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YEAR 2

HOSPITALITY STUDIES **YEAR 2 LG**

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Frying

- General Rules
- Advantages and Disadvantages
- Examples of food
- Types of Frying- Dry / Shallow / Deep

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Grilling

- General Rules
- Advantages and Disadvantages
- Examples of food

PRACTICAL ACTIVITY

Practical Activity: Prepare and present Peanut butter rice crispy bars

Practical Activity: Prepare and present Lemon bars

Practical Activity: Organising the Kitchen and apparatus

Practical Activity: Prepare and present Melkkos

Practical Activity: Prepare and present Butternut and Potato dish

Practical Activity: Prepare and present Stewed fruit and custard

Practical Activity: Prepare and present Grilled fruit skewers

PERFORMANCE TASK

Practical lesson 1: Written Performance Test – Identification test equipment

Practical lesson 2: Performance Test - Washing /sanitising of hands & measuring ingredients.

Practical lesson 3: Performance Test - Prepare a no-bake cookies e.g., chocolate clusters / slices

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Practical lesson 1: Performance Test: Prepare and present fruit fritters.

PRACTICAL DEMONSTRATIONS

Practical Demonstration: Washing hands & cleaning kitchen.

Practical Demonstration: Different sources of energy and safe use thereof.

Practical Demonstration: Dry frying, shallow frying, deep frying, grilling

SKILLS TESTS

Practical Skills Test 1 – Prepare no-bake product e.g., no bake drop cookies or slices

Practical Skills Test 3 – Prepare and present mealie, cheese, or bacon/ham fritters.

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MODULE 3: KITCHEN & RESTAURANT OPERATIONS

Unit 3.1: Re-Cap Kitchen apparatus and equipment	Unit 3.2: Re-Cap -Organising the Kitchen	Unit 3.3: Recipes and Mise en place
- Identify, of equipment and apparatus - Functions/correct use and handling practises - General care and cleaning -	- Storeroom - Working in Teams - Soft Skills: respect, communication -	- Standard format - Mise en place of ingredients and apparatus -







Unit 3.4: Measuring of Ingredients	Unit 3.5: Energy used for cooking purposes	Unit 3.6: Cooking Methods: Re-Cap - Moist heat cooking methods- Boiling	Re-Cap - Dry heat cooking methods –Frying and grilling Frying
- Measure wet and dry ingredients - Mass vs Volume	- Heat or energy used for cooking purposes -	- General Rules - Advantages and Disadvantages - Examples of food e.g., vegetables, eggs, etc	- 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

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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: Re-Cap - Kitchen Apparatus and Equipment

- Identify, of basic large equipment and small kitchen apparatus
- Functions/correct use and handling practises of equipment and apparatus
- General care and cleaning

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

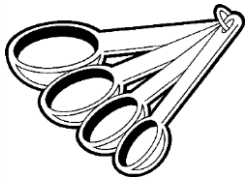
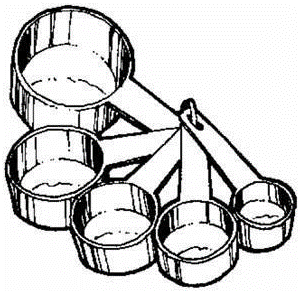
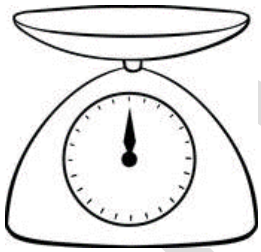
Aluminium 	Is the best for all-round use. It is the most popular, lightweight, attractive, and less expensive. It requires care to keep it shiny and clean. Much more, it gives even heat distribution no matter what heat temperature you have. It is available in sheet or cast aluminium. Since it is a soft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

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Stainless Steel 	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.
Glass 	Is good for baking but no practical on top or surface cooking. Great care is needed to ensure a long shelf life.
Cast Iron 	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.
Ceramic and heat-proof glass 	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.
Teflon 	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.
Plastic and Hard Rubber 	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.

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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.

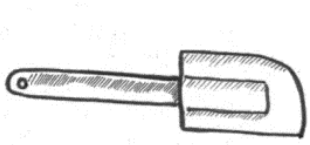
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SMALL KITCHEN EQUIPMENT AND UTENSILS: CUTTING UTENSILS

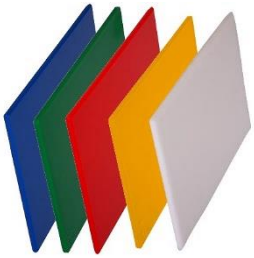
	Chef's knife	Cutting and chopping of fruit, vegetables or even meat.
	Bread knife	Cutting bread or pastry, the serrated edge does not blunt easily.
	Sharpening steel	Used to sharpen long knives.
	Paring knife	Peeling and cutting of vegetables or fruit.

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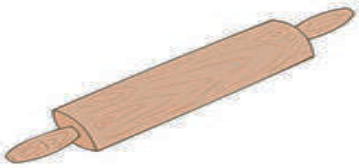
SMALL KITCHEN EQUIPMENT AND UTENSILS: PREPARATION EQUIPMENT

Equipment	Name	Use
	Wooden spoons	Stirring and beating. Rubbing ingredients through a sieve. Creaming butter and sugar together.
	Pasta spoon or server	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 noodles: you can use a large, slotted serving spoon for short pastas.
	Spatula / scraper	A rubber or silicone tools to blend or scrape the food from the bowl. Scraping leftover mixture from bowls. Decorating of cakes. Spreading a mixture in a baking tin or pan.
	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.

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	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.

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	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.

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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

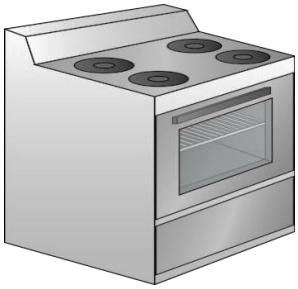
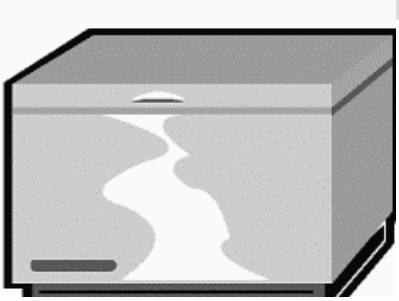
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SERVING UTENSILS

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.

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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	Cold storage of perishable foods. It is an insulated box, equipped with refrigeration unit and a control to maintain the proper inside temperature for food storage.
	Freezer	Freezing of foods to be kept over a long period. It is an insulated box, equipped with refrigeration unit and a control to maintain the proper inside temperature for food storage.

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

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**

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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 stops 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.

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- 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.

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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

KITCHEN APPARATUS AND EQUIPMENT: MEMORANDUM

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**
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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 TESTS

Identification Test:

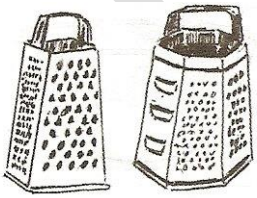
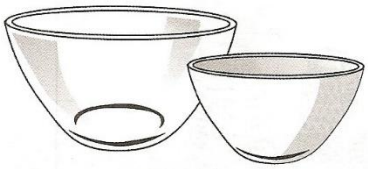
- Identification of kitchen equipment and apparatus.
- Demonstrate / explain the use and care of each.



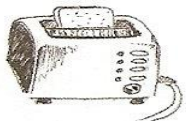
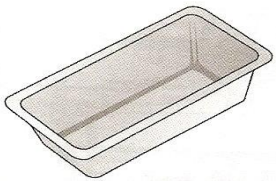
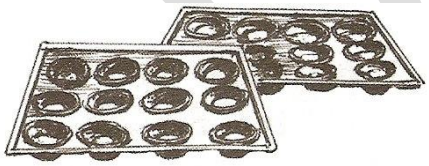
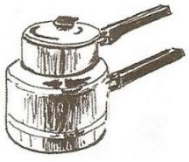
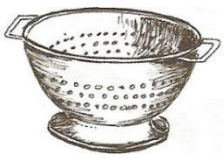
KITCHEN APPARATUS AND EQUIPMENT

Surname, Name:	**TOPIC**	**Year 2:**
OBJECTIVES: Students will be able to: • Identify small and large kitchen equipment • Demonstrate /explain the use and care of it.	Kitchen and Restaurant Operations	**SOFT SKILLS**: • Decision Making • Attention to detail

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

EQUIPMENT	NAME	USE
		
		
		
		

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TOTAL: 30 MARKS (CONVERT TO 25)



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=H7FxjEe31QE
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=eyI5--dMHXU
How To Clean and Santise Kitchen Tools and Equipment

https://www.youtube.com/watch?v=NELxe2U4HcQ
How To Clean Kitchen Appliances



Unit 3.2: Re-Cap - Organising the Kitchen

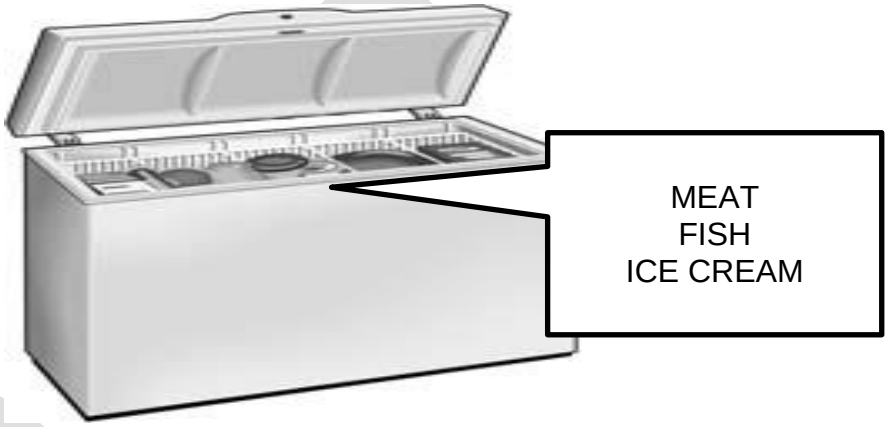
- Storeroom
- Working in Teams
- Soft Skills: respect, communication

3.2.1 Storerooms

FOOD STORAGE AREAS:

FREEZER

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



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



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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



INFORMAL ACTIVITY

Complete the following worksheet on Storeroom Storage

Worksheet: Food storage Date: _____

1.1 Indicate what the term FIFO means (1)

_____

_____

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

- A whole frozen chicken
- Flour
- Oil
- Dried breadcrumbs
- Salt
- Eggs
- Potatoes
- Apricot jam
- Cheese
- Frozen peas
- Packet of frozen fish
- Fresh milk
- Long life cream
- Margarine
- 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 
	(1)	(1)	(1)

Temperature			
Products	(2)	(2)	(2)

(9)

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**



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.  Source: springhillcare.com	• 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.

PRACTICAL ACTIVITY

Organising the Kitchen

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 eggbeater	

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 the storeroom and name the items on the shelf (1 storeroom diagram per group)
4. Learners must place each of the five equipment in the correct storage area on their diagram, e.g., baking sheet, whisk, saucepan, grater, mixing bowl.

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

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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 mutual .....1.1……..
- A team leader must motivate and …….1.2……. 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 and …….1.3……. the blame if things go wrong.
- The leader must …….1.4……. 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 is …….1.5……, 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

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Unit 3.3: Recipes and Mise en place

- Standard format

- Mise en place of ingredients and apparatus

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 was mixed and cooked.
   	**Method:** 1. Heat the oven to 200°C. Break 2 eggs into a 2. measuring jug. 3. Add milk up to the 250 ml mark and pour into a large mixing bowl. 4. Add 5 ml salt and beat well. 5. Add 125ml oil to the mixture. 6. Add 250 ml cake flour and 15 ml baking powder and beat very well. 7. Fill paper muffin cups 1/3 full. 8. Sprinkle with cheese and grated Vienna sausages. 9. Fill muffin cups till almost full with the rest of the muffin mixture. 10. Sprinkle with Aromat. 11. 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.

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What is a good recipe?

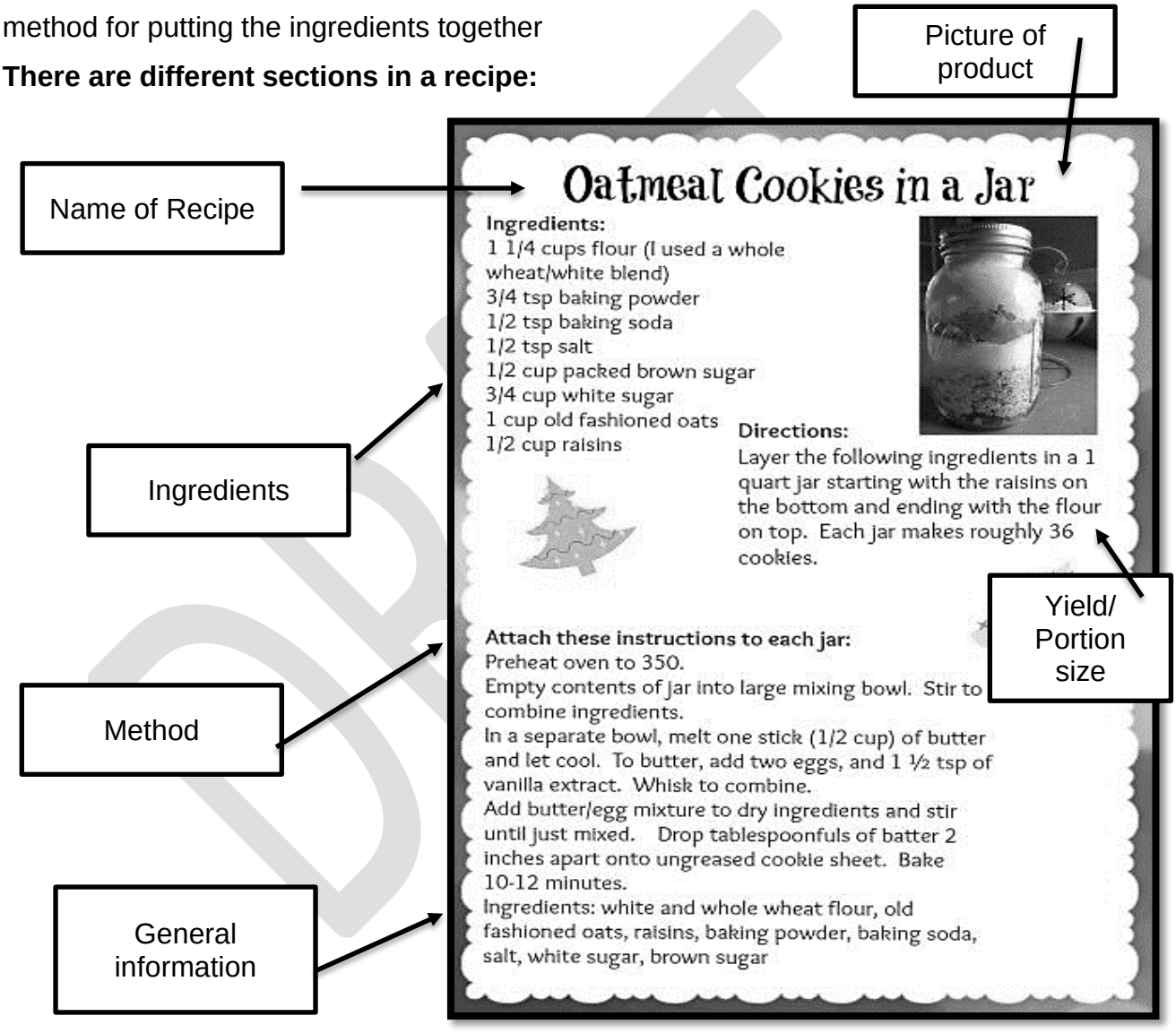
A recipe that saves:

- 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:



[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.



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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, the 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.



[Source: twohealthykitchens.com]

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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, batonettes, brunoises, paysanne and turning of vegetables.



[Source: www.reluctantgourmet.com]

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

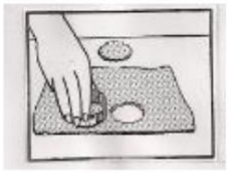
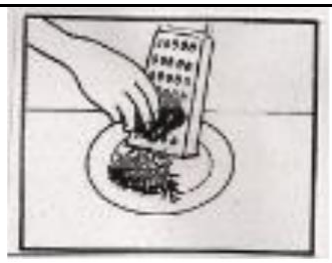
Examples are:

- 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.

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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:** Hot, baked products are placed on a cooling rack after removing them from the oven to allow them to cool off. Cakes may only be removed from the pans once they are properly cooled off.	
10.	**Draining of fried food:** To remove extra oil by using absorbent kitchen towel.	
11.	**Grate:** 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.	

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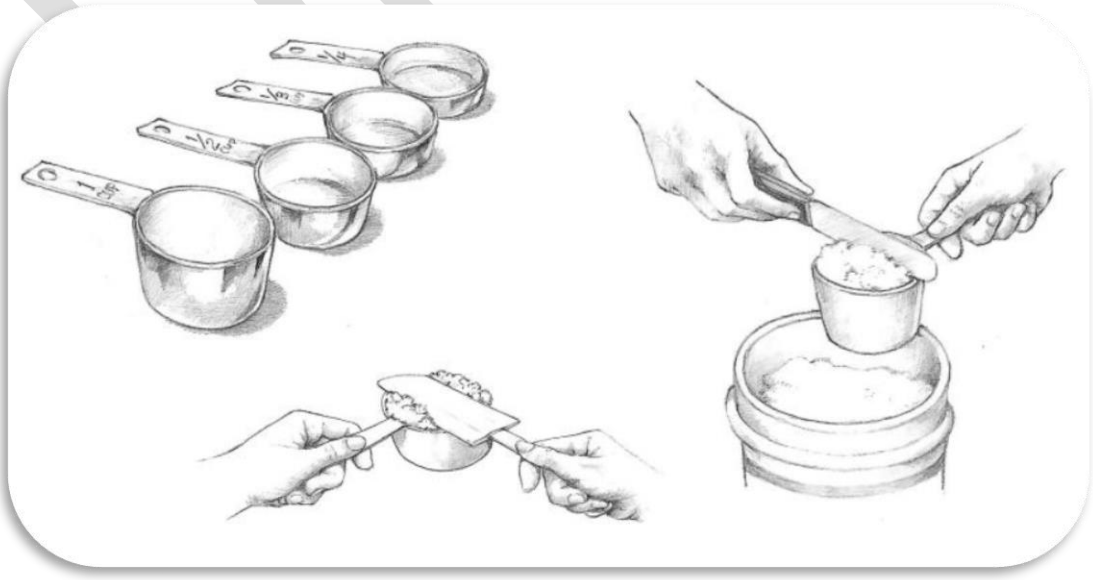


Unit 3.4: Measuring of Ingredients

- 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/

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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.




[Source: www.123rf.com]

- **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.

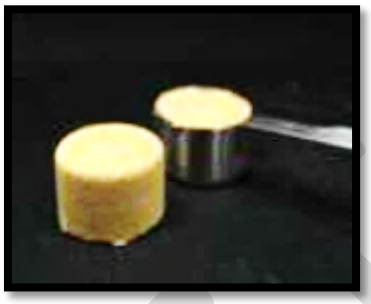
- **Liquid ingredients**. Liquid measuring cup – a glass or plastic cup with graduated markings on the side. Place the cup on a flat, level surface. Hold the cup firmly and pour the desired amount or liquid into the cup. Lean over and view the liquid at eye level to make sure it is the proper amount.



[Source: www.123rf.com]

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- 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]



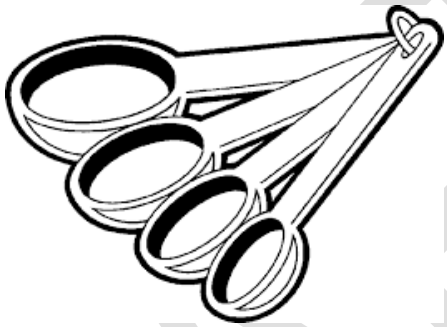
INORMAL ACTIVITY

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.



(4)

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 _____.

(4)

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

EXAMPLE: 7.5 ml Vanilla essence = <u>5 ml + 2.5 ml = 7.5 ml</u>

- 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

(8)

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

_____

_____

(2)

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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 x ½ = (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= <u>125 ml + 60 ml = 185 ml</u>

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

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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)

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

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

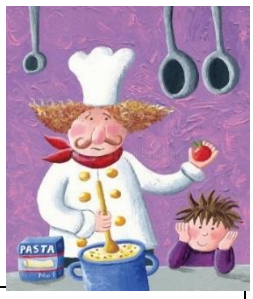
6.1.1 butter (1)
6.1.2 BP (1)
6.1.3 vanilla essence (1)

TOTAL: 22 MARKS



PRACTICAL LESSON 2: PERFORMANCE TESTS

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**	**Year 2:**
OBJECTIVES: Students will be able to: • Keep hands hygienic when handling food. • Measure accurately • Work effectively with equipment	Kitchen and Restaurant Operations	**SOFT SKILLS**: • Decision Making • Attention to detail • Communication • Teamwork

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

1] List the10 steps you would follow to wash hands hygienically. Perform the washing of your hands as listed by you.

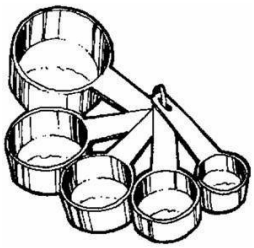
STEPS TO FOLLOW TO WASH HANDS HYGIENICALLY	YES	NO
		TOTAL

10/2 **[5]**

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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)**

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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  **TWO METHODS TO USE**	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)**

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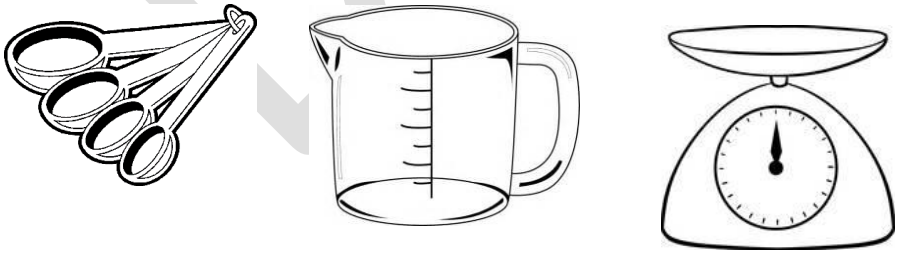
Sugar 	⅓ cup	**(2)**
	¾ cup	**(2)**
	⅔ cup	**(2)**
Water 	200 ml	**(2)**
	375 ml	**(2)**
	1 L	**(2)**

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



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PRACTICAL ACTIVITY

Prepare a no-bake cookie e.g., Prepare and present peanut butter rice crispy bars

KITCHEN AND RESTAURANT OPERATIONS

PRACTICAL LESSON: NO-BAKE COOKIES

Surname, Name:

PEANUTBUTTER CRISPY BARS



OBJECTIVES:
Learners will be able to:
- Prepare and present a no-bake cookie
- Knife skills, cutting squares
- Reading and interpreting recipes

SOFT SKILLS to strengthen hard skills:
- Classification
- Application
- Critical Thinking
- Creativity
- observation

CHARACTERISTICS OF THE PRODUCT

Appearance	Texture	Taste	
Golden brown crispy appearance. Small individual portions.	Crispy and sticky fudge.	Sweet Peanut butter	

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**			

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A. INTRODUCTION (5 minutes)

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

PEANUTBUTTER CRISPY BARS
Portion size 12

INGREDIENTS:

125	ml	Syrup
110	g	Rice Crispies
125	ml	Peanut butter
125	ml	Sugar
1	ml	Vanilla essence



Method:

1. Combine syrup and sugar in a thick-base pot.
2. Cook until mixture begins to bubble.
3. Remove from heat and mix in peanut butter and vanilla essence.
4. Add Rice Krispies until well coated.
5. Press into greased pan.
6. Refrigerate for 15 minutes, then cut into a square.

C. Mise en place

NAME OF RECIPE: Rolled oats		
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:		**[1]**
Description of		**[1]**
Oven/temperature control on stove:		**[1]**
Cooking Method:		**[1]**
		TOTAL = 20 MARKS

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C. ANSWER THE FOLLOWING QUESTIONS

1. **Explain the term no-bake cookie.** **[2]**

2. Define the following term:

2.1 Standard format recipe **[1]**

3. List TWO basic personal hygiene rules that you have to follow while working in the kitchen. **[2]**

TOTAL: 25 MARKS



PRACTICAL ACTIVITY

Prepare a no-bake cookie e.g., Prepare and present lemon bars

NO BAKE LEMON AND COCONUT SLICES

Surname, Name:		**Year 2:**
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**: • Analytical skills • Decisiveness • Critical Thinking

CHARACTERISTICS OF THE PRODUCT		
Appearance	**Texture**	**Taste**
Irregular top golden brown colour	Crunchy	Sweet, nutty flavour

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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.

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

- Food processor, rolling pin or Thermomix

Ingredients

Lemon Slice Base

- 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

- 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

1. Grease and line a 18cm x 28cm rectangular slice tin with baking paper.
2. Crush biscuits and place crumbs into a bowl.

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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]**

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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

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PRACTICAL LESSON 3: PERFORMANCE TESTS

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:		**Year 2:**
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**: • 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**			

A. INTRODUCTION (5 minutes)

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

NO BAKE OATMEALCOOKIES

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.
3. Using your hands, form into 12 small balls and place on the lined baking sheet.
4. Press each ball into a cookie shape.
5. Refrigerate for at least 20 minutes
6. 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]**

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		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

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SKILLS TEST 1

Preparation of a no-bake product e.g., no bake drop cookies or slices or instant coconut ice / quick biscuit fudge:

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

Surname, Name:

SKILLS TEST 1 **Preparing a no-bake product - Marie Biscuit fudge** 	**OBJECTIVES:** Learners will be able to: • Reading and interpreting the recipe • Do mise en place for the recipe • Measure the ingredients in mass and volume • Making a no-bake product	**SOFT SKILLS to strengthen hard skills**: • Classification • Paying attention to detail • Practical skills application

CHARACTERISTICS OF THE PRODUCT

Appearance	**Texture**	**Taste**	
Chocolate brown crunchy fudge squares.	Crunchy texture, it must be set firmly.	Sweet, rich and crunchy.	

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)

DRAFT

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

Marie Biscuit fudge
Yield 12 fudge squares



Ingredients

125	ml	Margarine
1	kg	Icing Sugar
20	ml	Cacao
1		Egg
125	ml	Coconut
10	ml	Vanilla essence
2	ml	Salt
1	pkt	Marie Biscuits (Broken into pieces)

Method

1. Melt the butter.
2. Beat egg and essence together.
3. Combine all they dry ingredients
4. Add all the liquid ingredients to the dry ingredients.
5. Add the broken Marie Biscuits and combine.
6. Press mixture into a rectangular dish.
7. Leave in Fridge to set.
8. Cut into squares and serve

C. Mise en place

NAME OF RECIPE: Rolled oats		
Ingredients	**Recipe Amount**	**Mise en place of ingredients [2]**

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Mise en place-apparatus [2]		**Mise en place of additional equipment not found at your work station [1]**
		Number of portions: **[1]**
Technique Applied:		**[1]**
Description of dish:		**[1]**
Oven/temperature control on stove:		**[1]**
Cooking Method:		**[1]**
		TOTAL = 20

C. ANSWER THE FOLLOWING QUESTIONS

1. List Three different measuring equipment that is used in the kitchen. [3]
2. Define the difference between mass and volume? [2]

TOTAL: 25 MARKS



RESOURCES

VIDEOS:

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

MISE EN PLACE-Preparing yourself for successful baking

1. www.youtube.com - How to Mise en Place | Cooking Light - YouTube
2. How to write a standardised recipe - www.youtube.com
3. How To Measure Wet and Dry Ingredients - www.youtube.com

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Unit 3.5: Energy used for cooking purposes

- Elements of heating 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

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ELEMENT	EXAMPLE	USE	SAFETY PRECAUTIONS AND SUSTAINABILITY
Charcoal	 	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.	**SAFETY FIRST** 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 sparingly to help cold coals burn, but never use them on an open flame. Rather use suitable firelighters.
Wood			
Gas		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	**Tips on cooking (with Gas) safely:** • 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

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		mixtures of hydrocarbon gases.	• 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 • 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. **Gas leaks could lead to:** • 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

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			• Collapsing and loss of consciousness
Paraffin	 	Paraffin can be used as a source of energy in your home during cold winter months and during load shedding	• 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.
Flammable gel		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 can stay lit for longer than many other fuel	Gel fuel presents a serious burn danger if burning fuel comes in contact with skin, clothing, or other items. **Gel Fuel Safety Tips** • Do not use pourable gel fuel • Opt for single-use containers • Only use containers that are designated for gel fuel use

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		sources and does not put off an odour	• 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

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.

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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.		**A.**	
2.		**B.**	
3.		**C.**	
4.		**D.**	



PRACTICAL DEMONSTRATION

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



Source: himalayantimes.com



RESOURCES

VIDEOS:

How does a microwave oven work. An easy to understand explana	Electric frying pan: Electric Frying Pan.mp4
Pressure cooker: Russell Hobbs 6ℓ Electric Pressure Coc	Slow cooker: How to Make Beef Stew in a Slow Cook
Portable gas stove: PORTABLE BUTANE GAS STOVE, GASON	How to light a gas stove: Home Appliances - How to Light Your R

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

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Unit 3.6: Cooking Methods: Re-Cap - Moist heat cooking methods- Boiling

- General Rules
- Advantages and Disadvantages
- Examples of food e.g., vegetables, eggs, etc

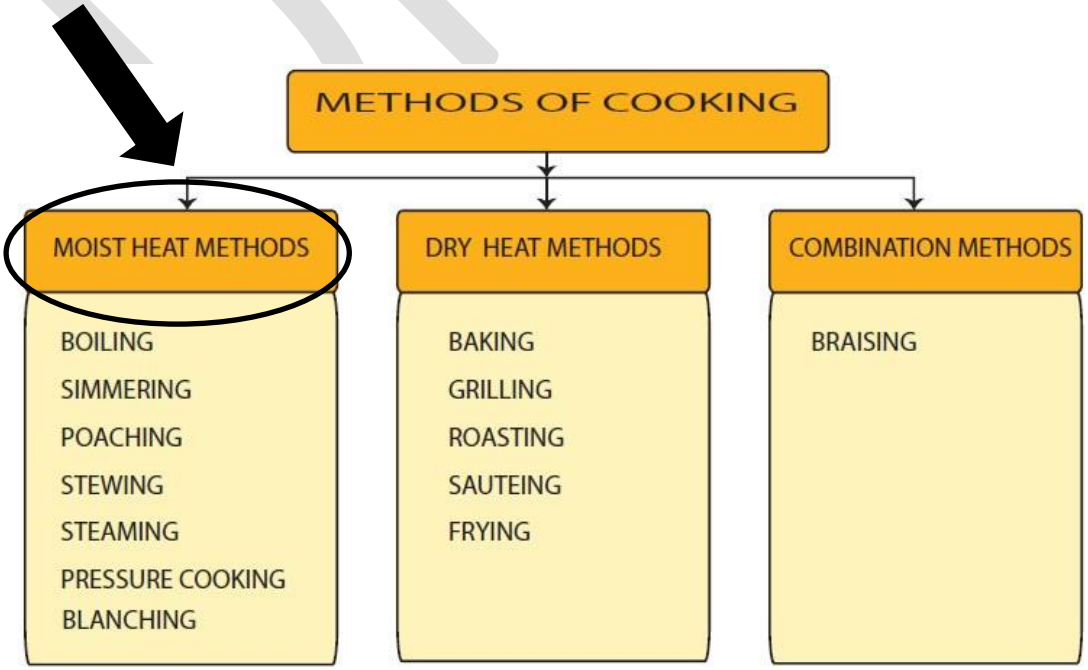
3.6.1 BOILING



[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 (100ºC) 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.

Types of **Moist Heat** cooking methods:



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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.

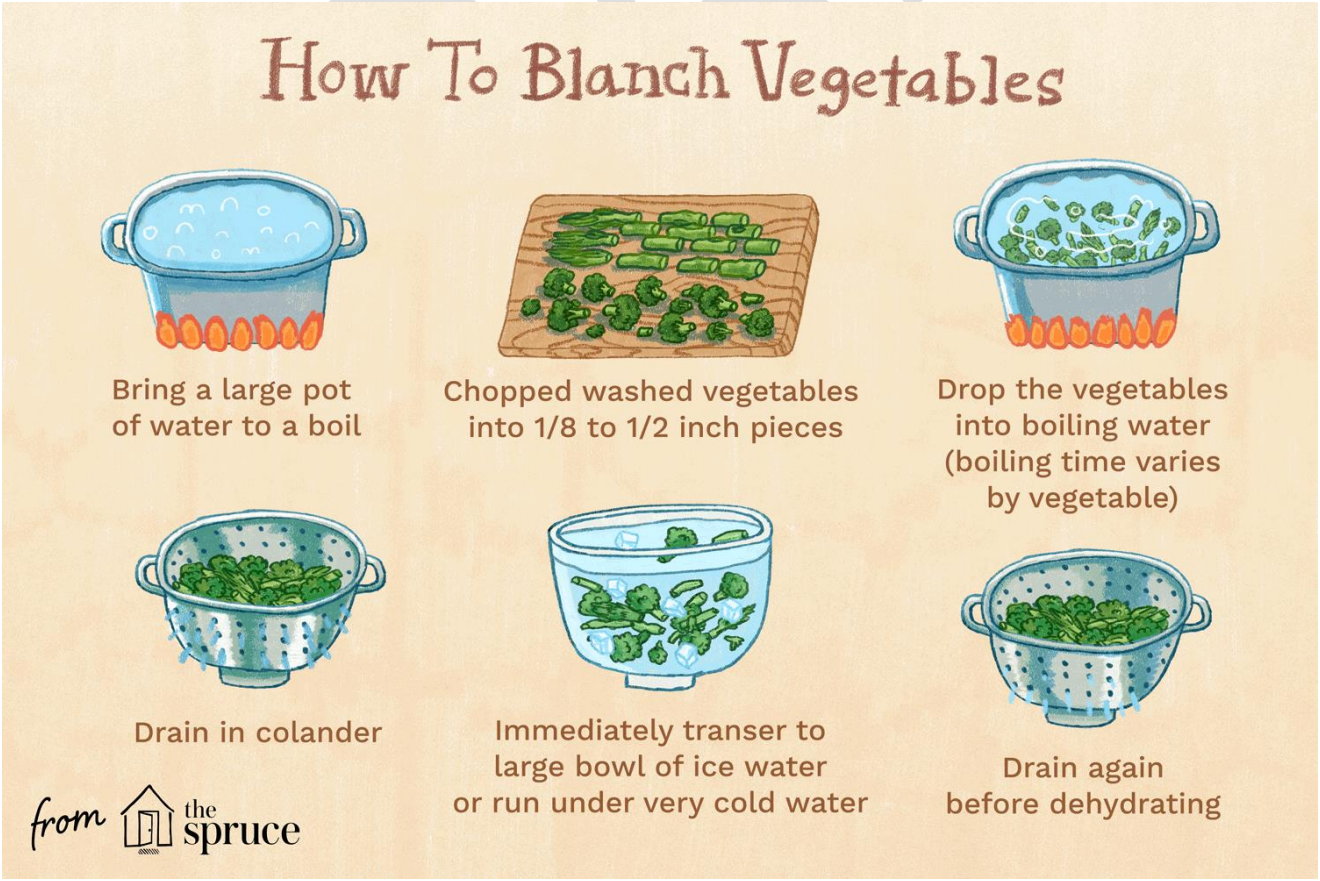
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Techniques associated with boiling:

Al dente: https://www.youtube.com/watch?v=7IrmEB8gRZA	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:

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

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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]

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INFORMAL ACTIVITY

1. Answer the following questions based on moist heat cooking.
   Listen to sound clip and identify.
   Study infographic and discuss step by step.
   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)

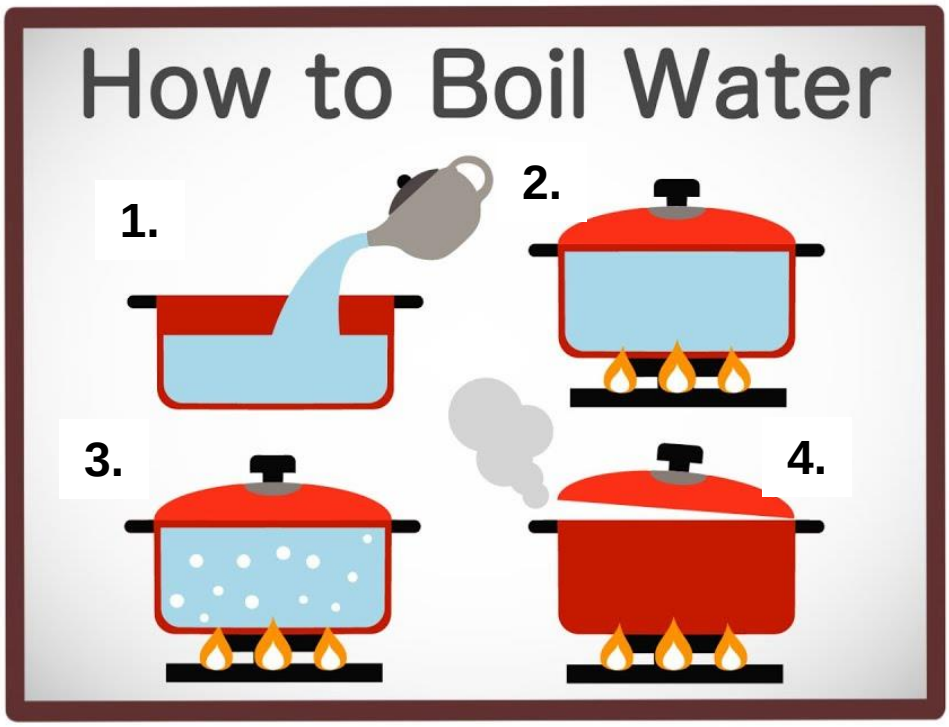
1.2 List THREE types of moist heat cooking methods. (3)

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



RESOURCES

VIDEOS
Water Boiling in A Pot (341) Water Boiling Sound Effect - YouTube

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PRACTICAL ACTIVITY

Prepare a no-bake cookie e.g., Prepare and present Melkkos

MELKKOS

Surname, Name: **Year 2:**

COOKING METHODS
MELKOS



OBJECTIVES:
Learners will be able to:
- Apply moist heat cooking methods
- Identify and name cooking methods
- List advantages and disadvantages of cooking methods.

SOFT SKILLS to strengthen hard skills:
- Classification
- Application
- Critical Thinking
- Creativity
- observation

CHARACTERISTICS OF THE PRODUCT

Appearance	**Texture**	**Taste**	
Creamy and light brown colours. Soft consistency. Dusting over the top	Soft	Sweet taste with cinnamon after 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)

DRAFT

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

MELKKOS
Portion size 2

INGREDIENTS:

1	tin	Condensed milk
500	ml	Water
1	litre	Milk
250	ml	Cake Flour
125	ml	Butter
Pinch		Salt
10	ml	Cinnamon



Method:

1. Combine the condensed milk, water and milk together in a pot, heat the mixture.
2. Rub the margarine into the cake flour in a mixing bowl, until all the cake flour is covered with margarine.
3. Add salt to the flour mixture.
4. Add the flour mixture to the milk and stir until everything is combined thoroughly.
5. Simmer for 10 minutes, until mixture thickened up.
6. Serve immediately, dust with cinnamon on top
7. Additional sugar/honey may be added depending on personal preference.

C. Mise en place

NAME OF RECIPE: Rolled oats		
Ingredients	**Recipe Amount**	**Mise en place of ingredients [2]**

DRAFT

Mise en place-apparatus [2]		**Mise en place of additional equipment not found at your work station [1]**
		Number of portions: **[1]**
Technique Applied: **[1]**		
Description of dish: **[1]**		
Oven/temperature control on stove: **[1]**		
Cooking Method: **[1]**		
TOTAL = 20 MARKS		

C. ANSWER THE FOLLOWING QUESTIONS

1. Explain the term moist heat cooking method**.** **[2]**

2. Identify the most appropriate cooking method for the following dishes

2.1 Steamed Haddock served with green vegetables

2.2 Macaroni

2.3 An egg cooked without a shell in a liquid **[3]**

TOTAL: 25 MARKS

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PRACTICAL ACTIVITY

Prepare a no-bake cookie e.g., Prepare and present Butternut and Potato dish

Surname, Name:	**Year 2:**	
COOKING METHODS **Butternut and potato dish** 	**OBJECTIVES:** Learners will be able to: • Apply moist heat cooking methods • Identify and name cooking methods • List advantages and disadvantages of cooking methods.	**SOFT SKILLS to strengthen hard skills**: • Classification • Application • Critical Thinking • Creativity • observation

CHARACTERISTICS OF THE PRODUCT

Appearance	**Texture**	**Taste**	
Creamy and light with an orange colour. Soft consistency. Grilled cheese topping	Soft and creamy	Well-seasoned taste with grilled cheese on top	

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)

DRAFT

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

POTATO AND BUTTERNUT DISH
Portion size 4-6

INGREDIENTS:

300 ml milk
250 ml sour cream
250 ml double cream
500 g potatoes, peeled and thinly sliced
500 g sweet potatoes, peeled and thinly sliced
500 g butternut, peeled and thinly sliced
A cup of grated cheese
30 ml crushed garlic
10 ml salt
5 ml Potato spice

Method:

1. Simmer the milk, creams, and garlic for 5 minutes but be careful not to boil the sauce.
2. Grease a large ovenproof dish and alternate layers of potatoes and butternut with the white sauce and light seasoning, finishing off with a layer of white sauce.
3. Sprinkle with grated cheese. Cover with foil and bake at 180º C for 1,5 hours. Remove the foil and then bake for a further 15 to 20 minutes or until the cheese is golden.



C. Mise en place

NAME OF RECIPE:		
Ingredients	Recipe Amount	**Mise en place of ingredients [2]**

Mise en place-apparatus [2]		**Mise en place of additional equipment not found at your work station [1]**
		Number of portions: **[1]**
Technique Applied: **[1]**		
Description of dish: **[1]**		
Oven/temperature control on stove: **[1]**		
Cooking Method: **[1]**		
TOTAL = 20 MARKS		

C. ANSWER THE FOLLOWING QUESTIONS

1. List TWO disadvantages of boiling vegetables**.** **[2]**

2. List Two advantages of poaching. **[2]**

3. Identify the cooking methods used to make Mashed Potato. **[1]**

TOTAL: 25 MARKS

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PRACTICAL LESSON 2: PERFORMANCE TESTS

Prepare a filled vegetable dish e.g., stuffed gem squash with corn and cheese, filled with cream cheese and ham / Stuffed potato:

- Apply the rules for boiling to cook vegetables.

Surname, Name:		**Year 2:**	
KITCHEN AND RESTAURANT OPERATIONS: FILLED VEGETABLES 		**OBJECTIVES:** Learners will be able to: • Prepare vegetables • Apply general rules • Use knife skills • Cooking methods	**SOFT SKILLS to strengthen hard skills**: • Classification • Application • Critical Thinking • Creativity
CHARACTERISTICS OF THE PRODUCT			
Appearance	**Texture**	**Taste**	
Golden colour with grilled grated cheese	Soft	Well-seasoned not too salty.	

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.

Filled Gem squash
Portion size 4

INGREDIENTS:

2	Each	Gem squash	Cooked
30	ml	Butter	
125	g	Bacon bits	
500	ml	Cheddar cheese	grated
		Salt and Pepper to taste	



Method:

1. Cut the gem squash in half and remove all of the seeds only leaving the flesh.
2. Cook the gem squash in a pot with water. Gem must just be covered with water.
3. Remove from water.
4. In a frying pan, fry the bacon bits until crispy.
5. Place butter, bacon bits and cheddar inside the gem squash.
6. Preheat oven to 180° C and place gem squashes inside a square baking dish.
7. Bake in the oven for 5 Minutes until cheese has melted.
8. Remove from the oven and sprinkle with salt and pepper.

C. Mise en place

NAME OF RECIPE: Rolled oats		
Ingredients	**Recipe Amount**	**Mise en place of ingredients [2]**

DRAFT

Mise en place-apparatus [2]		**Mise en place of additional equipment not found at your work station [1]**
		Number of portions: **[1]**
Technique Applied: **[1]**		
Description of dish: **[1]**		
Oven/temperature control on stove: **[1]**		
Cooking Method: **[1]**		
TOTAL = 20 MARKS		

C. ANSWER THE FOLLOWING QUESTIONS

1. Discuss the difference between boiling and steaming, give an example of each. [4]

2. What temperature does water need to reach boiling point? [1]

TOTAL: 25 MARKS

STUFFED POTATO (OPTIONAL)

Surname, Name:		
Food commodities: VEGETABLES 	**OBJECTIVES:** Learners will be able to: • Analyse the given recipe • Complete the mise en place form	**SOFT SKILLS to strengthen hard skills**: • 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**			

DRAFT

A. INTRODUCTION (5 minutes)

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

STUFFED POTATO

PORTION YIELD 2

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.



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 work station [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 = 20 MARKS

C. ANSWER THE FOLLOWING QUESTIONS

1. List FIVE rules that must be followed when boiling. **(5)**

TOTAL: 25 MARKS

(OPTIONAL)

NAME OF RECIPE: STUFFED POTATO		
Ingredients	Recipe Amount	**Mise en place of ingredients [2]**
potatoes (large)	*2*	*Collecting all ingredients*✓
unsalted butter (divided)	*75ml*	*Measuring the required amounts*✓
whipping cream	*45ml*	*Boil potato*✓
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 work station [1]**
Prepare tray for baking✓		*Collect large mixing bowls and spatulas*✓
Preheat oven		*Collect Serving platters* ✓
		Number of portions: 20 ✓ **[1]**
Technique Applied: */ mash potato/ scoop potato*		**[1]**

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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 MARKS

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Unit 3.6: Cooking Methods: Re-Cap - Dry heat cooking methods –Frying and grilling

Frying

- General Rules
- Advantages and Disadvantages
- Examples of food
- Types of Frying- Dry / Shallow / Deep

Grilling

- General Rules
- Advantages and Disadvantages

Examples of food

3.6.2 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

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.

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[Source:www.commons.wikimedia.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.

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[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.

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- 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.

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3.6.3 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



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

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

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



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 ACTIVITY

Prepare and present Stewed fruit and custard

Surname, Name: **Year 2:**

STEWED FRUIT AND CUSTARD



OBJECTIVES:
Learners will be able to:
- Identify fruits
- Selecting and storing of fruits
- Use knife skills
- Cooking methods moist and dry heat

SOFT SKILLS to strengthen hard skills:
- Classification
- Application
- Critical Thinking
- Creativity

CHARACTERISTICS OF THE PRODUCT

Appearance	**Texture**	**Taste**	
Assorted colours White almond shavings on top	Soft With crispy almond bits and a creamy custard	Sweet and spicy	

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)

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

STEWED FRUIT AND CUSTARD
Portion size 4

INGREDIENTS:

500	ml	Assorted dried fruit	Pitted
25	ml	Castor sugar	
75	ml	Water	
5	ml	Cinnamon	
2	ml	Fine ginger	
15	ml	Almond shavings	
500	ml	Instant custard (Milk, sugar and custard powder)	Prepared



Method:

1. Place all ingredients in a pot and bring to the boil. Simmer till liquid has reduced and thickened up.
2. Prepare custard according to the preparation instructions given on the label.
3. Serve the dish by pouring custard into bowl, arrange fruits in bowl and sprinkle almond shavings on top.

C. Mise en place

NAME OF RECIPE: STEWED FRUIT AND CUSTARD		
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:		**[1]**

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Description of dish:	**[1]**
Oven/temperature control on stove:	**[1]**
Cooking Method:	**[1]**
	TOTAL = 20 MARKS

C. ANSWER THE FOLLOWING QUESTIONS

1. List THREE different frying methods. [3]

2. Explain how to select fruit for purchasing? [1]

TOTAL: 25 MARKS



PRACTICAL ACTIVITY

Prepare and present Grilled Fruit skewers

Surname, Name:	**Year 2:**	
GRILLED FRUIT SKEWERS 	**OBJECTIVES:** Learners will be able to: • Identify fruits • Selecting and storing of fruits • Use knife skills • Cooking method: grilling	**SOFT SKILLS to strengthen hard skills**: • Classification • Application • Critical Thinking • Creativity

CHARACTERISTICS OF THE PRODUCT

Appearance	**Texture**	**Taste**	
Assorted colours Charcoal grill marks must be visible.	Cooked but still firm.	Sweet natural 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**			

A. INTRODUCTION (5 minutes)

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

GRILLED FRUIT SKEWERS
Portion size 4

INGREDIENTS:

8	Each	Strawberries	
1/4	each	Pineapple	Peeled, sliced and cut into chunks.
1	Each	Apple	Cored and cut into wedges
2	Each	Banana	Thickly Sliced

Method:

1. Prepare all fruits
2. Ensure grill is clean
3. Arrange fruits onto skewer.
4. Place on grill leave until the grill marks are visible.
5. Serve immediately.

You can drizzle with honey or yoghurt.



C. Mise en place

NAME OF RECIPE: Grilled Fruit Skewers		
Ingredients	**Recipe Amount**	**Mise en place of ingredients [2]**

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Mise en place-apparatus [2]		**Mise en place of additional equipment not found at your work station [1]**
		Number of portions: **[1]**
Technique Applied:		**[1]**
Description of dish:		**[1]**
Oven/temperature control on stove:		**[1]**
Cooking Method:		**[1]**
		TOTAL = 20 MARKS

C. ANSWER THE FOLLOWING QUESTIONS

1. Differentiate between dry frying and deep frying. [2]

2. "Grilling is a healthier cooking method than frying" do you agree with this statement?

Motivate your answer. [3]

TOTAL: 25 MARKS

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PRACTICAL LESSON 1: PERFORMANCE TESTS

Prepare and present fruit fritters:

- 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:		**Year 2:**
Food commodities: FRUITS 	**OBJECTIVES:** Learners will be able to: • Analyse the given recipe • Complete the mise en place form	**SOFT SKILLS to strengthen hard skills**: • 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)

DRAFT

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

BANANA FRITTERS
PORTION YIELD 20
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 spoonsful 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]**

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Mise en place-apparatus [2]		**Mise en place of additional equipment not found at your work station [1]**
		Number of portions: **[1]**
Technique Applied: boiling/deep frying /crumbing		**[1]**
Description of		**[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 MARK

OR

APPLE FRITTERS

Surname & Name:	**Year 2:**	
MODULE  Food Commodities	**OBJECTIVES:** Learners will be able to: • Analyse the given recipe • Complete the mise en place form	**SOFT SKILLS to strengthen hard skills**: • Analytical skills • Decisiveness • Critical Thinking

CHARACTERISTICS OF THE PRODUCT			
Appearance	**Texture**	**Taste**	
light golden brown crisp light surface	Crisp batter Soft apple inside	Sweet taste.	

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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. Perform a teacher-led demonstration on preparation of apple fritters

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

Apple Fritters Yields: 4

Ingredients

400g cooking apples
12ml apricot sauce
50ml flour for sprinkling
Batter
100g flour
1 egg
125 ml flour
12,5ml oil

Method

1. Measure out the ingredients required.
2. Sift the flour into a bowl.
3. Make a well in the centre, add the egg and milk.
4. Gradually incorporate into the flour and beat until smooth.
5. Mix in oil and allow to rest.
6. Peel and core the apples.
7. Cut the apples into ½ cm rings.
8. Pass through flour and shake off surplus four.
9. Dip apples into the frying batter.
10. Lift with fingers and lower in hot oil.
11. Cook for 5 minutes each side.
12. Drain well, dust with sugar and glaze under the salamander.
13. Serve with apricot sauce.





C. Mise en place

NAME OF RECIPE: APPLE FRITTERS		
Ingredients	**Recipe Amount**	**Mise en place of ingredients [2]**

DRAFT

Mise en place-apparatus [2]		**Mise en place of additional equipment not found at your work station [1]**
		Number of portions: **[1]**
Technique Applied: boiling/deep frying /crumbing		**[1]**
Description of		**[1]**
Oven/temperature control on stove:		**[1]**
Cooking Method:		**[1]**
		TOTAL = 10/2=5

D. Answer the following questions

1.Identify the fruit used in the recipe according to the classification**.** **(1)**
2.Name THREE guidelines to consider when buying apples**.** **(3)**
3. Name another fruit suitable to be battered and fried **(1)**

TOTAL: 25 MARKS

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SKILLS TEST 1

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

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

CORNED BEE (BULLY BEEF) FRITTERS

Surname, Name:		**Year:**
Food commodities: BULLY BEEF FRITTERS 	**OBJECTIVES:** Learners will be able to: • Analyse the given recipe • Complete the mise en place form	**SOFT SKILLS to strengthen hard skills**: • 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 [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)

DRAFT

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

CORNED BEEF (BULLY BEEF) FRITTERS

PORTION YIELD 36

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.
6. Fold in the egg whites and fry spoonsful of the mixture in the preheated oil until golden brown and done.
7. Drain on paper towelling and serve hot.

Makes 36 fritters

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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 work station [1]**
		Number 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

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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.

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- 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.

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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 - 1.1.10) on the FOLIO PAPER.

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)

(3)

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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 - 1.2.1.5) on the folio paper.

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 folio paper.

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 folio paper.

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)

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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 – 1.4.10) on the folio paper.

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

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