

# Occupational Consumer Studies: Food Production



Year 1  
Learner Guide

YEAR 1 LEVEL 1	TERM 1
<b>Week 1:</b>	
<b>Orientate</b> the learners to the workplace kitchen.	
<b>Activity:</b> Personal hygiene (Hand washing) Kitchen hygiene	
<b>Activity:</b> Hygiene, Health & Safety	
<b>Week 2:</b>	
<b>Activity:</b> Basic kitchen equipment and utensils	
<b>Activity: (Demonstration)</b> Measuring & Cutting	
<b>Activity:</b> Identification test	
<b>Activity:</b> Measuring	
<b>Week 3:</b>	
<b>Activity:</b> Terminology	
<b>Activity:</b> Recipe interpretation (Understanding terminology)	
<b>Week 4:</b>	
<b>Activity:</b> Mixing Techniques	
<b>Activity:</b> Cooking Methods	
<b>Activity:</b> Decoration, garnishing and packaging	
<b>Week 5:</b>	
<b>Activity</b> Crumpets (savoury)	
<b>* Practical Lesson 1:</b> Produce quality marketable <i>Crumpets (sweet)</i> <i>Formal Assessment</i>	

<p><b>Week 6:</b></p> <p><b>Activity:</b> Pancakes (sweet)</p> <p><b>Practical Lesson 7:</b> Produce quality marketable <i>Pancakes (savoury)</i> <i>Formal Assessment</i></p>
<p><b>Week 7:</b></p> <p><b>Activity:</b> Carrot Cake Muffins</p> <p><b>Practical Lesson 3:</b> Produce quality marketable <i>Choc Chip Muffins</i> <i>Formal Assessment</i></p>
<p><b>Week 8-10: Revision</b></p> <p><b>Preparation for Skills Test</b></p> <p><b>Practical Skills Test</b> Identification test/ measuring and interpret a recipe <i>Formal assessment</i></p>

## TERM 1

### Week 1:

#### Orientation

Teacher orientates the learners in the practical workplace. Set the rules and regulations to abide by, when working in the workplace.

Discuss the practical tasks for the term.

## Hygiene, Health & Safety

### Personal Hygiene

Personal hygiene means to be clean and neat on yourself.

- Bath or shower daily.
- Wash your hands thoroughly before handling food. Also wash your hands regularly, especially after using the toilet, touching the rubbish bin or blowing your nose.
- Never cough or sneezes over food or surfaces where food is prepared.
- Wear clean, protective clothing such as an apron.
- Tie back long hair or wear a hairnet to cover your hair.
- Men should be cleanly shaved.
- Keep fingernails short and clean and do not wear nail polish.
- Avoid wearing jewellery.
- Cover cuts and wounds with bandages or plaster.
- Never handle food if you have a contagious illness.



### Kitchen Hygiene

Kitchen hygiene means to maintain a clean and neat kitchen.



- Keep the kitchen clean and tidy. Clean as you go.
- Keep working surfaces and equipment clean.
- Sweep and mop the kitchen floor regularly.
- Wash and bleach dishcloths regularly.
- Wash dishes in hot soapy water and rinse in hot clean water. Leave to air dry or use a clean dishcloth to dry dishes.
- Throw away chipped or cracked cups, plates, etc.
- Empty kitchen garbage bins regularly.
- Wash waste bins regularly with hot water and disinfectant.
- Rinse fruit and vegetables before preparing them.

- Use different cutting boards, knives, etc. for raw and cooked food to prevent **cross contamination**. Prepare meat and poultry separate from fruit and vegetables.

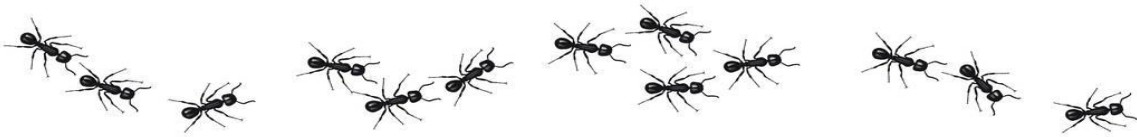
### **Cross contamination:**

When bacteria gets transferred from one surface to another

Bacteria are hitchhikers.



- Wash cutting boards, knives, etc. for raw and cooked food thoroughly between tasks.
- Cook food thoroughly. Be careful not to reheat food repeatedly because it can lead to food poisoning, especially poultry.
- Never lick your fingers when working with food.
- Use a clean spoon to taste food and wash it well afterwards.
- Keep food covered.
- Store perishable food in the refrigerator/freezer.
- Store non-perishable food in a cool, dry and dark place.
- Don't store food on the floor where pests can easily get to it.



### **Pests in the kitchen**

There are different types of kitchen pests, for example ants, flies, cockroaches, rats/mice. Pests carry bacteria and spread diseases. Get rid of pests immediately because they quickly increase in number.



### **Preventing pests:**

- Clean working surfaces when you are done. Food scraps like crumbs attract pests.
- Food must be covered and stored at all times.
- Rubbish bins and spoiled food attract flies which transmit bacteria. Empty rubbish bins regularly and make sure bins have lids on.

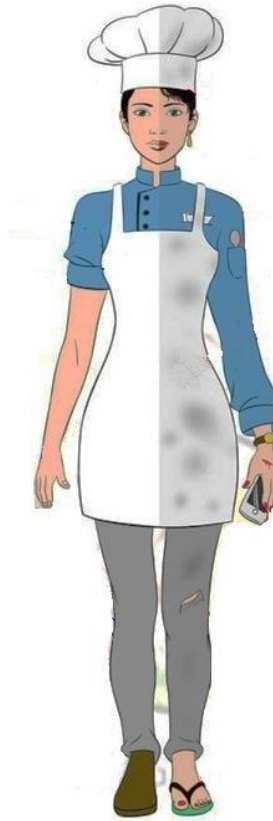
**Activity: Personal Hygiene and Kitchen Hygiene**

Search for pictures in magazines illustrating personal hygiene and kitchen hygiene. Paste them below.

**Personal Hygiene****Kitchen Hygiene**

### Activity: Hygiene, Health and Safety

1. Study the picture below. Circle FIVE (5) examples that indicate poor personal hygiene.



(5)

2. Fill in the missing words. Choose from the given words below.



hair	cough	hands	sneeze	apron
short	pests	pets	clean	rubbish bin

- 2.1 \_\_\_\_\_ must be washed before handling food.  
2.2 Long \_\_\_\_\_ should be tied back.  
2.3 Wear an \_\_\_\_\_ to protect your clothes.  
2.4 Keep fingernails \_\_\_\_\_ and \_\_\_\_\_.  
2.5 Food scraps attract \_\_\_\_\_.  
2.6 You must empty the \_\_\_\_\_ every day.  
2.7 \_\_\_\_\_ are not allowed in the kitchen.  
2.8 Always cover your mouth and nose if you \_\_\_\_\_ or \_\_\_\_\_.

(10)

3. Sort the following actions by writing the letters a – j in the correct column:

- a) Sanitising surfaces before cooking.
- b) Touching your hair.
- c) Wearing clean clothes.
- d) Licking your fingers.
- e) Wearing jewellery.
- f) Washing and bleaching dishcloths.
- g) Rinsing fruit and vegetables.
- h) Scratching your nose.
- i) Keeping raw and cooked food separate.
- j) Cooking while you are sick.

Hygienic	Unhygienic
	

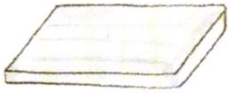


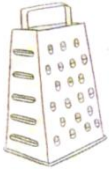






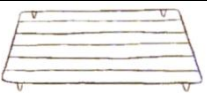
(10)

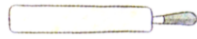






[25]





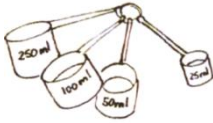
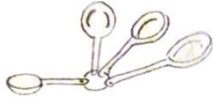
## Week 2: Hygiene, Health and Safety

### Kitchen Equipment

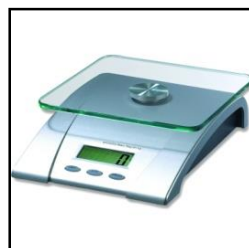
UTENSIL	NAME	USE/TYPE OF TASK
	Chopping board	Chopping vegetables, fruit, meat, fish, chicken
	Cook's knife	Chopping, cutting
	Vegetable knife	Peeling and cutting
	Grater	Grating vegetables, fruit, citrus peel, chocolate, cheese
	Vegetable peeler	Peeling vegetables and fruits
	Mixing bowls	Mixing batter, dough, sauces, salads. Beating and whisking e.g. eggs
	Wooden spoons	Stirring or beating mixtures
	Electrical whisk/ beater Wire whisk	Beating eggs, cream and other liquid mixtures.
	Sieve	Sifting flour and other ingredients.
	Pastry brush	Glazing food like pies and scones.
	Cooling rack	Cooling cakes and biscuits once they have been removed from baking sheet.

	Palette Knife (Spatula)	Spreading icing, turning pancakes and lifting biscuits from a baking sheet.
	Scraper	Scraping mixtures from bowls, dishes and saucepans.
	Egg lifter	Lifting and turning food while frying.
	Frying pan	Frying foods such as eggs, meat, fish and pancakes.
	Cake tin	Baking cakes.
	Muffin tin	Baking muffins and cupcakes.
	Baking sheets	Baking biscuits, pizza, scones.

## Measuring

MEASURING EQUIPMENT	NAME	USE
	Scale or mass meter	Weighing dry or solid ingredients in grams or kilograms.
	Measuring jug	Measuring liquid ingredients e.g. milk, water, oil.
	Measuring cups: 250 ml. 100 ml. 50 ml. 25 ml.	Measuring dry ingredients e.g. flour, sugar.
	Measuring spoons: 15 or 12,5 ml. 5 ml. 2,5 or 2 ml. 1 ml.	Measuring very small quantities of dry ingredients e.g. baking powder, liquids e.g. vanilla essence.

### Metric scale:



1. Measurements for solid foods, such as butter, flour and sugar is often given by weight, not volume.
2. Weight measurements are given in grams (g) and kilograms (kg).

### Combination measurements:

1. Sometimes when measuring you will need to use a combination of spoons, cups and jugs.
2. Margarine must always be measured on a scale. If the recipe says ml, then change the measuring device to measuring cups or measuring spoons.

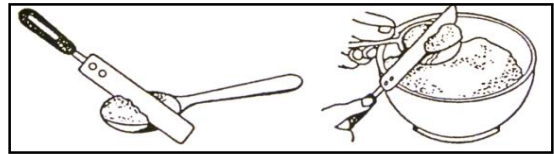
### Measuring jugs:

1. Only liquid is measured in a measuring jug.
2. Put the liquid into the jug, place the jug onto a level surface.
3. Bend down and measure the level of the liquid at eye level.
4. It is marked in millimetres.



### Measuring spoons and cups:

1. Use a clean, dry measuring cup or spoon for measuring dry ingredients.
2. Scoop the dry ingredients lightly into the measuring cup and scrape it level with the straight side of the blade of the knife.
3. Take care not to press the ingredients hard into the cup or spoon. This will make the measuring inaccurate.



### **Activity: Measuring & cutting (Demonstration)**

Practice the correct measuring techniques using different dry ingredients and liquids.

# **Activity: Identification Test**

1. Identify the following kitchen equipment. Use the words in the block below to help you.

Measuring spoons	Wooden spoon	Kitchen scale	Oven mitts	Wire whisk
Mixing bowls	Scraper	Measuring jug	Cook's knife	Apron
Frying pan	Pastry brush	Chopping board	Grater	Muffin pan

<p>a)</p>  <p>1.1</p> <p>_____</p>	<p>b)</p>  <p>1.2</p> <p>_____</p>	<p>c)</p>  <p>1.3</p> <p>_____</p>	<p>d)</p>  <p>1.4</p> <p>_____</p>	<p>e)</p>  <p>1.5</p> <p>_____</p>
<p>f)</p>  <p>1.6</p> <p>_____</p>	<p>g)</p>  <p>1.7</p> <p>_____</p>	<p>h)</p>  <p>1.8</p> <p>_____</p>	<p>i)</p>  <p>1.9</p> <p>_____</p>	<p>j)</p>  <p>1.10</p> <p>_____</p>
<p>k)</p>  <p>1.11</p> <p>_____</p>	<p>l)</p>  <p>1.12</p> <p>_____</p>	<p>m)</p>  <p>1.13</p> <p>_____</p>	<p>n)</p>  <p>1.14</p> <p>_____</p>	<p>o)</p>  <p>1.15</p> <p>_____</p>

(15)

2. Which of the equipment will you use to:  
(Write the letter a – o to indicate your answer.)

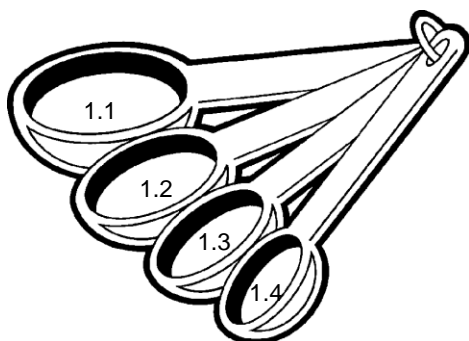
	<b>Letter a – o</b>
2.1 Chop onions	
2.2 Bake muffins	
2.3 Scrape batter from a bowl	
2.4 Take out hot pans/tins from the oven	
2.5 Protect your clothes	
2.6 Beat eggs	
2.7 Stir mixtures	
2.8 Grate cheese	
2.9 Cut on	
2.10 Brush egg on scones, pies, etc.	

(10)

**[25]**

## Activity: Measuring

1. Indicate the sizes of the following measuring equipment.

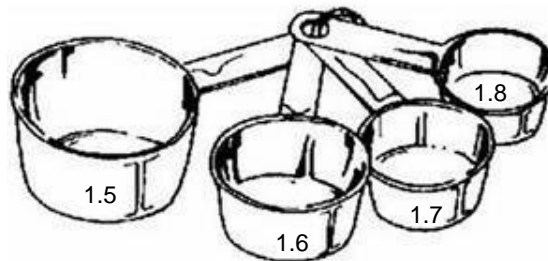


1.1 \_\_\_\_\_

1.2 \_\_\_\_\_

1.3 \_\_\_\_\_

1.4 \_\_\_\_\_



1.5 \_\_\_\_\_

1.6 \_\_\_\_\_

1.7 \_\_\_\_\_

1.8 \_\_\_\_\_

(8)

2. Connect the measuring equipment you will use to measure the ingredients below by drawing a line.

2.1 100 g butter



2.2 750 ml milk



2.3 250 ml cake flour



2.4 5 ml baking powder



(4)

3. Name the measuring equipment you will use to measure the following ingredients.  
Indicate the quantity, unit and type of measuring equipment.

3.1 7 ml vanilla essence

\_\_\_\_\_ (4)

3.2 20 ml sugar

\_\_\_\_\_ (4)

3.3 75 ml cake flour

\_\_\_\_\_ (4)

3.4 300 g nuts

\_\_\_\_\_ (1)






**[25]**







### Week 3: The Consumer

#### Activity: Terminology

Complete the following table by listing the utensils used during the under mentioned preparation techniques.

TERM	MEANING	UTENSIL USED
<b>PREPARATION</b>		
<b>Grease</b> 	Covering the surface of a baking tray/pan/dish with a thin layer of oil or grease to prevent the food from sticking.	
<b>Chop</b> 	To cut roughly into small pieces.	
<b>Grate</b> 	To rub food against a grater to cut it into small pieces.	
<b>Peel</b> 	To remove a thin layer of skin from fruits and vegetables.	
<b>Slice</b> 	To cut into very thin layers.	

FINISHING OFF		
Decorate 	To make a sweet dish look attractive: e.g., ice cream decorated with chopped nuts and chocolate sauce.	
Garnish 	To garnish a savoury dish e.g., using parsley.	
Glaze 	To brush with milk or egg.	
Sprinkle 	Spreading crumbs, chopped nuts or sugar from a height evenly over the surface of food	






**Activity: Recipe Interpretation (Terminology)**

Search for a recipe in a magazine. Paste the recipe in the block below. Circle all the terms and explain them in your own words. Research the meaning of the words you don't know.

Terms	Meaning

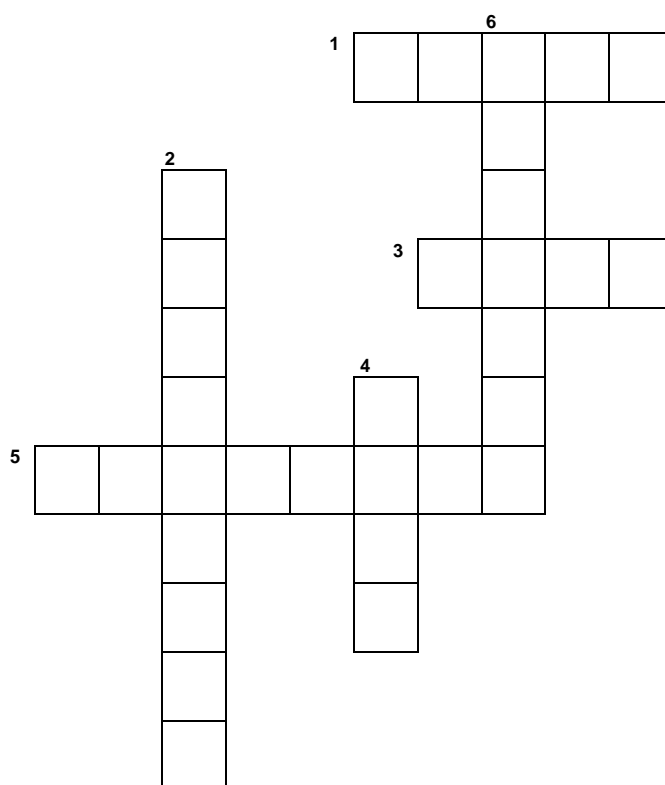
## Week 4:

### Mixing techniques – rubbing-in

MIXING AND COMBINING INGREDIENTS		
Term	Definition	Illustration
Rub in / Cutting in	To combine shortening with flour using the tips of the fingers or a knife.	
Sift	To shake dry ingredients through a sieve.	
Stir	To mix ingredients with a circular motion.	
Beating	Incorporating air into a mixture using an egg beater, wooden spoon or metal spoon.	
Whisking	Performing a soft beating action with a whisk or a fork.	








### Activity: Mixing Techniques

Complete the crossword puzzle below.



ACROSS	DOWN
1. To combine margarine with flour using the tips of the fingers.	2. To combine margarine with flour using a knife.
3. To mix ingredients with a circular motion.	4. To shake dry ingredients through a sieve.
5. Performing a soft beating action with a whisk or a fork.	6. Incorporating air into a mixture using an eggbeater, wooden spoon or metal spoon.

## Classification of Cooking Methods

<b>Moist Heat Cooking Methods: Cooked with water, stock or steam</b>		<b>Dry Heat Cooking Methods: Cooked with hot air or fat/oil</b>	
<b>Boil:</b> Cook in liquid with bubbles rising constantly to the surface. <b>Examples:</b> Eggs Potatoes Pasta		<b>Bake:</b> Cook in oven. <b>Examples:</b> Biscuits Muffins Scones	
<b>Simmer:</b> Cook slowly in a saucepan with bubbles occasionally rising to the surface. <b>Examples:</b> Soup/sauces Stew Tough meat		<b>Dry fry:</b> Cook in a pan without fat or oil. <b>Examples:</b> Bacon	
<b>Steam:</b> Cook in steam from boiling water. <b>Examples:</b> Vegetables Fish		<b>Shallow fry (sauté):</b> Cook in a little bit of fat or oil. <b>Examples:</b> Onions Crumpets Pancakes	
		<b>Deep fry:</b> Cook in a lot of oil (food covered in oil). <b>Examples:</b> Chips Vetkoek Koeksisters	

**Guidelines for baking:**

- Preheat the oven.
- Bake on the middle shelf.
- Do not open oven door until two-thirds of the baking time has passed.

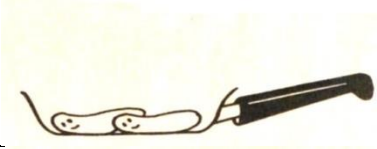
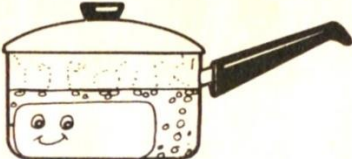
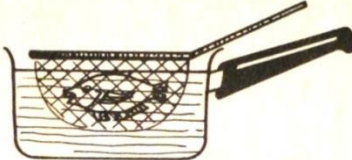
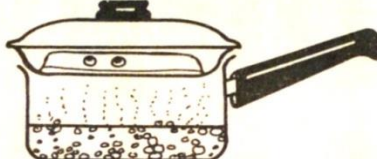
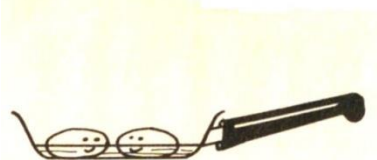

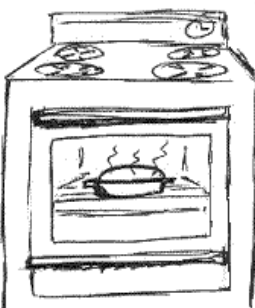
**Guideline for shallow frying:**

- Use only dry food, otherwise the oil will spatter.
- Use fat suitable for frying.
- Use a flat saucepan with a heavy bottom.
- Preheat the oil in the frying pan until it sizzles.
- Do not overheat the oil, it will smoke.
- Never leave a frying pan unattended. Hot fat/oil can catch fire.
- Fry until food is cooked, remove promptly, drain on kitchen paper and serve.

## Activity: Cooking Methods

Answer the following questions regarding cooking methods.

1. Identify the following cooking methods and paste or draw a picture of an examples of food cooked using the specific cooking method.

Illustration	Cooking method	Example of food (Picture)
	1.	
	2.	
	3.	
	4.	
	5.	
	6.	
	7.	



**Activity: Decoration / Garnishing / Packaging**

Search for pictures of beautifully decorated / garnished batter products (crumpets, pancakes, muffins). Also find pictures of attractive packaging. Paste your pictures below.


**Week 5:**


Observe a teacher-led demonstration on crumpets.

Study the crumpets recipe and complete the preparation sheet.

**Activity:** Produce quality marketable crumpets (savoury).

**Practical Lesson 5 – Formal Assessment:** Produce quality marketable crumpets (sweet).

<b>MODULE</b> Food Production	<b>OBJECTIVES:</b> Learners will be able to: <ul style="list-style-type: none"> <li>Observe a teacher led demonstration.</li> <li>Analyse the given recipe.</li> <li>Complete the preparation sheet.</li> <li>Produce quality marketable crumpets.</li> </ul>	<b>SOFT SKILLS to strengthen hard skills:</b> <ul style="list-style-type: none"> <li>Observation</li> <li>Listening</li> <li>Analysis</li> <li>Planning</li> <li>Organisation</li> <li>Prioritizing</li> <li>Focus</li> <li>Time-management</li> <li>Teamwork</li> </ul>	
<b>CHARACTERISTICS OF THE PRODUCT</b>			
<b>Appearance</b>	<b>Texture</b>	<b>Taste</b>	
Round in shape, all the same size. Slightly thick. Smooth golden-brown surface. No signs of burning.	Soft, moist, and spongy. No signs of raw flour. Even texture.	Typical nutty flavour. No taste of raw mixture.	
<b>ASSESSMENT</b>			
<b>Hygiene</b>	<b>Work Method</b>	<b>Final Product (Saleability)</b>	<b>Total</b>
Hands Nails Hair Jewellery Apron Workstation Stove Sink Dishes Waste disposal	Collecting ingredients/equipment	Appearance	
	Correct measuring	Texture	
	Correct use of Equipment	Taste	
	Correct preparation method / technique	Creativity / Plating	
	Correct cooking method		
	Recipe interpretation		
	Collaboration / Teamwork		
/5	/10	/10	/25
<b>Comments:</b>			

RECIPE: CRUMPETS		YIELD: 12 MEDIUM
INGREDIENTS	METHOD	
250 ml cake flour 10 ml baking powder 1 ml salt	1. Sieve the dry ingredients together.	
15 ml sugar	2. Add the sugar.	
1 egg, large 100 ml milk 75 ml cooking oil	3. Whisk the egg, milk and oil together. 4. Add the dry ingredients slowly to the egg mixture and mix until smooth. (The batter should be the consistency of thick cream.)	
Oil for shallow frying	5. Heat a frying pan with a little oil. (Just enough to coat the bottom of the pan.) 6. Drop spoonful of the batter onto the hot frying pan. Fry 3-4 crumpets at a time. 7. Turn the crumpets over when bubbles break on the surface. Fry on both sides until golden brown.	
<b>Photo of dish/product:</b> 	<b>Other variations:</b> Coffee, Chocolate, Cappuccino, Savoury	<b>TECHNIQUES</b> Measure, Sieve, Whisk, Beat, Mix
		<b>COOKING METHOD</b> Shallow fry
CHARACTERISTICS OF THE PRODUCT		
<b>Appearance:</b>	<b>Texture:</b>	<b>Taste:</b>
Round in shape, all the same size. Slightly thick. Smooth golden brown surface. No signs of burning.	Soft, moist and spongy. No signs of raw flour. Even texture.	Typical nutty flavour. No taste of raw mixture.
HOW AND WHY OF CRUMPETS		
How	Why	
Sift the dry ingredients together.	<ul style="list-style-type: none"><li>• Aerate</li><li>• Evenly blending of ingredients.</li></ul>	
Whisk the eggs and add the milk and the oil.	<ul style="list-style-type: none"><li>• Liquefier and aerator.</li><li>• Enrich the batter.</li><li>• Oil makes the mix more pliable.</li></ul>	
Mix liquid with dry ingredients until smooth, use a spatula to scrape any thicker mixture down from the side of the bowl occasionally.	<ul style="list-style-type: none"><li>• Ensure that when all the liquid is added the batter is completely smooth.</li></ul>	
Let the batter stand for minimum 30 min.	<ul style="list-style-type: none"><li>• Starch grains soften and expand into the liquid creating a lighter end result. The batter will be much lighter if it stands for a few hours.</li></ul>	
Heat a pan over medium heat and grease with a little oil.	<ul style="list-style-type: none"><li>• Prevents the batter from sticking.</li></ul>	

# **CONSUMER STUDIES: FOOD PRODUCTION PREPARATION SHEET**

**Name of Product:** \_\_\_\_\_

**Date:** \_\_\_\_\_

INGREDIENTS		MEASURING EQUIPMENT	COOKING METHODS	
METHOD	UTENSILS AND EQUIPMENT	TEMPERATURE OF OVEN	TIME	

## **ILLUSTRATION OF SERVING/PACKAGING**


**Week 6:**


Observe a teacher-led demonstration on pancakes.

Study the pancakes recipe and complete the preparation sheet.

**Activity:** Produce quality marketable Pancakes (sweet filling).

**Practical Lesson 2 – Formal Assessment:** Produce quality marketable Pancakes (savoury filling).

<b>MODULE</b> Food Production	<b>OBJECTIVES:</b> Learners will be able to: <ul style="list-style-type: none"><li>• Observe a teacher led demonstration.</li><li>• Analyse the given recipe.</li><li>• Complete the preparation sheet.</li><li>• Produce quality marketable pancakes.</li></ul>	<b>SOFT SKILLS to strengthen hard skills:</b> <ul style="list-style-type: none"><li>• Observation</li><li>• Listening</li><li>• Analysis</li><li>• Planning</li><li>• Organisation</li><li>• Prioritizing</li><li>• Focus</li><li>• Time-management</li><li>• Teamwork</li></ul>		
<b>CHARACTERISTICS OF THE PRODUCT</b>				
<b>Appearance</b>	<b>Texture</b>	<b>Taste</b>		
Round in shape. Very thin. Golden brown. No signs of burning.	The pancake should be cooked. Even texture, no lumps. Soft and not tough and chewy.	Typical nutty flavour. No taste of raw mixture.		
<b>ASSESSMENT</b>				
<b>Hygiene</b>	<b>Work Method</b>		<b>Final Product (Saleability)</b>	<b>Total</b>
Hands Nails Hair Jewellery Apron Work station Stove Sink Dishes Waste disposal	Collecting ingredients/equipment		Appearance	
	Correct measuring		Texture	
	Correct use of Equipment		Taste	
	Correct preparation method / technique		Creativity / Plating	
	Correct cooking method			
	Recipe interpretation			
	Collaboration / Teamwork			
/5	/10	/10	/25	
<b>Comments:</b>				

RECIPE: PANCAKES		YIELD: 12 MEDIUM	
INGREDIENTS		METHOD	
1 egg, large 250 ml water 25 ml oil 5 ml vinegar		1. Whisk the egg, add the rest of the liquid ingredients, and beat well.	
250 ml cake flour 1 ml salt 5 ml baking powder		2. Sieve the dry ingredients together. 3. Make a well in the dry ingredients, add the liquid mixture and mix until smooth. Use an electric beater if available. 4. Leave batter for approximately 30 minutes. Add $\pm$ 50 ml cold water if the batter is too thick.	
Oil for shallow frying		5. Pour a little oil into a pan and heat – pour extra oil out. Add batter little by little in the pan and fry both sides. Turn the pancakes when the edges start lifting away from the pan.	
<b>Photo of dish/product:</b> 		<b>Other variations:</b> 1. Tuna filling 2. Chicken mayo 3. Mince 4. Caramel and Banana 5. Milk tart filling 6. Orange sauce 7. Cinnamon sugar	<b>TECHNIQUES</b> Measure, Whisk, Beat, Sieve, Mix  <b>COOKING METHOD</b> Shallow fry
CHARACTERISTICS OF THE PRODUCT			
<b>Appearance:</b>		<b>Texture:</b>	<b>Taste:</b>
Round in shape. Very thin. Golden brown. No signs of burning.		The pancake should be cooked. Even texture, no lumps. Soft and not tough and chewy.	Typical nutty flavour. No taste of raw mixture.
HOW AND WHY OF PANCAKES			
How		Why	
Sift the dry ingredients together.		<ul style="list-style-type: none"> <li>Aerate</li> <li>Evenly blending of ingredients.</li> </ul>	
Whisk the eggs and add to the milk with the oil.		<ul style="list-style-type: none"> <li>Liquefier and aerator.</li> <li>Enrich the batter.</li> <li>Oil makes the mix more pliable.</li> </ul>	
Let the batter stand for minimum 30 min.		<ul style="list-style-type: none"> <li>Starch grains soften and expand into the liquid creating a lighter end result.</li> </ul>	
Heat a pan over medium heat, grease with a little oil.		<ul style="list-style-type: none"> <li>Prevents the batter from sticking.</li> </ul>	
Ladle/Pour enough of the batter into the pan to coat the bottom of the pan.		<ul style="list-style-type: none"> <li>Correct thickness.</li> </ul>	
Cook until the edges of the pancake lift away from the pan. Turn it over with a spatula/egg lifter and cook the other side of the pancake.		<ul style="list-style-type: none"> <li>Cooked end product.</li> </ul>	

# **CONSUMER STUDIES: FOOD PRODUCTION PREPARATION SHEET**

**Name of Product:** \_\_\_\_\_

**Date:** \_\_\_\_\_

INGREDIENTS		MEASURING EQUIPMENT	COOKING METHODS	
METHOD	UTENSILS AND EQUIPMENT	TEMPERATURE OF OVEN	TIME	


## **ILLUSTRATION OF SERVING/PACKAGING**

## Week 7: Muffins


Observe a teacher-led demonstration on muffins.

Study the carrot muffins recipe and complete the preparation sheet.

**Activity:** Produce quality marketable carrot muffins.

<b>MODULE</b> Food Production	<b>OBJECTIVES:</b> Learners will be able to: <ul style="list-style-type: none"><li>• Observe a teacher led demonstration.</li><li>• Analyse the given recipe.</li><li>• Complete the preparation sheet.</li><li>• Produce quality marketable carrot muffins.</li></ul>	<b>SOFT SKILLS to strengthen hard skills:</b> <ul style="list-style-type: none"><li>• Observation</li><li>• Listening</li><li>• Analysis</li><li>• Planning</li><li>• Organisation</li><li>• Prioritizing</li><li>• Focus</li><li>• Time-management</li><li>• Teamwork</li></ul>	
<b>CHARACTERISTICS OF THE PRODUCT</b>			
<b>Appearance</b>	<b>Texture</b>	<b>Taste</b>	
Neat, rounded shape. Upper crust not peaked. Good volume. Attractive brown colour.	Delicate, fine texture. No tunnels. Moist, not dry.	Agreeable flavour that is typical of the ingredients – carrot.	



RECIPE: CARROT MUFFINS		YIELD: 6
INGREDIENTS	METHOD	
	1. Preheat the oven to 180°C. 2. Grease a muffin pan.	
250 ml cake flour 10 ml baking powder 1 ml salt 1 ml nutmeg	3. Sieve the dry ingredients together.	
15 ml sugar	4. Add the sugar.	
1 egg 125 ml milk 25 ml cooking oil	5. Beat the egg, milk and oil together.	
100 ml carrot, grated 1 banana, pureed	6. Add the egg and milk mixture together with the grated carrot and pureed banana to the dry ingredients and mix just until moist, but still lumpy. Don't mix too much! 7. Scoop two thirds full into a greased muffin pan. 8. Bake for 15 to 20 minutes.	
<b>Photo of dish/product:</b> 	<b>Other variations:</b> Choc-chip, Vanilla, Chocolate, Banana, Cappuccino, Cheese, Savoury	<b>TECHNIQUES</b> Measure, Sieve, Beat, Grate, Puree, Grate, Mix
		<b>COOKING METHOD</b> Bake
CHARACTERISTICS OF THE PRODUCT		
<b>Appearance:</b>	<b>Texture:</b>	<b>Taste:</b>
Neat, rounded shape. Upper crust not peaked. Good volume. Attractive brown colour.	Delicate, fine texture. No tunnels. Moist, not dry.	Agreeable flavour that is typical of the ingredients – carrot.
HOW AND WHY OF MUFFINS		
How	Why	
Sift the dry ingredients together.	<ul style="list-style-type: none"><li>• Aerate the mixture.</li><li>• Remove lumps and impurities.</li><li>• Distribute the salt evenly.</li></ul>	
Whisk the egg, milk, and oil together.	<ul style="list-style-type: none"><li>• Even blending of ingredients, less stirring, less gluten development.</li></ul>	
Add the liquid ingredients to the dry ingredients, mix until just combined.	<ul style="list-style-type: none"><li>• Activate chemical raising agent.</li><li>• Minimum mixing prevents over- manipulation of gluten.</li></ul>	
Spoon into prepared muffin tin (two-thirds full).	<ul style="list-style-type: none"><li>• Allow enough room for the muffins to rise.</li></ul>	

# **CONSUMER STUDIES: FOOD PRODUCTION PREPARATION SHEET**


**Name of Product:** \_\_\_\_\_


**Date:** \_\_\_\_\_

INGREDIENTS		MEASURING EQUIPMENT	COOKING METHODS	
METHOD	UTENSILS AND EQUIPMENT	TEMPERATURE OF OVEN	TIME	

## **ILLUSTRATION OF SERVING/PACKAGING**

**Practical Lesson 3 – Formal Assessment:** Produce quality marketable Choc-Chip Muffins.

<b>MODULE</b> Food Production	<b>OBJECTIVES:</b> Learners will be able to: <ul style="list-style-type: none"><li>Analyse the given recipe.</li><li>Complete the preparation sheet.</li><li>Produce quality marketable choc-chip muffins.</li></ul>	<b>SOFT SKILLS to strengthen hard skills:</b> <ul style="list-style-type: none"><li>Analysis</li><li>Planning</li><li>Organisation</li><li>Prioritizing</li><li>Focus</li><li>Time-management</li><li>Teamwork</li></ul>		
<b>CHARACTERISTICS OF THE PRODUCT</b>				
<b>Appearance</b>	<b>Texture</b>	<b>Taste</b>		
Neat, rounded shape. Upper crust not peaked. Good volume. Attractive brown colour.	Delicate, fine texture. No tunnels. Moist, not dry.	Agreeable flavour that is typical of the ingredients – chocolate.		
<b>ASSESSMENT</b>				
<b>Hygiene</b>	<b>Work Method</b>		<b>Final Product (Saleability)</b>	<b>Total</b>
Hands Nails Hair Jewellery Apron Workstation Stove Sink Dishes Waste disposal	Collecting ingredients/equipment		Appearance	
	Correct measuring		Texture	
	Correct use of Equipment		Taste	
	Correct preparation method / technique		Creativity / Plating	
	Correct cooking method			
	Recipe interpretation			
	Collaboration / Teamwork			
/5	/10	/10	/25	
<b>Comments:</b>				

RECIPE: CHOC CHIP MUFFINS		YIELD: 6
INGREDIENTS	METHOD	
	1. Preheat the oven to 180°C. 2. Grease a muffin pan.	
250 ml cake flour 10 ml baking powder 1 ml salt	3. Sieve the dry ingredients together.	
25 ml sugar	4. Add the sugar.	
1 egg 125 ml milk 25 ml cooking oil	5. Beat the egg, milk, and oil together.	
50 ml choc chips	6. Add the egg and milk mixture together with choc chips to the dry ingredients and mix just until moist, but still lumpy. Don't mix too much! 7. Scoop two thirds full into a greased muffin pan. 8. Bake for 15 to 20 minutes.	
<b>Photo of dish/product:</b> 	<b>Other variations:</b> Vanilla, Chocolate, Banana, Cappuccino, Cheese, Savoury	<b>TECHNIQUES</b> Measure, Sieve, Beat, Mix
		<b>COOKING METHOD</b> Bake
CHARACTERISTICS OF THE PRODUCT		
<b>Appearance:</b>	<b>Texture:</b>	<b>Taste:</b>
Neat, rounded shape. Upper crust not peaked. Good volume. Attractive brown colour.	Delicate, fine texture. No tunnels. Moist, not dry.	Agreeable flavour that is typical of the ingredients – chocolate.

# **CONSUMER STUDIES: FOOD PRODUCTION PREPARATION SHEET**

**Name of Product:** \_\_\_\_\_

**Date:** \_\_\_\_\_

INGREDIENTS		MEASURING EQUIPMENT	COOKING METHODS	
METHOD	UTENSILS AND EQUIPMENT	TEMPERATURE OF OVEN	TIME	

## **ILLUSTRATION OF SERVING/PACKAGING**

**Week 8:**

**Practical Skills Test 1**

**Identification test/ Measuring and interpretation of a recipe**