

CONTENTS

YEAR 1

HOSPITALITY STUDIES

YEAR 1 TG

MODULE 3: Kitchen and restaurant operations

Unit 3.1: Organising the Kitchen

- Storeroom

Unit 3.2: Kitchen Apparatus and Equipment

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

Unit 3.3: Recipe Introduction

- Standard format

Mise-en-place

- Mise en place of ingredients and apparatus

Unit 3.4: Measuring of Ingredients

- Measure wet and dry ingredients - Mass vs Volume

PERFORMANCE TESTS

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

PRACTICAL DEMONSTRATIONS

Practical Demonstration (T1): Washing hands & cleaning kitchen.

SKILLS TESTS

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

MODULE 3: KITCHEN & RESTAURANT OPERATIONS

Unit 3.1: Organising the Kitchen

- Storeroom

Unit 3.2: Kitchen apparatus and equipment

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



CAREERS

Chefs/ staff cooks
Food & Beverage managers
Food caterers
Restaurant Managers

ENTREPRENEURSHIP

Re-writing recipes in the standard format for local caterers at a cost

Unit 3.4: Recipes and Mise en place

- Standard format
- Mise en place of ingredients and apparatus

Unit 3.5: Measuring of Ingredients

- Measure wet and dry ingredients - Mass vs Volume

KEY CONCEPTS

General care
Conversions
ingredients

Method
Heat transferral
°Celsius /Fahrenheit

Grilling
Dry frying
Shallow frying
Deep frying

SOFT SKILLS

Teamwork
Precision
Confidence

Attention for detail
Problem-solving skills
Creativity

Metric conversion skills
Adaptability

LESSON PLAN – HOSPITALITY SECTORS AND CAREERS					
YEAR	1	Planned date		Date completed	
TOPIC	KITCHEN AND RESTAURANT OPERATIONS				
Sub-topic(s)	Organising the kitchen - Storerooms				
CAPS REFERENCE	Term 1 Week 3				
DURATION	3.5 hrs				
LESSON RESOURCES	Videos on Storerooms (343) Organize your Restaurant Food Storage Commercial Kitchen - YouTube				
PREAMBLE	Organising of Storerooms				
EXPECTED OUTCOMES	Learners must: Understand what teamwork entails and how will it benefit the work place. Know how to show respect. Understand the importance of good communication, they key concepts that make up communication and how to communicate well for the benefit of the team.				
DETERMINE PRIOR KNOWLEDGE	Be able to identify equipment and know where to store them and how to organise a storeroom				
INTRODUCTION TO THE TOPIC	Videos on storerooms (343) Organize your Restaurant Food Storage Commercial Kitchen - YouTube				
PRACTICAL WORK	PRACTICAL DEMONSTRATIONS				
10 hours per week	Practical Demonstration (T1): Washing hands & cleaning kitchen.				
	Practical lesson 1 (T1): Written Performance Test – Identification test equipment				
	Practical lesson 2 (T1): Performance Test - Washing /sanitising of hands & measuring ingredients				
	Practical lesson 3 (T1): Performance Test - Prepare a no-bake cookies e.g., chocolate clusters / slices				
	Practical Skills Test 1 – Prepare no-bake product e.g., no bake drop cookies or slices				
CONCEPTS AND TERMINOLOGY					
Concept / Term		Meaning in Hospitality studies context			
Teamwork		The process of working collaboratively with a group of people to achieve success. Working as a team will ensure better and improved customer service. The whole team will work as per their skills, and that can be very handy to deliver flawless customer service. This strong work ethic will also			

	create a good impression on your customers which makes them satisfied with your services
LESSON PRESENTATION and INFORMAL ASSESSMENT	KITCHEN AND RESTAURANT OPERATIONS Organising the kitchen - Storerooms Practical activity: Learners to work in pairs to get to know the work unit / storeroom with apparatus and organising apparatus
EAC INTEGRATION	Identification test Practical lessons & Practical Demonstrations Skills Tests
EXTENDED OPPORTUNITIES	Demonstrate soft skills of integrity, honesty, show respect and communicate well with others when working as a team and when dealing with stock and storeroom procedures
SELF-REFLECTION	



Unit 3.1 Organising the kitchen:

3.1.1 Storerooms

FOOD STORAGE AREAS:

FREEZER

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



MEAT
FISH
ICE CREAM

REFRIGERATOR / COLD ROOM

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



MILK
CHEESE
YOGHURT

DRY STORAGE

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



WHEN STORING FOOD
ALWAYS REMEMBER
FIFO
FIRST IN FIRST OUT

FLOUR
SUGAR
OIL
RICE



INFORMAL ACTIVITY

Complete the following worksheet on Storeroom Storage

1. 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
- Eggs
- Packet of frozen fish
- Flour
- Potatoes
- Fresh milk
- Oil
- Apricot jam
- Long life cream
- Dried breadcrumbs
- Cheese
- Margarine
- Salt
- Frozen peas
- Tomatoes

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

	Dry storage 	Refrigerator/Cold room 	Freezer 
Temperature	(1)	(1)	(1)
Products	(2)	(2)	(2)

(9)






INFORMAL ACTIVITY - MARKING GUIDELINE

1.1 FIFO – First in First Out ✓

(1)

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

1.2

	Dry storage 	Refrigerator/Cold room 	Freezer 
Temperature	Room temperature ✓ (1)	Below 7°C ✓ (1)	-18°C ✓ (1)
Products	Flour ✓ Oil ✓ Dried breadcrumbs ✓ Salt ✓ Potatoes ✓ Long-life cream ✓ Any (2)	Eggs ✓ Cheese ✓ Fresh milk ✓ Margarine ✓ Tomatoes ✓ Open apricot jam ✓ Any (2)	Frozen chicken ✓ Frozen peas ✓ Frozen fish ✓ Any (2)



INFORMAL ACTIVITY

Organising the Kitchen

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

INSTRUCTION:

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 what is stored where in the storeroom (1 storeroom diagram per group)
4. Each group is given a list of 5 storeroom items, e.g., baking sheet, whisk, saucepan, grater, mixing bowl.
5. The learners are required to determine where these items will be stored by correctly writing the name of each of these items on their diagram of the storeroom.

If time allows:

The learner is to go into the storeroom and place the item in its correct place in the storeroom.



INFORMAL ACTIVITY- MARKING GUIDELINE

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.

	TICK IF CORRECT
Draw a diagram of the storeroom and name the items on the shelf	✓✓✓✓✓
Each group is given a list of five storeroom items e.g., baking sheet, whisk, saucepan, grater, mixing bowl – learners must place each equipment in the correct storage area in their diagram.	✓✓✓✓✓



INFORMAL ACTIVITY

Practical demonstration:

- Washing/sanitising of hands

25

INFORMAL ACTIVITY WASHING/SANITISING OF HANDS

Surname, Name:		Year 1
MODULE Hygiene, Safety and Security	OBJECTIVES: Learners will be able to: <ul style="list-style-type: none"> • Wash hands using correct procedures • Know which sanitizers to use 	SOFT SKILLS <ul style="list-style-type: none"> • Analytical skills • Time management • Critical Thinking

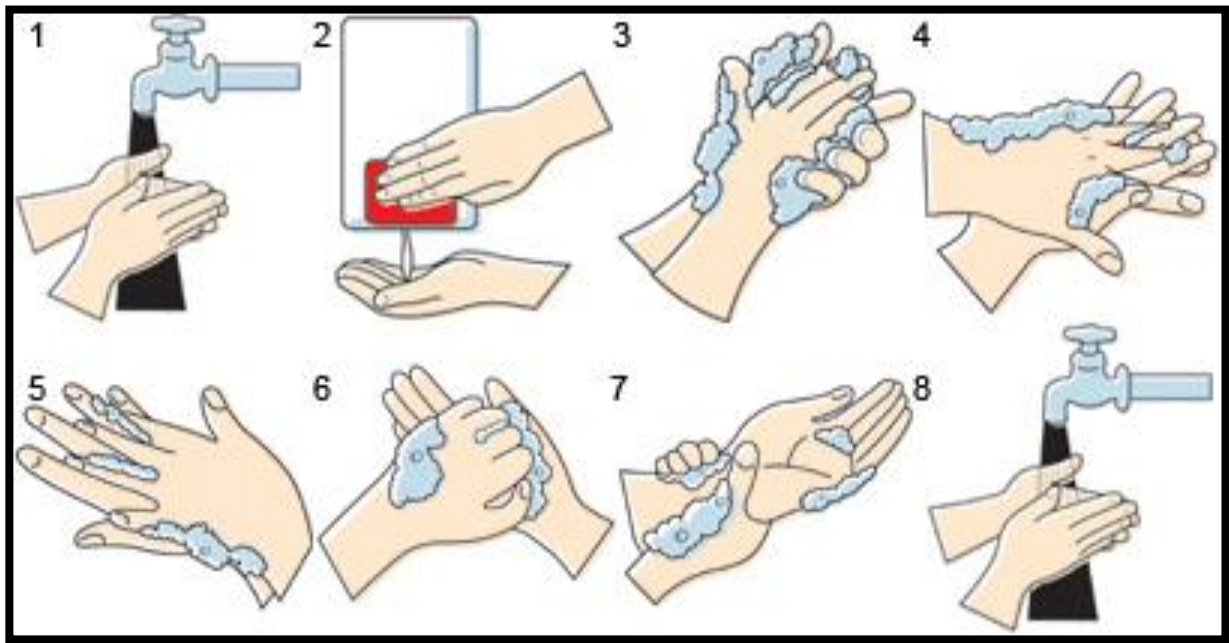
A] INTRODUCTION

1. Watch the video below and study the following notes before attempting your practical lesson.

<https://www.youtube.com/watch?v=ZZRZILGxt3A>

- B] Demonstrate how to effectively and successfully wash your hands.
Tick YES or NO and write a comment if necessary.

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



- C] Make a Collage of 10 pictures of different types of soap, sanitizers or cleaners suitable for use in the hospitality industry, and label it no 1 to 10. Allocate each item with a ✓ underneath in the table provided, to an area where it will be most effectively used.



Item no	Housekeeping - floors	Public areas	Front desk	Kitchen	Waste area
TOTAL:					

Develop a visual informative poster for the kitchen on effective ways to save water.

DRAFT



TOTAL: 5 MARKS



INFORMAL ACTIVITY - MARKING GUIDELINE

Practical Demonstration & Activity

B] Demonstrate how to effectively and successfully wash your hands.

Tick YES or NO and write a comment if necessary.

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

C] Make a Collage of 10 pictures of different types of soap, sanitisers or cleaners suitable for use in the hospitality industry, and label it no 1 to 10. Allocate each item with a √ underneath in the table provided, to an area where it will be most effectively used.

Learners will find relevant pictures from internet / magazines / newspapers / brochures

√√√√√√√√√√

LESSON PLAN – HOSPITALITY STUDIES					
YEAR	1	Planned date		Date completed	
TOPIC Sub-topic(s)	Unit 3.2: Kitchen Apparatus and Equipment <ul style="list-style-type: none"> - Identify, of equipment and apparatus - Functions/correct use and handling practises - General cleaning and caring of equipment and apparatus 				
CAPS REFERENCE	Term 1 Week 3				
DURATION	3.5 hrs				
LESSON RESOURCES	RESOURCES VIDEOS: https://www.youtube.com/watch?v=71cvSqZSwi0 Kitchen Utensils In The Professional Kitchen And What Equipment You Need At Home https://www.youtube.com/watch?v=H7FxiEe31QE Kitchen Equipment And Utensils And Their Uses http://youtube.com/watch?v=dayOQPXCccA How To Clean Tools For The Kitchen http://youtube.com/watch?v=eyl5--dMHXU How To Clean And Santise Kitchen Tools And Equipment https://www.youtube.com/watch?v=NELxe2U4HcQ How To Clean Kitchen Appliances Activities 1 and 2 Identification tests				
PREAMBLE	Brainstorm the words “Kitchen Utensils” Identification of available utensils in the school stock.				
EXPECTED OUTCOMES	The ability to apply basic skills to: Identify basic kitchen utensils & equipment in a kitchen-small & large scale Know the general cleaning/ use and care of appliances, equipment and utensils.				
DETERMINE PRIOR KNOWLEDGE	Name the different kitchen utensils/ appliances & equipment in your home. How do you care for these utensils/ appliances & equipment at home?				
INTRODUCTION TO THE TOPIC	Video- Kitchen Utensils In The Professional Kitchen And What Equipment You Need At Home/ Kitchen Equipment And Utensils And Their Uses/ How To Clean Tools In The Kitchen/How To Clean Kitchen Appliances Pictures Equipment				

PRACTICAL WORK	PERFORMANCE TESTS Practical lesson 1 (T1): Written Performance Test – Identification test equipment
CONCEPTS AND TERMINOLOGY	
General care	This means using proper procedures to sanitize surfaces and take care of utensil/ appliances and equipment for it to last and give good service.
LESSON PRESENTATION and INFORMAL ASSESSMENT	Identify kitchen equipment/ utensils and appliances in the basic training kitchen Discussing general care/ use of kitchen equipment/ utensils and appliances
EAC INTEGRATION	Identification test: Visual interpretation in a written response. Brainstorming names of general kitchen equipment/ appliances in the kitchen. Practical lesson to engage learners on the identification of kitchen utensils and equipment.
EXTENDED OPPORTUNITIES	Educating local caterers and the school food handlers on the proper care and use of their catering equipment.
SELF-REFLECTION	Educator must reflect on the lesson based on the context of the school and the community.

INTRODUCTION

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

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





Unit 3.2: KITCHEN APPARATUS & EQUIPMENT






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.

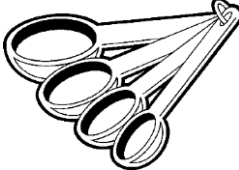
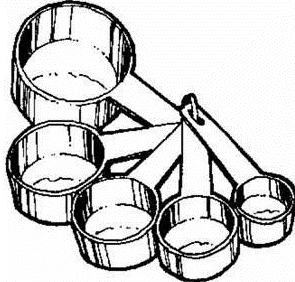



3.2.1 Identify basic large kitchen equipment and small kitchen apparatus

Different materials used

<p>Aluminium</p> 	<p>Is the best for all-round use. It is the most popular, lightweight, attractive, and less expensive. It requires care to keep it shiny and clean. Much more, it gives even heat distribution no matter what heat temperature you have. It is available in sheet or cast aluminium. Since it is a soft metal, the lighter gauges will dent and scratch easily, making the utensils unusable.</p>
<p>Stainless Steel</p> 	<p>Is the most popular material used for apparatus and equipment but is more expensive. It is easier to clean and shine and will not wear out as soon as aluminium.</p>

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


SMALL KITCHEN APPARATUS AND UTENSILS: MEASURING EQUIPMENT


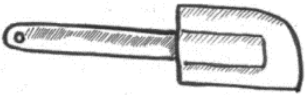





Equipment	Name	Use
	Measuring spoons	Used for small quantities of wet and dry ingredients
	Measuring cups	Used to measure solids and dry ingredients, such as flour, fat and sugar. Made of aluminium or stainless material, and plastic and comes in different colours.
	Measuring jug	Used for large amounts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








SMALL KITCHEN EQUIPMENT AND UTENSILS: CUTTING UTENSILS



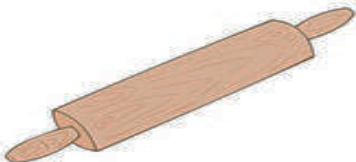

	Chef's knife	Cutting and chopping of fruit, vegetables or even meat.
	Bread knife	Cutting bread or pastry, the serrated edge does not blunt easily.
	Sharpening steel	Used to sharpen long knives.
	Paring knife	Peeling and cutting of vegetables or fruit.

SMALL KITCHEN EQUIPMENT AND UTENSILS: PREPARATION EQUIPMENT



Equipment	Name	Use
	Wooden spoons	Stirring and beating. Rubbing ingredients through a sieve. Creaming butter and sugar together.

	<p>Pasta spoon or server</p>	<p>Is used to transfer a little or much cooked pasta to a waiting plate, without mess. Pasta spoons are best used with spaghetti-style or other long pasta noodles: you can use a large, slotted serving spoon for short pastas.</p>
	<p>Spatula / scraper</p>	<p>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.</p>
	<p>Vegetable peeler</p>	<p>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.</p>
	<p>Potato masher</p>	<p>Mashing potatoes or other soft, cooked vegetables or fruit, e.g. potatoes, turnips, carrots, etc.</p>
	<p>Cans, bottles, cartoons opener</p>	<p>Use to open a food tin, preferably with a smooth operation, and comfortable grip and turning knob.</p>
	<p>Colander</p>	<p>Also called a vegetable strainer are essential for various tasks from cleaning vegetables to straining pasta or tin contents.</p>
	<p>Cutting boards</p>	<p>A wooden or plastic board where meats and vegetables can be cut. Different colour codes are available.</p>

	Dredgers	Used to shake flour, salt, and pepper on meat, poultry, and fish.
	Funnels	Use to fill jars, made of various sizes of stainless steel, aluminium, or of plastic.
	Garlic press	Is a kitchen tool which is specifically designed for the purpose of pulping garlic for cooking purposes.
	Graters	Used to grate, shred, slice and separate foods such as carrots, cabbage and cheese.
	Kitchen shears	They are practical for opening food packages, cutting tape or string to package foods or simply to remove labels or tags from items.
	Palette knife	Lifting biscuits etc. from baking sheets. Turning pancakes. Spreading icing on a cake.
	Balloon whisk	Used for whipping eggs or batter, and for blending gravies, sauces, and soups.



	Mixing bowls	Container for mixing your ingredients in.
	Pastry brush / baster	Brushing glazes onto food, e.g. tops of breads and baked goods after they come out of the oven, and returning some of the meat or poultry juices from the pan, back to the food. Greasing baking tins.
	Rolling pin	Rolling out biscuits and pastry.
	Flipper / egg lifter	Use for turning hamburgers and other food items.


SMALL KITCHEN EQUIPMENT AND UTENSILS: COOKING & BAKING EQUIPMENT

Equipment	Name	Use
	Frying pan	Frying of eggs, vegetables, meat etc.
	Casserole Pots	Used for cooking of different food types, like vegetables, starches, meats, soups etc.





	Pressure cooker	Use for cooking of tough foods like certain meat cuts. Making stews.
	Double boiler	Used when temperatures must be kept below boiling, such as for egg sauces, puddings, and to keep foods warm without overcooking.
	Baking sheet	Baking of biscuits etc.
	Cake tin	Baking of cakes or breads

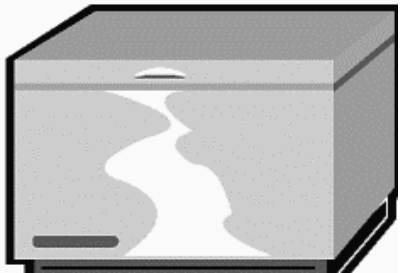


SERVING UTENSILS

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	<p>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.</p>
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LARGE EQUIPMENT

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

	<p>Freezer</p>	<p>Freezing of foods to be kept over a long period.</p> <p>It is an insulated box, equipped with refrigeration unit and a control to maintain the proper inside temperature for food storage.</p>
	<p>Deep fryer</p>	<p>Used to cook foods in deep oil</p> <p>They make foods, e.g. crispy chicken wings, fish, French fries and other foods quickly and easily</p>
	<p>Griller</p>	<p>Has a metal framework and a flat or grated surface for cooking food over direct heat.</p>

GENERAL CARE AND CLEANING

- **Basic Utensil Care**

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

- **How to Clean Utensils**

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

- **How to Care for Metal Utensils**

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

- **How to Care for Silver Utensils**

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

- **How to Care for Wooden Utensils**

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

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

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

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

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

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

- **How to Care for Knives**

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

CARING FOR APPLIANCES

Enamel areas

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

Control panel

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

Burners (natural gas)

- For day-to-day cleaning, wipe over the burners after each use. Aluminium should be rubbed over with soapy steel wool pads.
- Brass and stainless steel should be washed in hot, soapy water. Always rinse and dry well.
- Light burners to check correct replacement.
- Pan supports or trivets. Wash in hot, soapy water. If they are very greasy soak in a solution of one tablespoon of washing soda to 4.5 litres of very hot water.

Griller

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

Oven

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

Glass areas

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

STORAGE OF KITCHEN APPARATUS

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



INFORMAL ACTIVITY

Word Search

Circle the correct word on kitchen utensils.

KITCHEN APPARATUS AND EQUIPMENT UTENSILS



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

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

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

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



INFORMAL ACTIVITY - MARKING GUIDELINE

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



PRACTICAL LESSON 1: WRITTEN PERFORMANCE TESTS

Identification Test:

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


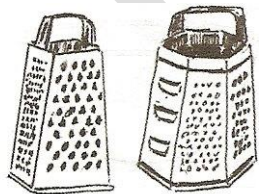
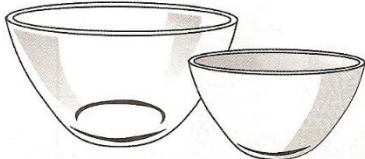

PRACTICAL LESSON 1 – WRITTEN PERFORMANCE TEST - IDENTIFICATION TEST




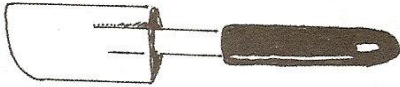



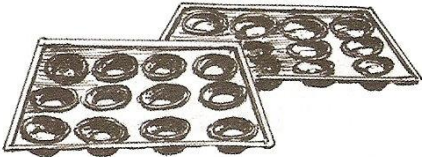
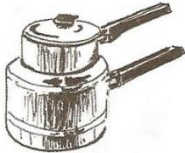

KITCHEN APPARATUS AND EQUIPMENT



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

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

EQUIPMENT	NAME	USE
		
		
		
		


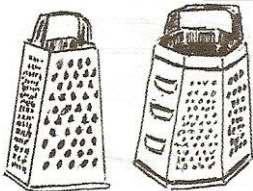



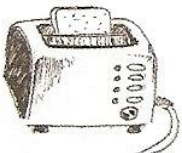
		


TOTAL: 30 MARKS (CONVERT TO 25)





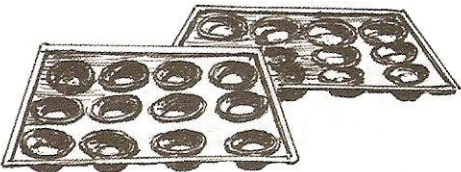
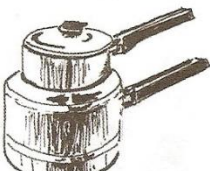




PRACTICAL LESSON 1: WRITTEN PERFORMANCE TESTS

MARKING GUIDELINE

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

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

EQUIPMENT	NAME	USE
	SPATULA/ SCRAPER✓	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 ✓
	LOAF TIN✓	Baking bread or loaf cakes ✓
	KITCHEN SHEARS✓	They are practical for opening food packages, cutting tape or string to package foods or simply to remove labels or tags from items ✓
	ROLLING PIN✓	Rolling out biscuits and pastry✓
	MUFFIN PAN✓	A baking pan to bake muffins or cupcakes✓
	DOUBLE BOILER✓	Used when temperatures must be kept below boiling, such as for egg sauces,

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

TOTAL: 30 MARKS (CONVERT TO 25 MARKS)



RESOURCES

VIDEOS:

<https://www.youtube.com/watch?v=71cvSgZSwi0>

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=eyl5--dMHXU>

How To Clean and Santise Kitchen Tools And Equipment

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

How To Clean Kitchen Appliances

LESSON PLAN – HOSPITALITY STUDIES					
YEAR	1	Planned date		Date completed	
TOPIC Sub-topic(s)	Unit 3.3: Recipe Introduction <ul style="list-style-type: none"> - Standard format Mise-en-place <ul style="list-style-type: none"> - Mise en place of ingredients and apparatus 				
CAPS REFERENCE	Term 1 Week 6-7				
DURATION	3.5 hrs				
LESSON RESOURCES	RESOURCES VIDEOS: Activities 1 and 2 Practical lesson				
PREAMBLE	Examples of recipes circulating in the class Examples of measuring tools indicative of the metric units commonly used in the school training kitchen				
EXPECTED OUTCOMES	The ability to apply basic skills to: <ul style="list-style-type: none"> • Identify and write recipes in the standard format • Understand the value of following a recipe in the standard format Measuring wet and dry ingredients correctly				
DETERMINE PRIOR KNOWLEDGE	What is a recipe? Features to identify with a standard recipe format What are the commonly used metric units in the kitchen?				
INTRODUCTION TO THE TOPIC	Video- How to measure wet & dry ingredients/ How to write a standardised recipe/ How To Mise en Place/ Mise en place Pictures of recipes and measuring equipment				
PRACTICAL WORK	Practical Lesson 2: Performance test Washing /sanitising of hands				

	<p>Measuring of ingredients</p> <p>Practical Lesson 3: Performance test</p> <p>Prepare a no-bake cookie e.g., chocolate clusters or slices</p> <ul style="list-style-type: none"> - Read and interpret the recipe - Do mise en place for the recipe - Measuring of ingredients <p>SKILLS TESTS</p> <p>Practical Skills Test 1 – Prepare no-bake product e.g., no bake drop cookies or slices</p>
CONCEPTS AND TERMINOLOGY	
Concept / Term	Meaning in Hospitality studies context
Conversions	Adapting a recipe to yield more or less portions
Metric units	Single unit of weight expressed in grams/ litres
Ingredients	Foods or substances that are combined to make a particular dish.
Method	A step-by-step process detailing how the ingredients must be mixed to make a successful product.
Standard format	Describes the exact, measurable amount of ingredients and the method of preparation needed to consistently produce a high-quality product
LESSON PRESENTATION and	<ul style="list-style-type: none"> - Identify standard formats of recipes - Writing a recipe in the standard format -- Measuring wet and dry ingredients correctly
INFORMAL ASSESSMENT	Activity: Writing your favourite recipe in the standard format
EAC INTEGRATION	<p>Practical lesson:</p> <ul style="list-style-type: none"> - to engage learners on correct washing/sanitising of hands - to instruct learners on the correct method of measuring ingredients - to train learners on how to read and interpret recipes and do the related mise en place <p>Learners sharing their favourite recipes rewritten in the standard format amongst the class- stimulating discussions</p>
EXTENDED OPPORTUNITIES	Learners assisting local caterers to adapt their recipes accordingly for different functions and to rewrite recipes in the standard format
SELF-REFLECTION	Educator must reflect on the lesson based on the context of the school and the community.





Unit 3.3: RECIPES AND MISE EN PLACE

INTRODUCTION

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.

<p>Ingredients are the food products such as milk, eggs, baking powder and cheese used to prepare a dish.</p>	<p>The instructions or the method indicates what must be done with each ingredient or groups of ingredients together before it can become a dish.</p>	<p>A dish is the item that can be eaten after all ingredients in the recipe was mixed and cooked.</p>
	<p>Method:</p> <ol style="list-style-type: none"> 1. Heat the oven to 200°C. Break 2 eggs into a measuring jug. 2. Add milk up to the 250 ml mark and pour into a large mixing bowl. 3. Add 5 ml salt and beat well. 4. Add 125ml oil to the mixture. 5. Add 250 ml cake flour and 15 ml baking powder and beat very well. 6. Fill paper muffin cups 1/3 full. 7. Sprinkle with cheese and grated Vienna sausages. 8. Fill muffin cups till almost full with the rest of the muffin mixture. 	

	10. Sprinkle with Aromat.	
	11. Bake for 10 – 15 min until golden brown.	

Why must I read through a recipe?

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

What is a good recipe?

A recipe that saves:

- money,
- labour and
- time

3.3.1 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

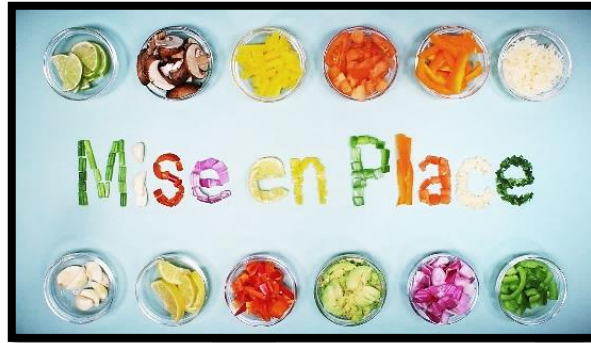
There are different sections in a recipe:

The diagram shows a recipe card for "Oatmeal Cookies in a Jar" with several sections labeled by arrows:

- Name of Recipe:** Points to the title "Oatmeal Cookies in a Jar".
- Ingredients:** Points to the list of ingredients: 1 1/4 cups flour (I used a whole wheat/white blend), 3/4 tsp baking powder, 1/2 tsp baking soda, 1/2 tsp salt, 1/2 cup packed brown sugar, 3/4 cup white sugar, 1 cup old fashioned oats, and 1/2 cup raisins.
- Method:** Points to the "Directions" section, which includes instructions for layering ingredients in a jar, preheating the oven to 350, and baking the cookies.
- General information:** Points to the bottom section titled "Attach these instructions to each jar:", which includes a small Christmas tree icon and a list of ingredients for the jar: white and whole wheat flour, old fashioned oats, raisins, baking powder, baking soda, salt, white sugar, and brown sugar.
- Picture of product:** Points to a photograph of a glass jar filled with the ingredients.
- Yield/Portion size:** Points to the text "Each jar makes roughly 36 cookies."

[Source: www.pinterest.com]

3.3.2 MISE EN PLACE IN THE KITCHEN



[Source: www.youtube.com]

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

Food preparation mise-en-place includes:

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

Advantages of mise-en-place

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

This process also:

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



Preparing the area and the equipment.



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

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

- Make sure that surfaces are clean (and sprayed with an antibacterial spray)
- Collect and arrange the equipment for the particular dishes that you need to prepare. Also collect any additional equipment that may not be close at hand specialised equipment that is not stored at the unit.
- Sharpen the knives with the sharpening steel.
- Turn the oven indicator to the required temperature.
- Prepare baking sheets by greasing, or greasing and flouring, or greasing and lining with paper.

Collect the ingredients

- Once the equipment has been collected and the area prepared, it is necessary to collect the ingredients required for the recipe that you are going to prepare.
- The recipe will give you the list of the ingredients, 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]

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, batonnettes, brunoises, paysanne and turning of vegetables.









[Source: www.reluctantgourmet.com]

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

Examples are:

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


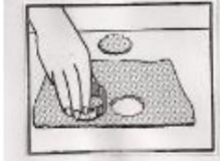



Recipe techniques:

	DESCRIPTION OF TECHNIQUE	ILLUSTRATION
1.	Preparation of pans: Pans are sprayed with greasy food spray or rubbed with butter/margarine or lined with baking paper before baking.	
2.	Sifting: Dry ingredients like flour, baking powder and salt are sifted together to incorporate air.	
3.	Cutting in: Butter or margarine is cut into a flour mixture with a pastry cutter until the mixture looks like coarse mealie meal. Rubbing in: Can also be used instead of cutting in – butter or margarine is rubbed into flour with the finger points until it looks like coarse mealie meal.	 
4.	Mix: Use a wooden spoon and stir all around in the bowl until all ingredients are evenly	
		

spread.

5. **Beat:**

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

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



UNIT 3.4: MEASURING OF 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.

OVEN TEMPERATURE

Temperature in the metric system is

Degrees Celsius	Old School
100° C	Very cool oven
120° C	Very cool oven
140° C	Cool oven
150° C	Cool oven

usually measured in degrees Celsius (°C).

MEASURING INGREDIENTS CORRECTLY

Accurate techniques in measuring are as important as the tools for measuring. Therefore, always observe the following procedures:

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



[Source: www.thecookinggeek.com]

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



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

[Source: www.recipetips.com]

- Level a measuring spoon measure small amounts agents or solid fats.

- **Liquid ingredients.** 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.



with straight edge of a knife to of salt, pepper, leavening

Liquid measuring cup – a graduated markings on the

which



- Ingredients 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]



INFORMAL ACTIVITY

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

1. Study the set of measuring spoons:

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



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

(4)

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 = 5 ml + 2.5 ml = 7.5 ml

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

(8)

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

(2)

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= 125 ml + 60 ml = 185 ml

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

2.3.2 375ml flour = _____ + _____ = 375 ml

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

2.3.4 75 ml salt = _____ + _____ = 75 ml

2.3.5 70ml coconut = _____ + _____ = 70 ml

2.4 Why must measuring cups get rinsed with hot water before syrup is measured? (12)

_____ (2)

TOTAL: 40 MARKS

3. METRIC MEASUREMENTS

3.1 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.

3.1.1 Identify all the following ingredients:

- Wet ingredients (4)
- Dry ingredients (3)

3.1.2 Is the oven temperature written correctly? Give a reason for your answer. (2)

3.1.3 Give the correct abbreviation for the following terms.

- A) Millilitre
- B) Gram
- C) Grade Celsius
- D) Kilogram (4)

3.1.4 How many grams in 2 kilograms? (1)

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

3.1.6 Name which measuring equipment you will use for the following:

- A) butter
- B) BP
- C) vanilla essence (3)



INFORMAL ACTIVITY - MARKING GUIDELINE

1: MEASURING

Study the set of measuring spoons:

1.1

15ML✓
7.5 ML✓
5ML✓
2.5ML✓



(4)

1.2

1.2.1 5 ml = ONE TEASPOON ✓

1.2.2 2.5 ml = HALF a TEASPOON ✓

1.2.3 15 ml = ONE TABLESPOON. ✓

(4)

1.3

- 1.3.1 12.5 ml sugar = $10\checkmark + 2.5\checkmark = 12.5$ ml
- 1.3.2 20 ml oil = $15\checkmark + 5\checkmark = 20$ ml
- 1.3.4 17.5 ml baking powder = $15\checkmark + 2.5\text{ml}\checkmark = 17.5$ ml
- 1.3.5 30 ml cornflour = $15\checkmark + 15\checkmark = 30\text{ml}$

(8)

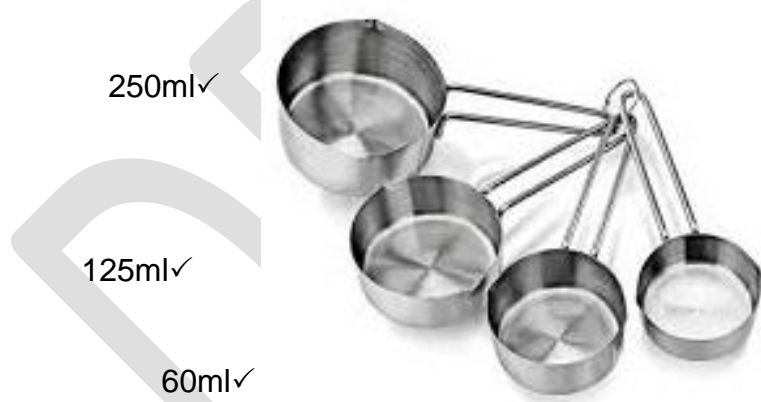
1.4

Butter knife✓
Spatula✓

(2)

2:

2.1



30ml✓

(4)

2.2

2.2.1 250 ml = ONE CUP✓

2.2.2 125 ml = HALF✓ a CUP. ✓

2.2.3 500 ml = 2 cups. ✓

(4)

2.3

2.3.1 625 ml sugar = $250\text{ML}\checkmark + 250\text{ML}\checkmark + 125\text{ML}\checkmark = 625$ ml

2.3.2 375ml flour = $250\text{ML}\checkmark + 125\text{ML}\checkmark = 375$ ml

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

2.3 4 75 ml salt = 60ML✓ + 15ML✓ = 75 ml

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

(12)

2.4

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

(2)

TOTAL: 40 MARKS

3

3.1.1 **Wet ingredients:**

Butter ✓

Eggs ✓

Vanilla ✓

Castor sugar ✓

(4)

Dry ingredients:

Custard powder ✓

Cake flour ✓

Baking powder ✓

(3)

3.1.2 No ✓

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

(2)

- 3.1.3
- | | |
|-------------------|--------|
| A) Millilitre | - ml ✓ |
| B) Gram | - g ✓ |
| C) Degree Celsius | - °C ✓ |
| D) Kilogram | - kg ✓ |


(4)

3.1.4 2000g ✓

(1)

5.

25 g	125 g ✓	250g ✓
25 g		
25 g		
25 g		
25 g ✓		
62,5 g ✓	125 g	250 g
62,5 g		



(5)

6. Butter – Scale ✓

Baking powder – measuring spoon ✓

Vanilla essence – measuring spoon ✓

(3)



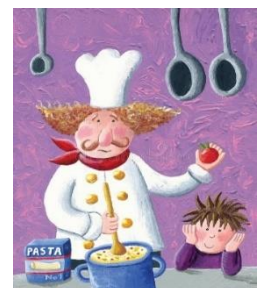
PRACTICAL LESSON 2: PERFORMANCE TESTS

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 1:
OBJECTIVES: Students will be able to: <ul style="list-style-type: none"> Keep hands hygienic when handling food. Measure accurately Work effectively with equipment 	Kitchen and Restaurant Operations	SOFT SKILLS: <ul style="list-style-type: none"> Decision Making Attention to detail Communication Teamwork

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

- 1] List the 10 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]

- 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

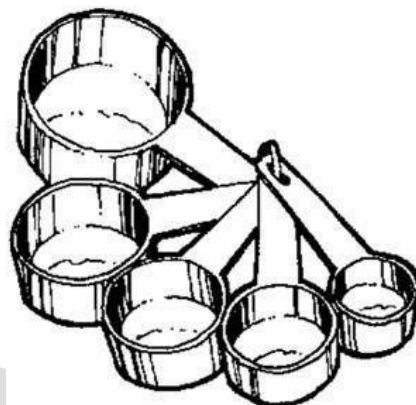
2ml citric acid

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)
1. Washing of hands		(1)

INGREDIENTS	Quantity needed	MEASURING EQUIPMENT
Maize meal 	½ cup	(2)
	1 cup	(2)
	3 cups	1. 2. (4)

TWO METHODS TO USE

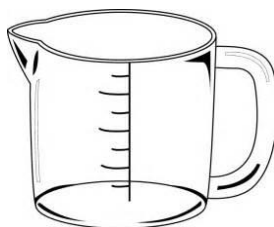
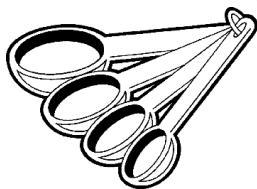
Sugar 	$\frac{1}{3}$ cup	(2)
	$\frac{3}{4}$ cup	(2)
	$\frac{2}{3}$ cup	(2)
Water 	200 ml	(2)
	375 ml	(2)
	1 L	(2)

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

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

- Indicate in your conclusion why it is important to wash / sanitise hands.
- Indicate in your conclusion why it is important to measure ingredients accurately.
- Indicate why correct equipment must be used to measure ingredients. (5)

TOTAL:25 MARKS






PRACTICAL LESSON 2: WRITTEN PERFORMANCE TESTS

MARKING GUIDELINE

Surname, Name	Topic	Year 1:
OBJECTIVES: Students will be able to: <ul style="list-style-type: none"> Keep hands hygienic when handling food. Measure accurately Work effectively with equipment 	Kitchen and Restaurant Operations	SOFT SKILLS: <ul style="list-style-type: none"> Decision Making Attention to detail Communication Teamwork

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



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

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

1.10 Ensuring that the cleanliness of the wash basin has been maintained.	✓	
TOTAL: 10/2 [5]		

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

MEASURING INGREDIENTS

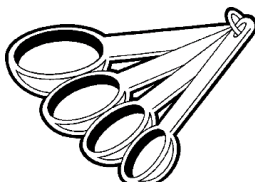

TECHNIQUE/S: Measuring of dry ingredients

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	Measured using measuring spoons ✓ (1)
Citric Acid	2 ml	Measured using measuring spoons ✓ (1)
Icing Sugar	30 ml	Measured using measuring spoons ✓ (1)
Flavoured jelly crystals	5 ml	Measured using measuring spoons ✓ (1)

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

INGREDIENTS	Quantity needed	MEASURING EQUIPMENT
<div>Maize meal</div>  <div>TWO METHODS TO USE</div> 	½ cup	Measure accurately ✓ Equipment – 125 ml measuring cup ✓ (2)
	1 cup	Measure accurately ✓ Equipment – 250 ml measuring cup ✓ (2)
	3 cups	Measure accurately ✓ Equipment – 3 x 250 ml measuring cups ✓ Measure accurately ✓ Equipment – electronic scale ✓ (4)
<div>Sugar</div> 	½ cup	Measure accurately ✓ Equipment – 80 ml measuring cup ✓ (2)
	¾ cup	Measure accurately ✓ Equipment – 125 ml + 60 ml measuring cup ✓ (2)
	⅔ cup	Measure accurately ✓ Equipment – 125 ml + 60 ml / 2 x 80 ml measuring cups ✓ (2)
<div>Water</div> 	200 ml	Measure accurately ✓ View the liquid at eye level to make sure it is the proper amount Equipment – measuring jug ✓ (2)
	375 ml	Measure accurately ✓ View the liquid at eye level to make sure it is the proper amount ✓ Equipment – measuring jug ✓ (2)
	1 L	Measure accurately ✓ View the liquid at eye level to make sure it is the proper amount ✓ Equipment – measuring jug ✓ (2)

(20/2) = [10]

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

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

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

[5]

TOTAL: 25 MARKS

DRAFT



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

Surname, Name:

No-bake cookies



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

SOFT SKILLS to strengthen hard skills:

- Classification
- Identifying cooking method
- Practical skills application

CHARACTERISTICS OF THE PRODUCT

Appearance	Texture	Taste	
Chocolate brown crunchy drop cookie.	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)

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

Rolled oats Chocolate Droplets
Yield 24 drop cookies

Ingredients

125 g Margarine
 500 ml Sugar
 125 ml Cacao

 125 ml Milk
 750 ml Rolled oats
 250 ml Coconut
 5 ml Vanilla essence

Method

1. Heat the margarine, sugar, cacao and milk together in a pot while stirring.
2. Simmer for 5 minutes then remove from stove.
3. Add all the other ingredients and mix thoroughly till mixture is a stiff mix.
4. Place spoonful of the mixture onto a greased baking tray.
5. Place in fridge to set.



C. Mise en place

NAME OF RECIPE: Jacket Potatoes		
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

C. ANSWER THE FOLLOWING QUESTIONS

1. Differentiate between boiling and sautéing of vegetables. [2]
2. List THREE general rules when boiling food. [3]

TOTAL: 25 MARKS



PRACTICAL LESSON 3: WRITTEN PERFORMANCE TESTS MARKING GUIDELINE

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			

Technique Applied:	Prepare a no-bake cookie	✓	[1]
Description of dish:	Drop biscuit	✓	[1]
Oven/temperature control on stove:	Stove plate (boiling and simmering)	✓	[1]
Cooking Method:	Boiling and simmering	✓	[1]
			TOTAL = 20

C. ANSWER THE FOLLOWING QUESTIONS

1. Explain how to measure off 750ml rolled oats.

[3]

Oats is a dry ingredient ✓

You have to use a measuring cup ✓, fill it up by using a tablespoon. ✓

Level it off using the back of a butter knife or a spatula. ✓

2. Define the difference between mass and volume?

[2]

Mass measures how much an item weighs by using grams or kilograms you use a scale to determine mass. ✓

Volume measures how many millilitres or litres of liquid there is, you can use either a measuring jug or a measuring spoon to determine volume. ✓

TOTAL: 25 MARKS



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:

Year 1:

SKILLS TEST 1

Preparing a no-bake product



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

Chocolate brown crunchy fudge squares.

Texture

Crunchy texture, it must be set firmly.

Taste

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)

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

[illegible]

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



SKILLS TEST 1 MARKING GUIDELINE

C. Mise en place

NAME OF RECIPE: Rolled oats		
Ingredients	Recipe Amount	Mise en place of ingredients [2]
Margarine	125 ml	Melted
Icing Sugar	1 kg	
Cacao	20 ml	
Egg	1	Beaten
Coconut	125 ml	
Vanilla essence	10 ml	
Salt	2 ml	
Marie Biscuits	1 pkt	Broken into pieces
Mise en place-apparatus [2]		Mise en place of additional equipment not found at your work station [1]
Rolling pin to crush biscuits with✓		Grease a rectangle dish✓
Wooden spoon✓		Plastic bag to place biscuits in✓
Mixing Bowl✓		
		Number of portions: 12 ✓ [1]
Technique Applied: Preparing a no-bake cookie ✓		[1]
Description of dish: Fudge squares ✓		[1]
Oven/temperature control on stove: stove plate medium heat ✓		[1]
Cooking Method: Melting and refrigerating ✓		[1]
TOTAL = 20		

C. ANSWER THE FOLLOWING QUESTIONS

1. Measuring cup, ✓

measuring spoon, ✓

measuring jug ✓

and scale ✓

(Any 3) (3)

2.

Mass	Volume
measures how much an item weighs by using grams or kilograms you use a scale to determine mass. ✓	measures how many millilitres or litres of liquid there is, you can use either a measuring jug or a measuring spoon to determine 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

VIDEOS:

How To Measure Wet and Dry Ingredients:

www.youtube.com



SUMMARIES

CONTENT SUMMARY: Kitchen and Restaurant Operations

KEY CONCEPTS

Unit 3.1: Organising the Kitchen

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

Unit 3.2: Kitchen Apparatus and Equipment

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

Unit 3.3: Recipe Introduction

- 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: Measuring of Ingredients

- The basic metric measurements used in the kitchen is millilitres; litres; grams and kilograms.
- Temperature in the metric system is measured in degrees Celsius.

- Accurate measuring is just as important as the tools for measuring.
- Dry ingredients are usually levelled-off with a straight edge knife.
- Liquid ingredient measures must be done on a flat, level surface.

DRAFT



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)

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)

SECTION B: LONG QUESTIONS

2.1

Indicate the abbreviations for the following measurement units:

LO
(5)

2.1.1 millilitres

2.1.2 kilogram

2.1.3 gram

2.1.4 litre

2.1.5 degrees Celcius

2.2

Explain the following techniques:

MO
(10)

2.2.1 Cutting in

2.2.2 Beat

2.2.3 Grate

2.2.4 Stir

2.2.5 Mix

2.3

"The Royal Towers Hotel does not have a mise en place procedure in place.

HO

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.

(4)

TOTAL: 25 MARKS



EXAM PRACTICE QUESTIONS – MARKING GUIDELINE

Exam practice: Kitchen & Restaurant Operations

QUESTIONS

SECTION A: SHORT QUESTIONS

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

1.1.1 B✓

1.1.2 B✓

1.1.3 B✓

(3)

1.2 **MATCH ITEMS**

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

1.2.1

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

(3)

SECTION B: LONG QUESTIONS

- 2.1 Indicate the abbreviations for the following measurement units: **LO**
(5)
- 2.1.1 ml✓
2.1.2 kg✓
2.1.3 g✓
2.1.4 L✓
2.1.5 °C✓
- 2.2 Explain the following techniques: **MO**
(10)
- 2.2.1 Butter or margarine is cut into a flour mixture with a pastry cutter until the mixture looks like coarse mealie meal. ✓
2.2.2 Use a beater to beat egg whites until foamy. In this way air is incorporated. ✓
2.2.3 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. ✓
2.2.4 Hold a wooden spoon upright and stir with circular movements on the base of the mixing bowl to evenly mix ingredients. ✓
2.2.5 Use a wooden spoon and stir all around in the bowl until all ingredients are evenly spread. ✓
- 2.3 **Advantages of mise-en-place** **HO**
(4)
- 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. ✓

TOTAL: 25 MARKS