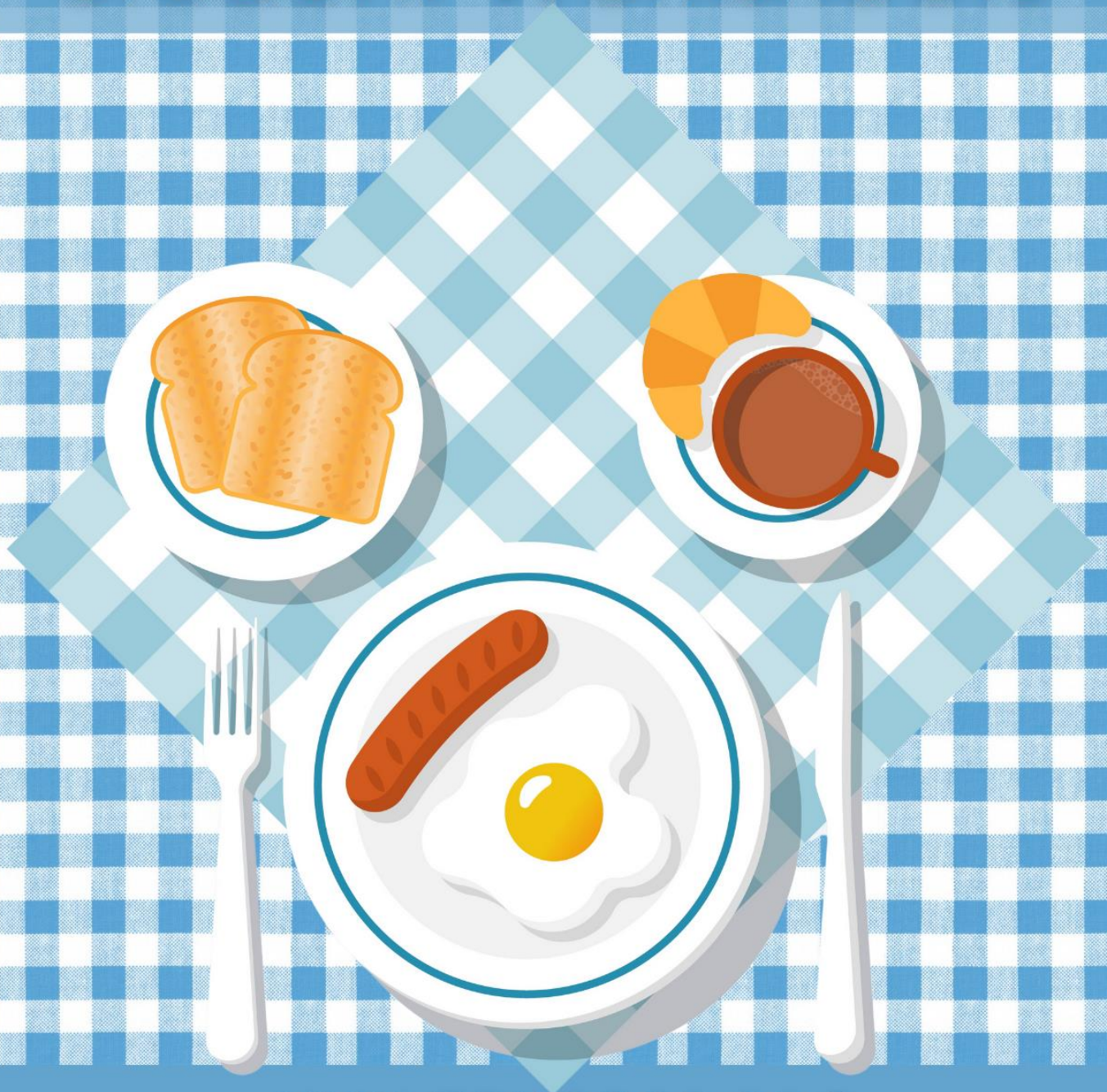




LEVEL  
3

# SAMPLE Breakfast Cookery Student Worksheets



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# Food Safety Organisations and Legislation

1. Give a brief explanation of each of the following agencies:

a) FSAI  **Food Safety**  
AUTHORITY OF IRELAND

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b) Bord Bia   
Irish Food Board

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c) National Dairy Council (NDC) 



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2. Give an example under each of these headings:



a) Hazard

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b) Analysis

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c) Critical

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d) Control

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e) Points

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I. Complete the sentences about keeping food fresh for longer.

**soft, spoil, distances, salad, share, fridge, air, Rinse, meals**



a) Buy locally because local produce lasts much longer than supermarket food, which has already travelled long \_\_\_\_\_ before it gets to you.

b) Wash berries in water with just a bit of vinegar before putting them into the \_\_\_\_\_.

c) \_\_\_\_\_ lettuce and other greens immediately in cold water and spin them dry before refrigerating them in the spinner or a breathable cloth bag.

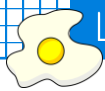
d) Keep apples out in plain sight, which helps them get eaten sooner. If they get too \_\_\_\_\_, just cook them!





- e) If salad greens begin to wilt, soak them in ice water to crisp them up before making a \_\_\_\_\_.
- f) Help keep \_\_\_\_\_ out of sour cream and cottage cheese tubs by storing them upside down in the fridge.
- g) Keeps apples away from other foods. Apples give off ethylene gas, which can cause foods to \_\_\_\_\_.
- h) Plan \_\_\_\_\_ in order of what needs to be used up first.
- i) Grow your own food! If you can't eat it all yourself, \_\_\_\_\_ with family and friends.

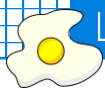




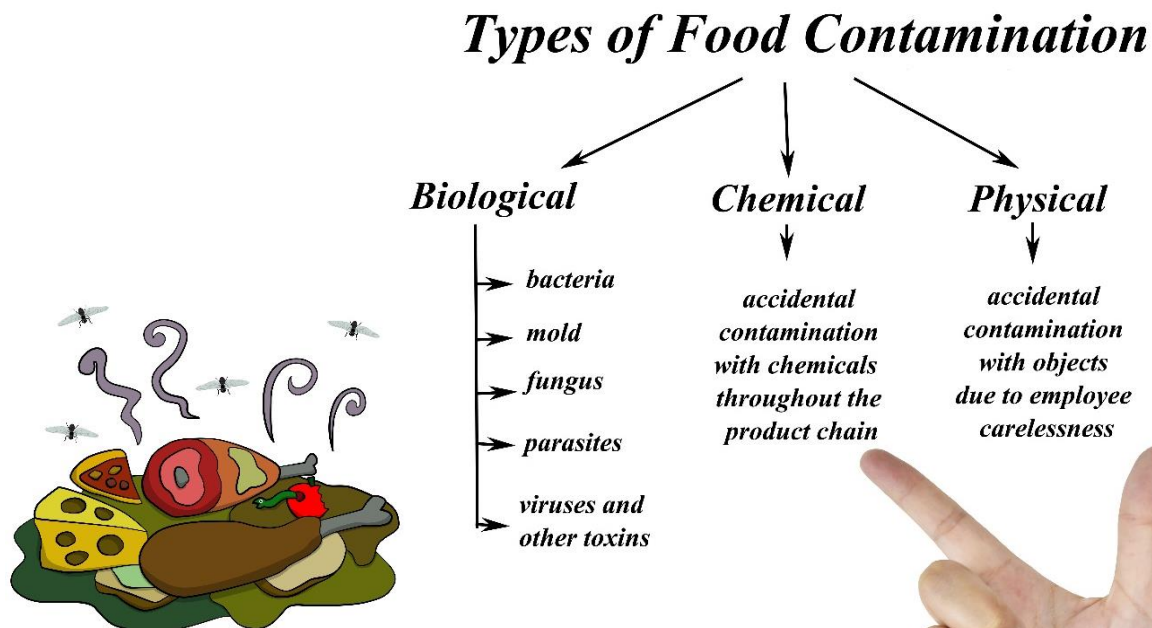
2. Be aware of health and safety when you are cooking in the kitchen. Tick the correct columns.



	YES	NO
Use different chopping boards and knives for cooked and raw food		
Clean your ears with your fingers		
Sneeze into food		
Keep your fingernails short and clean		
If you have a beard, keep it trimmed and tidy		
Scratch your body when cooking/serving		
Work on a clean surface		
Wash hands frequently and thoroughly with soap		
Rub your face/nose on your shoulder		
Wipe off perspiration with your bare hands		
Wear accessories		
Tie up long hair		
Be in the kitchen when you are unwell		
Rush around the kitchen		
Stay calm and composed		
Leave stoves unattended		
Turn off the gas when it's not in use		
Use the correct equipment and utensils for their intended purposes		
Place a first aid kit and fire extinguisher within reach		
Use expired fire extinguishers		



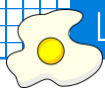
3. Read and discuss the diagram below:



4. Give an example of each type of food contamination and how to prevent it.

Biological	
Example	
Prevention	
Chemical	
Example	
Prevention	
Physical	
Example	
Prevention	





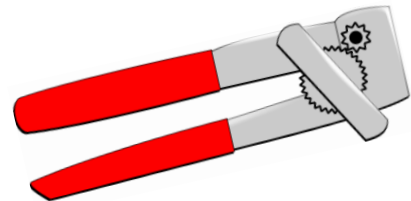
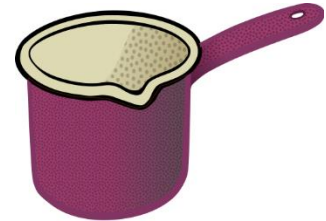
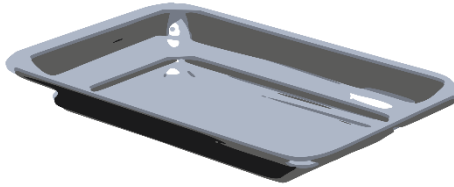
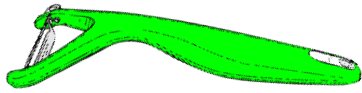
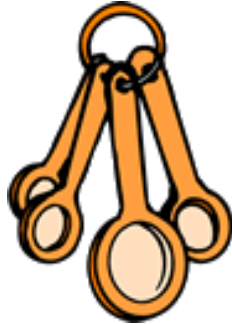
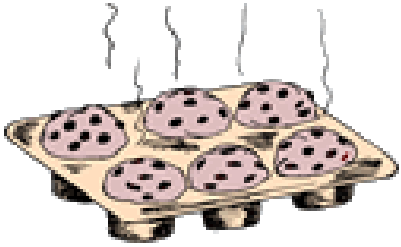
5. Identify the following practices as “safe” or “unsafe” on the lines provided.
- a) Jane put her long hair up into a pony tail before she started cooking. \_\_\_\_\_
  - b) Kimberly started preparing dinner while wearing flip flops.  
\_\_\_\_\_
  - c) Tim cleaned the stove top but left many crumbs on the hob.  
\_\_\_\_\_
  - d) Susie put the potato into the aluminium foil, and then she put it in the microwave to cook it. \_\_\_\_\_
  - e) Kevin went to the sink and washed his hands immediately upon re-entering the kitchen before he started preparing the food.  
\_\_\_\_\_
  - f) Niall placed the pan handles toward the front of the stove while cooking. \_\_\_\_\_
  - g) Jake immediately stopped what he was doing to clean up a spill on the floor. \_\_\_\_\_
  - h) Brian was in such a rush that he used the same cutting board for the vegetables and raw chicken. \_\_\_\_\_
  - i) Gemma noticed that the red light on the smoke alarm was not working. \_\_\_\_\_
  - j) Siobhan checked the fire alarm to see if the batteries needed to be changed. \_\_\_\_\_
  - k) Dave made sure to unplug all appliances before starting to wash dishes. \_\_\_\_\_
  - l) Diane put the leftovers into the fridge the following morning.  
\_\_\_\_\_





# Kitchen Terminology

1. Label the following kitchen items:





2. Give a brief description of each of these cooking methods.  
Briefly explain how you would use this method and 2 types of food you could cook with each method,

a) boil

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b) simmer

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c) sauté

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d) shallow fry

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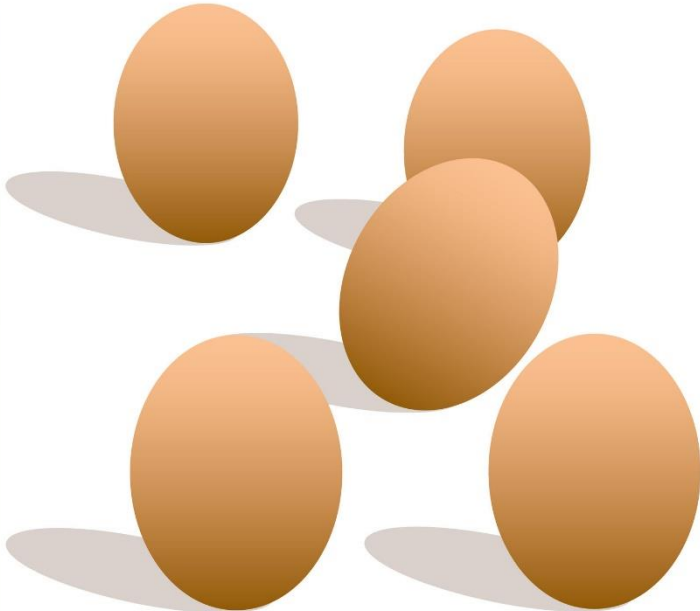
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### 3. Read about the nutritional facts of eggs:

**Egg Nutrition Facts**



Nutrition Facts	
Serving Size 1 Egg      50 g	
Amount Per Serving	
Calories 71	Calories from fat 45
<small>% Daily Value*</small>	
<b>Total Fat 5g</b>	8%
Saturated Fat 2g	8%
Trans Fat 0g	
<b>Cholesterol 211g</b>	70%
<b>Sodium 70mg</b>	3%
<b>Total Carbohydrate 0g</b>	0%
Dietary Fiber 0g	0%
Sugars 0g	
<b>Protein 6g</b>	
Vitamin A	5%
Vitamin C	0%
Calcium	3%
Iron	5%
<small>*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.</small>	

a) How much cholesterol does it contain, in grams?  
\_\_\_\_\_

b) How many calories is it? \_\_\_\_\_

c) What is the serving size? \_\_\_\_\_

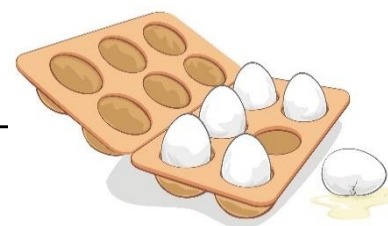
d) Does it contain iron? \_\_\_\_\_

e) How much sugar does it contain? \_\_\_\_\_

f) What daily percentage of Vitamin A does it give?  
\_\_\_\_\_

g) Does it contain trans-fat? \_\_\_\_\_

h) How many grams of sodium does it contain? \_\_\_\_\_





## Assessment Brief 2

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Course:	Breakfast Cookery
Course Code:	3NO895 (Ireland)
Assessment:	Skills Demonstration / Collection of Work
Title:	<b>Introduction to Breakfast Cookery</b>
Weighting:	Skills Demonstration 80%, Collection of Work 20%

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### Guidelines

You will be expected to:

1. Demonstrate basic techniques of tasting, recognition of food freshness and garnishing finished dishes;
2. Demonstrate basic cookery processes including grilling, poaching, shallow frying, boiling and simmering.
3. Demonstrate basic techniques for preparation of hot and cold cereals and breads.
4. Assess meals in terms of taste and appearance, freshness and presentation.

### Assessment criteria

- Exercises and tasks must be complete and correct.
- There must be full compliance with current food safety and hygiene legislation and regulation in personal and supervised work practices.
- Hygienic personal and working practices must be displayed.
- Use key terminology appropriate to preparation and serving a range of breakfast menus.
- Use basic kitchen skills appropriate to the tasks of preparing hot and cold breakfast menus.
- Understand the importance of cooking food to the correct temperature.





Submission date:

Declaration of Authenticity: I confirm that this is my own original work.

Signed:

Date:





1. Look at the ingredients of these smoothies:



a) Give each smoothie a sensible name:

- Smoothie A: \_\_\_\_\_
- Smoothie B: \_\_\_\_\_

b) Which ingredient do both smoothies have in common?

\_\_\_\_\_

c) Which smoothie has less ingredients?

\_\_\_\_\_

d) Which smoothie would you prefer to serve to customers?

Give a reason for your answer.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Name one way to garnish each of these:

a) strawberry smoothie \_\_\_\_\_

b) omelette \_\_\_\_\_

c) fresh fruit compote \_\_\_\_\_

d) bowl of cereal \_\_\_\_\_

e) French toast \_\_\_\_\_

f) fried eggs \_\_\_\_\_

g) sandwich \_\_\_\_\_

h) porridge \_\_\_\_\_

i) pancakes \_\_\_\_\_

j) hash browns \_\_\_\_\_

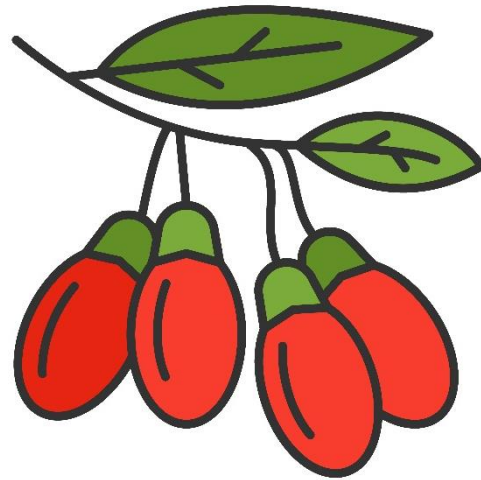






Look at the ten healthiest porridge toppings:

- a) Manuka honey
- b) Banana
- c) Figs
- d) Pomegranate Seeds
- e) Raw Cacao
- f) Goji Berries
- g) Bee Pollen
- h) Seeds, e.g. chia or flax
- i) Berries, particularly blueberries
- j) Nuts



goji berries

8. Choose one of the toppings and list some benefits of this food:

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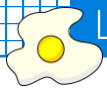
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9. Demonstrate making a hot cereal.





Read the sentences about healthy breakfast:



- Watch out for foods high in fat, salt and sugars.
- Make sure that your fruit juice contains 100% unsweetened pure fruit juice.
- Read the food labels.
- Choose reduced sugar jam or marmalade.
- Choose lower fat varieties of spreads or soft cheese.
- Avoid adding sugar to cereals and porridge, including honey and brown sugar, which are all additional sugar.
- Lower the amount of salt you add to food.

2. Write another 5 tips to keep your breakfasts healthy:

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1. Practise ordering breakfast and taking an order for breakfast. You can use the menu on Page 75 if you like.

Use the notepad.



2. Comment on your experience:

As a customer

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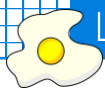
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As a staff member

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1. Answer the questions below. What's a healthy breakfast?

a) What's the healthier choice for breakfast? Tick one answer for each

Crisps and a fizzy drink OR  Toast and a cup of tea

Boiled egg OR  Fried egg

Bar of chocolate OR  Slice of bread



b) Name three types of bread.

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c) What is the healthiest of the three breads you named?  
Why is it the healthiest?

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d) Give two examples of how you can cook an egg.

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e) How can you cook eggs without using any fat or oils?

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a) What one food swap can you make to have a healthier breakfast?

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## Mapping of Learning Outcomes

1. Explain the basic principles of food safety and associated legislation Pages 13 to 16 (Food Safety Organisations and Legislation), Pages 14 to 16 (HACCP), Pages 17 to 35 (Basic Kitchen Safety), Page 30 (Kitchen Cleaning Checklist – Appendix 1), Page 37 (Storage Times for Fridge and Freezer), Page 52 (Food Safety Myths)
2. Explain the organisation of a professional kitchen Page 24 (A Chef's Uniform), Page 30 (Kitchen Cleaning Checklist – Appendix 1), Pages 37 to 40 (The Professional Kitchen)
3. Use kitchen terminology, weights and measures appropriately Pages 41 to 43 (Weights and Measures), Pages 47 to 57 (Kitchen Terminology), Pages 61 to 66 (Reading Recipes), Pages 67 to 72 (Techniques), Pages 73 to 84 (Cereals, Breads and Pastries), Page 79 (Kitchen Skills Checklist – Appendix 2), *throughout the course*
4. Explain how different degrees of cooking affect foods Pages 44 to 46 (Temperatures)
5. Demonstrate basic techniques of tasting, recognition of food freshness and garnishing finished dishes Pages 67 to 72 (Techniques), *throughout the planning and preparations of breakfasts*
6. Demonstrate basic cookery processes including grilling, poaching, shallow frying, boiling and simmering Pages 61 to 66 (Reading Recipes), Pages 85 to 87 (Cooking Processes), Page 79 (Kitchen Skills Checklist – Appendix 2), *throughout the planning and preparations of breakfasts*
7. Demonstrate basic techniques for preparation of hot and cold cereals and breads Pages 73 to 84 (Cereals, Breads and Pastries), Page 79 (Kitchen Skills Checklist – Appendix 2), *throughout the planning and preparations of breakfasts*
8. Assist in preparing and presenting a full Irish cooked and a continental breakfast, plated and buffet style Pages 67 to 72 (Techniques), Pages 73 to 84 (Cereals, Breads and Pastries), Page 79 (Kitchen Skills Checklist – Appendix 2), Pages 85 to 87 (Cooking Processes), Pages 88 to 106 (Planning Breakfast), Pages 110 to 112 (Different Types of Breakfasts), Pages 113 to 120 (Considerations when Making Breakfasts), Pages 121 to 122 (Preparing and Presenting Breakfast), Page 125 (Comparing



- Breakfasts), Page 135 (Appendix 3 – Menu Planning), Page 138 (Appendix 5 – Menu Template), Page 139 (Appendix 6 – Shopping List)
9. Comply with current food safety and hygiene legislation and regulation Pages 13 to 16 (Food Safety Organisations and Legislation), Pages 14 to 16 (HACCP), Pages 17 to 35 (Basic Kitchen Safety), Page 30 (Kitchen Cleaning Checklist – Appendix I), Page 37 (Storage Times for Fridge and Freezer), Page 52 (Food Safety Myths), *throughout the planning and preparations of breakfasts*
10. Demonstrate basic understanding of the food cost and quality control cycle Page 106 (Costing a Breakfast Item), Pages 123 to 124 (Costing Breakfasts), Page 126 (Breakfast Review and Evaluation), Pages 136 and 137 (Breakfast Reviews), Page 139 (Appendix 6 – Shopping List), *throughout the planning and preparations of breakfasts*