside.
6. Fill the potato skin cavity with filling.
7. Bake until the top of the mash is crisp and browned, about 15 minutes. Remove from the oven, sprinkle with the walnuts and serve.



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C. Mise en place

NAME OF RECIPE: STUFFED POTATO		
Ingredients	Recipe Amount	Mise en place of ingredients [2]
Mise en place-apparatus [2]		Mise en place of additional equipment not found at your workstation [1]
		Number of portions: [1]
Technique Applied: boiling/deep frying /crumbing		[1]
Description of dish:		[1]
Oven/temperature control on stove:		[1]
Cooking Method:		[1]
		TOTAL = 10/2=5

C. ANSWER THE FOLLOWING QUESTIONS

1. List FIVE rules that must be followed when boiling.

[5]

TOTAL: 25 MARKS



PRACTICAL LESSON 2: PERFORMANCE TEST - MARKING GUIDLIENE

Performance test:

Prepare a filled vegetable dish e.g., boiled potatoes or baby-marrows filled with cream cheese and ham:
Apply the rules for boiling to cook vegetables.

C. Mise en place

NAME OF RECIPE: STUFFED POTATO		
Ingredients	Recipe Amount	Mise en place of ingredients [2]
potatoes (large)	2	<i>Collecting all ingredients✓</i>
unsalted butter (divided)	75ml	<i>Measuring the required amounts✓</i>
whipping cream	45ml	<i>Boil potato✓</i>
Cheese	148g	
salt	5ml	
freshly ground black pepper		
baby spinach leaves wilted	198g	
walnut halves (lightly toasted)	30ml	
Mise en place-apparatus [2]		Mise en place of additional equipment not found at your workstation [1]
<i>Prepare tray for baking✓</i>		<i>Collect large mixing bowls and spatulas✓</i>
<i>Preheat oven</i>		<i>Collect Serving platters ✓</i>
		Number of portions: 20 ✓ [1]
Technique Applied: / mash potato/ scoop potato ✓		[1]
Description of dish: golden brown, cheesy / soft texture ✓		[1]
Stove/ Fryer/Oven temperature: medium heat ✓		[1]
Cooking Method: boiling / baking ✓		[1]
TOTAL = 10/2=5		

C. ANSWER THE FOLLOWING QUESTIONS

1. List FIVE rules that must be followed when boiling ingredients. [5]

- Use a tight-fitting lid to prevent steam escaping✓
- Boil starch products with lid off e.g., pasta✓
- Start cooking in boiling water✓
- Top up with boiling water✓

- Keep water boiling and top with boiling water✓

TOTAL: 25 CONVERTED TO 15

LESSON PLAN – HOSPITALITY STUDIES					
GRADE	8	Planned date		Date completed	
MODULE 3 – UNIT 3.6					
TOPIC Sub-topic(s)	KITCHEN APPARATUS AND EQUIPMENT Unit 3.6: Dry heat cooking methods –Frying and grilling <ul style="list-style-type: none"> - General Rules - Advantages and Disadvantages - Examples of food - Types of Frying- Dry / Shallow / Deep 				
CAPS REFERENCE	Term 3 Week 1-2				
DURATION	60 minutes				
LESSON RESOURCES	VIDEOS: Practical lesson 1 – Performance Test – Banana Fritters				
PREAMBLE	Identification of understanding of frying. Discussion on famous commercially fried food that we enjoy e.g. KFC				
EXPECTED OUTCOMES	The ability to apply basic skills to: <ul style="list-style-type: none"> • Defining the concept of frying • Understanding the rules for frying • Differentiating between the three types of frying • Observing safety precautions aligned to rules for frying in the kitchen Prepare and present fruit fritters.				
DETERMINE PRIOR KNOWLEDGE	What is frying? What is your favourite fried meal? Have you attempted frying a commodity at home? If so what precautions do you observe to be safe?				
INTRODUCTION TO THE TOPIC	1. Videos – How to fry food perfectly/ How to shallow fry and deep fry/Kitchen Tools for Frying 2. Pictures of frying techniques 3. Equipment associated with frying				
PRACTICAL WORK	Practical Lesson 1: Performance test Prepare and present Banana fritters				

CONCEPTS AND TERMINOLOGY	
Concept / Term	Meaning in Hospitality studies context
Frying	The cooking of foods in hot fat or oil.
Dry Frying	Food fried without fat or oil but cooked in its own fat.
Shallow Frying	Also known as pan frying-a small amount of oil is put into a saucepan, the oil is heated, and then the food is added and cooked.
Deep frying	Food submerged in deep hot fat in a deep pan or pot.
LESSON PRESENTATION and INFORMAL ASSESSMENT	<ol style="list-style-type: none"> 1. Identify and name dry heat cooking methods 2. Reasons for cooking food 3. Moist heat Classification - Frying 4. Definition of frying 5. Rules for frying 6. Three types of frying 7. Safety Rules 8. Equipment for frying <p>Activity 1: Attempting the worksheet on types of frying applied to different pictures and identification of frying equipment</p>
EAC INTEGRATION	<p>Practical lesson:</p> <ul style="list-style-type: none"> - to engage learners on the preparation and presentation of fruit fritters - to instruct learners on the correct method of measuring ingredients - to train learners on how to read and interpret recipes and do the related mise en place - To apply the correct preparation procedures for fruit – washing, peeling <p>Group discussions on frying as a method of cooking. Learners engaging with one another during practical sessions that incorporate the frying of products.</p>
EXTENDED OPPORTUNITIES	<p>Entrepreneurship</p> <p>Learners making and frying vetkoeks to sell during break-times at their respective schools</p>
SELF-REFLECTION	

Unit 3.6: COOKING METHODS- DRY HEAT METHODS

GRILLING:

Grilling is a form of cooking that involves dry heat applied to the surface of food, commonly from above, below or from the side. Grilling usually involves a significant amount of direct, radiant heat, and tends to be used for cooking meat and vegetables quickly. Food to be grilled is cooked on a grill (an open wire grid with a heat source above or below), using a cast iron/frying pan, or a grill pan (similar to a frying pan, but with raised ridges to mimic the wires of an open grill).



Source: pinterest.com

General rules

- Pre-heat the oven before the food is added.
- Do not leave food unattended.
- Ensure to make use of oven gloves when removing the pans from the oven.

Advantages of Grilling

- Quick method
- Good flavour & appearance

Disadvantages of Grilling

- Constant attention
- Only suitable for good quality food.

Examples of Food for Grilling

- Soft meat cuts and fish
- Bacon
- Sausage (Boerewors)
- Tomatoes
- Bread



Source: allrescipes.com & cdkitchen.com & cooksillustrated.com & pinterest.com

FRYING

General rules for frying

- Use clean oil or fat of good quality for good safe results.
- Pre-heat the oil before the food is added. When deep-frying, a frying basket should be used.
- Test the temperature of the oil with a small cube of bread.
- Top up with warm oil because the oil has to be kept hot at all times.
- Do not fry too much cold, raw food at a time as the temperature will drop and the food will be oily and soggy.
- Turn food so that it cooks on both sides
- Drain food on crumpled kitchen paper.
- Serve food immediately.

Types of frying

There are three methods of frying

1. Dry frying

The fat present in fatty foods is used to fry them.

No extra fat or oil is needed, for example sausages, bacon or chops with enough visible fat.



[Source:www.commonswikimedia.com]

2. Shallow frying

A shallow pan with a thick base is used. A small amount of pre-heated fat or oil (3mm – 5mm) is used to cover the bottom of the pan.



3. Deep frying

The food is lowered into a deep pan, half filled with pre-heated oil.

A frying basket is used to lower the food into the oil. The food is completely surrounded by hot oil and cooks very quickly.



[Source:www.nytimes.com]

Advantages of Frying

- Quick
- Attractive taste & appearance

Disadvantages of Frying

- Constant attention
- Spatters grease
- Not suitable for tough meats or large cuts
- Not suitable when cooking for large number
- Greasy
- Indigestible

Safety tips when deep frying

- Never leave a deep pan with fat unattended. Hot fat can catch fire.
- Check that the fryer is filled to the correct level (depending on the type of frying) before turning on.
- Keep the heat medium to low. Allow the fat to heat slowly.
- Dry food thoroughly before frying, otherwise it will splutter and cause burns.

- Lower foods slowly into the fat with a frying basket, a long-handled spoon or a food tong to prevent the oil from splashing and cause burns.



- Never overload fryers with food – the oil will cool down.
- Prepare a cooling rack or tray with a layer of paper towels to remove excess oil. The absorbent layer will help soak up even more oil.



- Wear protective clothes with long sleeves when handling fryers.
- Use clean, dry, thick dish cloths when handling pans and hot oil to prevent scalding or serious burns.
- Allow oil to cool before draining and filtering.
- Save and re-use your fry oil. Once you're done frying, strain the used oil through a coffee filter into a spacious, heat-resistant container and store it at room temperature. If the oil cannot be stored, dispose of it in a separate container.



PRACTICAL DEMONSTRATION

Demonstrate: Dry frying, Shallow frying, Deep frying, and Grilling





INFORMAL ACTIVITY

Classification of pictures related to frying

FRYING AS DRY HEAT COOKING METHOD

1. Classify the pictures below according to the type of frying that was used.



2. Different utensils are used when we fry food. Do some research and give a use for each of the following utensils:











INFORMAL ACTIVITY – MARKING GUIDELINE

Classification of pictures related to frying

FRYING AS DRY HEAT COOKING METHOD

Classify the pictures below according to the type of frying that was used.

1		2		3		4	
	Shallow frying ✓		Dry frying ✓		Shallow frying ✓		Deep frying ✓
5		6		7		8	
	Dry frying ✓		Deep frying ✓		Deep frying ✓		Dry frying ✓

2. Different utensils are used when we fry food. Do some research and give a use for each of the following utensils:

1		2		3		4	
✓		✓		✓		✓	
5		6		7		8	
✓		✓		✓		✓	

1. A spider/slotted spoon is used to remove deep fried items such as fritters/koeksisters/vetkoek from the oil when deep frying. ✓
2. A splatter screen is used to cover a pan when dry or shallow frying to prevent oil from splattering. ✓
3. A frying basket is used to hold food items such as chips/vetkoek/fritters during deep frying and to lift it from the hot oil when cooked. ✓
4. A filter frame and filter paper is used to filter used oil after it cooled down to be able to use it again. ✓
5. Tongs with long handles are used to grip fried food and lift it from a pan after cooking. ✓
6. Paper towel/absorbent paper is used to absorb all the excess oil after frying. ✓
7. A spatula is used to lift flat items such as chops and eggs from a pan after cooking. ✓
8. Egg rings are used to retain a round shape when frying eggs. ✓



RESOURCES

VIDEOS

1. How to fry food perfectly
www.youtube.com
2. How to Shallow Fry and Deep Fry
www.youtube.com
3. Kitchen Tools for Frying
www.youtube.com

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PRACTICAL LESSON 1: PERFORMANCE TEST

Performance test:

Prepare and present fruit fritter:

- Apply the rules for frying as a cooking method, keeping safety aspects in mind .
- Include a variety of fruit for the fritters e.g. banana, apple, pineapple, berries
- Apply correct preparation procedures for the fruit e.g. washing, removing stalks or peeling of fruit..

BANANA FRITTERS

Surname, Name:		Gr.8:	
Food commodities: FRUITS 	OBJECTIVES: Learners will be able to: <ul style="list-style-type: none"> • Analyse the given recipe • Complete the mise en place form 	SOFT SKILLS to strengthen hard skills: <ul style="list-style-type: none"> • Analytical skills • Decisiveness • Critical Thinking 	
CHARACTERISTICS OF THE PRODUCT			
Appearance	Texture	Taste	
Light golden brown	Soft and cake like texture	Sweet , banana taste	

ASSESSMENT									
Personal hygiene [5]			“Clean as you go” [4]	Prep sheet [5]	Final product [6]			Questions [5]	TOTAL
									25
Hair	2				Appearance	2			

Nails	1			Texture	2			
Apron	2			Taste	2			

A. INTRODUCTION (5 minutes)

B. Study the recipe carefully and complete the mise en place form provided.

BANANA FRITTERS

20 PORTIONS

INGREDIENTS

250ml banana mashed

250ml flour

10ml baking powder

30ml caster sugar

1 egg

65ml milk

pinch of salt

oil for deep frying (500ml)

50ml Cinnamon Sugar (optional)

METHOD

1. Prepare the saucepan with oil for frying.
2. Place kitchen paper on a tray, keep ready for draining after frying.
3. Combine all the ingredients and mix until you have a smooth batter.
4. Heat the oil in a medium saucepan and fry spoonful of the batter until golden brown and cooked throughout, approximately 2-3 minutes.
5. Remove from the oil and allow to drain on kitchen paper.
6. Continue until all the fritters are cooked.
7. Sprinkle with cinnamon sugar and serve



C. Mise en place

NAME OF RECIPE: BANANA FRITTERS		
Ingredients	Recipe Amount	Mise en place of ingredients [2]
Mise en place-apparatus [2]		Mise en place of additional equipment not found at your workstation [1]
		Number of portions: [1]
Technique Applied: boiling/deep frying /crumbing		[1]
Description of dish:		[1]
Oven/temperature control on stove:		[1]
Cooking Method:		[1]
TOTAL = 10/2=5		

C. ANSWER THE FOLLOWING QUESTIONS

1. List FIVE rules that must be followed when deep frying. [3]
2. Name TWO other fruits that can replace the banana in the dish. [2]

TOTAL: 25 MARKS



PRACTICAL LESSON 1: PERFORMANCE TEST - MARKING GUIDELINE

Performance test:

Prepare and present fruit fritter:

- Apply the rules for frying as a cooking method, keeping safety aspects in mind .
- Include a variety of fruit for the fritters e.g. banana, apple, pineapple, berries
- Apply correct preparation procedures for the fruit e.g. washing, removing stalks or peeling of fruit..

C. Mise en place

NAME OF RECIPE: BANANA FRITTERS		
Ingredients	Recipe Amount	Mise en place of ingredients [2]
Banana mashed	250ml	Collecting all ingredients ✓
Flour	250ml	Measuring the required amounts ✓
Baking powder	10ml	Mash banana ✓
Caster sugar	30ml	
Egg	1	
Milk	65ml	
pinch of salt		
oil for deep frying	500ml	
Cinnamon Sugar (optional)	50ml	
Mise en place-apparatus [2]		Mise en place of additional equipment not found at your workstation [1]
Prepare frying station ✓		Collect large mixing bowls and spatulas ✓
Prepare tray for draining fritters ✓		Collect Serving platters ✓
		Number of portions: 20 ✓ [1]
Technique Applied: puree/ preparing batter/ deep frying ✓		[1]
Description of dish: golden brown, sweet / soft texture ✓		[1]
Stove/ Fryer/Oven temperature: medium heat ✓		[1]
Cooking Method: boiling / deep frying ✓		[1]
TOTAL = 10/2=5		

C. ANSWER THE FOLLOWING QUESTIONS

1. List THREE rules that must be followed when deep frying.

[3]

- Fill oil to the correct level ✓
- Heat oil and test before using ✓

- Drain food as soon as it cooks✓

2. Name TWO other fruits that can replace the banana in the dish.

[2]

- Apple ✓
- Pineapple✓
- Pears ✓
- Peach ✓

(Any 2 relevant)

TOTAL: 25 CONVERTED TO 15

DRAFT





SKILLS TEST 3:

Prepare and present mealie or cheese or bacon / ham fritters:

- Assess the rules for frying and safety
- Assess correct measuring and preparation procedures

CORNED BEEF (BULLY BEEF) FRITTERS

Surname, Name:		Gr.8:	
Food commodities: FRUITS 	OBJECTIVES: Learners will be able to: <ul style="list-style-type: none"> • Analyse the given recipe • Complete the mise en place form 	SOFT SKILLS to strengthen hard skills: <ul style="list-style-type: none"> • Analytical skills • Decisiveness • Critical Thinking 	
CHARACTERISTICS OF THE PRODUCT			
Appearance	Texture	Taste	
Golden brown	Soft and cake like texture	Savoury , meaty taste	

ASSESSMENT					
Personal hygiene	"Clean as you go"	Prep sheet	Final product	Questions	TOTAL
[5]	[4]	[5]	[6]	[5]	25

Hair	2			Appearance	2		
Nails	1			Texture	2		
Apron	2			Taste	2		

A. INTRODUCTION (5 minutes)

B. Study the recipe carefully and complete the mise en place form provided.

CORNEB BEEF (BULLY BEEF) FRITTERS

36 PORTIONS

Ingredients

500 ml water

30ml butter

250ml cake flour

300 g bully beef — chopped

4 eggs — extra-large, separated

sea salt and freshly ground black pepper to taste

oil — for deep frying

Method:

1. Bring the water and butter to the boil in a saucepan.
2. Add the cake flour and stir rapidly with a wooden spoon until the mixture no longer sticks to the sides of the saucepan.
3. Remove from heat and add the bully beef.
4. Stir in the egg yolks, salt, and cayenne pepper.
5. Whisk the egg whites until soft peaks form. Fold in the egg whites and fry spoonful of the mixture in the preheated oil until golden brown and done. Drain on paper towelling and serve hot.

Makes 36 fritters.



C. Mise en place

NAME OF RECIPE: BULLY BEEF FRITTERS		
Ingredients	Recipe Amount	Mise en place of ingredients [2]
Mise en place-apparatus [2]		Mise en place of additional equipment not found at your workstation [1]
		Number of portions: [1]
Technique Applied: boiling/deep frying /crumbing		[1]
Description of dish:		[1]
Oven/temperature control on stove:		[1]
Cooking Method:		[1]
TOTAL = 10/2=5		

C. ANSWER THE FOLLOWING QUESTIONS

1. List FIVE rules that must be followed when deep frying. [3]
2. Name TWO other fruits that can replace the banana in the dish. [2]

TOTAL: 25 MARKS



SKILLS TEST 3: MARKING GUIDEINE

Prepare and present mealie or cheese or bacon / ham fritters:

- Assess the rules for frying and safety
- Assess correct measuring and preparation procedures

C. Mise en place

NAME OF RECIPE: CORNED BEEF (BULLY BEEF) FRITTERS		
Ingredients	Recipe Amount	Mise en place of ingredients [2]
water	500 ml	
butter	30ml	
cake flour	250ml	
bully beef —	300 g	chopped ✓
eggs — extra-large,	4	separated ✓
sea salt and freshly ground black pepper to taste		
oil for deep frying	500ml	
Aromat (optional)	50ml	
Mise en place-apparatus [2]		Mise en place of additional equipment not found at your workstation [1]
<i>Prepare frying station ✓</i>		<i>Collect large mixing bowls and spatulas ✓</i>
<i>Prepare tray for draining fritters ✓</i>		<i>Collect Serving platters ✓</i>
		Number of portions: 20 ✓ [1]
Technique Applied: puree/ preparing batter/ deep frying ✓ [1]		
Description of dish: golden brown, sweet / soft texture ✓ [1]		
Stove/ Fryer/Oven temperature: medium heat ✓ [1]		
Cooking Method: boiling / deep frying ✓ [1]		
TOTAL = 10/2=5		

C. ANSWER THE FOLLOWING QUESTIONS

1. List THREE rules that must be followed when deep frying.

[3]

- Fill oil to the correct level✓
- Heat oil and test before using ✓
- Drain food as soon as it cooks✓

2. Name TWO other ingredients that can replace the bully beef in the dish. [2]

- Sweet pepper ✓
- Corn ✓
- baby ma

(any 2 relevant)

TOTAL: 25 MARKS



SUMMRIES

CONTENT SUMMARY: Kitchen and Restaurant Operations

KEY CONCEPTS

Unit 3.1

- Using the correct utensils/ equipment in the kitchen is essential for success.
- Each piece of equipment is designed to carry-out a specific job.
- They have their own specific name and use.
- The basic cleaning procedure includes washing, rinsing and sanitising.

Units 3.2

- All tools must be dried properly and stored away in their respective places in the kitchen.

Unit 3.3

- A recipe is a tool used to prepare a dish correctly.
- A standard format has the ingredients listed according to the sequence of use. The method then follows in steps.
- Mise en place refers to preparation done before cooking and service.
- Mise en place helps with effective kitchen organisation and workflow.

Unit 3.4

- The basic metric measurements used in the kitchen is millilitres; litres; grams and kilograms.
- Temperature in the metric system is measured in degrees Celsius.
- Accurate measuring is just as important as the tools for measuring.
- Dry ingredients are usually levelled-off with a straight edge knife.
- Liquid ingredient measures must be done on a flat, level surface.

Unit 3.5

- Electricity has now reached most South Africans however some rural areas are still not electrified.
- Coad and charcoal were once the main heating sources.
- Heat transfer is the exchange of energy between two objects.
- There are three types of heat transfer namely, Conduction, Convection and Radiation.
- Remember to adhere to safety precautions when using all forms of heat transfer.

Unit 3.6

- Liquids are brought to boiling point (100°C) and food is cooked rapidly.
- Always maintain the boiling temperature of the liquid.
- Grilling & Frying is classified as a dry heat cooking method.
- It refers to food cooked in hot fat/oil or grilled.
- There are three methods of frying namely, dry/ shallow and deep frying.
- Food are grilled at high temperatures and exposed to radiant heat.



EXAM PRACTICE QUESTIONS

Exam practice: Kitchen & Restaurant Operations

QUESTIONS

SECTION A: SHORT QUESTIONS

1.1 Various options are provided as possible answers to the following questions. Choose the correct answer and write the symbol (A - D) next to the question number (1.1.1 - 1.1.3) on the ANSWER BOOK.

1.1.1 The basic care of utensils and equipment include:

- A Cleaning and sanitising
- B Washing in hot water, rinsing and drying
- C The use of chemical solutions
- D Using a dishwasher, only

(1)

1.1.2 Temperature in the metric system is measured in:

- A Grams and milligrams
- B Degrees Celsius
- C Kilograms and grams
- D Litres and millilitres

(1)

1.1.3 Dry ingredients are levelled-off by using a...

- A blade
- B spatula
- C spoon
- D fork

(1)

1.2 MATCH ITEMS

Choose a description from COLUMN B to match the term in COLUMN A.
Write only the symbol (A - J) next to the question number (1.2.1.1 - 1.2.1.3) on the ANSWER BOOK.

1.2.1	COLUMN A TERM	COLUMN B DESCRIPTION
1.2.1.1	Recipe	A Pre-preparation done before cooking and serving
1.2.1.2	Standard Format	B Written record of ingredients and steps needed to prepare a dish
1.2.1.3	Mise en place	C Ingredients listed according to the sequence of use followed by the method D A narrative plan to follow when preparing a meal E A list of dishes stating what must be eaten per day

(3)

1.3.1 Identify THREE methods of heat transfer used during food preparation from the list below. Write only the symbol (A - F) next to the question number (1.3.1) on your ANSWER BOOK.

- A Radiation
- B Thermal
- C Convection
- D Electromagnetic
- E Conduction
- F Solar energy

(3)

1.3.2 Identify THREE rules of boiling from the list below. Write only the symbol (A-F) next to the question number (1.3.2) on your ANSWER BOOK.

- A Use the correct size saucepan
- B Water must be mixed with oil to flavour the food

- C Food must be covered with liquid, only
 - D A thin, narrow pan with no lid must be used
 - E The lid to the pot must be tight fitting to trap the heat
 - F Water must be kept below boiling point
- (3)

1.4 Give ONE word/term for each of the following descriptions. Write only the word/term next to the question number (1.4.1 – 1.4.3) on the ANSWER BOOK.

- 1.4.1 Cooking food in hot fat in a shallow pan
 - 1.4.2 A type of frying where food is cooked in its own fat
 - 1.4.3 A moist heat method of cooking where food is cooked only in rapidly boiling water
- (3)

SECTION B: LONG QUESTIONS

- 2.1 Name ONE type of frying applied during cooking. **LO**
(2)
- 2.2 Differentiate between boiling and frying in respect of rules for each type of method of cooking. **MO**
(4)
- 2.3 “The Royal Towers Hotel does not have a mise en place procedure in place. Service is usually chaotic, and customers are often left unhappy.”
Advise the management of the Hotel on the value of this process in their daily kitchen operations. **HO**
(4)

TOTAL: 25 MARKS



EXAM PRACTICE QUESTIONS – MARKING GUIDELINE

Exam practice: Kitchen & Restaurant Operations

QUESTIONS

SECTION A: SHORT QUESTIONS

- 1.1 Various options are provided as possible answers to the following questions. Choose the correct answer and write the symbol (A - D) next to the question number (1.1.1 - 1.1.3) on the ANSWER BOOK.

1.1.1 B✓

1.1.2 B✓

1.1.3 B✓

(3)

1.2 **MATCH ITEMS**

Choose a description from COLUMN B to match the term in COLUMN A.

Write only the symbol (A - J) next to the question number (1.2.1.1 - 1.2.1.3) on the ANSWER BOOK.

1.2.1

COLUMN A TERM	
1.2.1.1	B✓
1.2.1.2	C✓
1.2.1.3	A✓

(3)

1.3.1 Identify THREE methods of heat transfer used during food preparation from the list below. Write only the symbol (A - F) next to the question number (1.3.1) on your ANSWER BOOK.

C **Convection**✓

D **Electromagnetic**✓

E **Conduction**✓

(3)

1.3.2 Identify THREE rules of boiling from the list below. Write only the symbol (A-F) next to the question number (1.3.2) on your ANSWER BOOK.

C **Food must be covered with liquid, only**✓

E **The lid to the pot must be tight fitting to trap the heat**✓

F **Water must be kept below boiling point**✓

(3)

1.4 Give ONE word/term for each of the following descriptions. Write only the word/term next to the question number (1.4.1 – 1.4.3) on the ANSWER BOOK.

1.4.1 Shallow frying / sauteing✓

1.4.2 Dry frying✓

SECTION B: LONG QUESTIONS

2.1 Name TWO type of frying applied during cooking.

LO
(2)

- Shallow frying✓
- Deep frying✓
- Dry frying✓
- Stir frying✓

2.2 Differentiate between boiling and frying in respect of rules for each type of method of cooking.

MO

Rules for boiling:	General rules for frying
<ol style="list-style-type: none"> Food should be just covered with liquid. ✓ When a lid is used, the lid should be tight fitting to keep the heat inside. ✓ Choose the correct size saucepan to save electricity. ✓ Water should be kept at boiling point. ✓ <ol style="list-style-type: none"> A rapid boil for pasta A slow boil (simmer) for foods that may break up easily(potatoes) Top up with boiling water if necessary. ✓ <p>(Any 2)</p>	<ol style="list-style-type: none"> Use clean oil or fat of good quality for good safe results. ✓ Pre-heat the oil before the food is added. When deep-frying, a frying basket should be used. ✓ Test the temperature of the oil with a small cube of bread. ✓ Top up with warm oil because the oil has to be kept hot at all times. ✓ Do not fry too much cold, raw food at a time as the temperature will drop and the food will be oily and soggy. ✓ Turn food so that it cooks on both sides✓ Drain food on crumpled kitchen paper. ✓ Serve food immediately. ✓ <p>(Any 2)</p>

(4)

2.3 Advantages of mise-en-place

HO

Mise-en-place helps with effective kitchen organisation and workflow by limiting movements of team workers and saving time. ✓

This process also:

- Ensures that the work is done correctly, and that equipment and ingredients are available. ✓
- Prevents wastage as preparation is done for the correct number of guests. ✓
- Ensures successful food production. ✓

(4)

TOTAL: 25 MARKS