

LCA



EDUCOOT

COOKING & CATERING Student Worksheets

Includes Catering Careers, Kitchen Safety, Nutrition,
Food Presentation, Making Soups, Starters, Vegetables,
Salads, Baked Goods & Desserts

BOOK A

SAMPLE!

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MAPPING OF LEARNING OUTCOMES

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6. Choose a local hotel and research it. Fill in the profile below or create your own profile.



HOTEL PROFILE

Give details of the hotel, e.g. name, address, contacts

Website

Facilities



Types of accommodation

Prices



Would you recommend this hotel? Give reasons for your answer.



Interests nearby

Restaurants/Pubs



Any awards?

Star rating

4. Find 2 catering jobs online. Write the details below:



JOB 1

Position	
Location	
Workplace type:	
Job type (e.g. Full-time)	
Salary	
Days/Times	
Some duties	
Some requirements	
How to apply	



5. Look at this job advert below. Highlight the positive values required.



JOB VACANCY WAITING STAFF

We are currently recruiting for experienced waiting staff to join our Restaurant and Bars teams. Applicants must be over 18 years and flexible in their availability for work, as these roles may include early and late shifts on any day of the week.

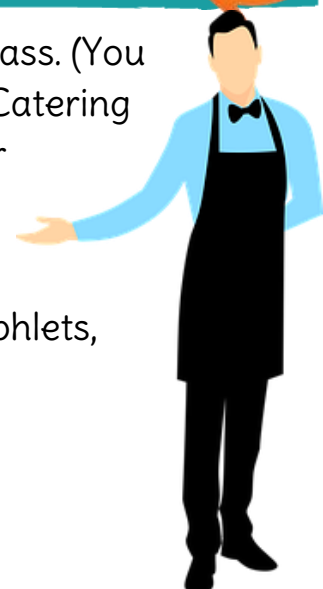
What we require from you:

- A minimum of 1 years previous experience working in a busy Food and Beverage establishment
- The ability to engage well with guests to provide an outstanding guest experience
- Excellent attention to detail
- The ability to adapt to change and work well under pressure
- Outgoing and friendly personality
- Believe in teamwork, people and integrity
- Have a good knowledge and interest in food and beverage trends
- Have a professional image at all times in line with the Hotel standards
- Be committed to the team
- Work well independently and in a team environment
- Be capable of taking on responsibility
- Have excellent customer service skills
- Have a positive attitude
- Have an eagerness to learn



*Invite a person working in the industry to visit the class. (You could also invite the guidance counsellor or a Hotel, Catering and Tourism teacher.) Ask questions to broaden your understanding of hospitality.

*As a class, create a classroom collage or display on the concept of hospitality. Use pictures, photos, pamphlets, posters, hotel/tourist slogans, websites, etc.



A. FOOD STORAGE

1. Read:

The proper storage of food is a critical part of maintaining high catering standards and of reducing the risk of food poisoning.

Some foods must be stored in the fridge and eaten within a short space of time. Other foods, such as flour, pulses, canned foods and many others, last much longer and can be stored at room temperature. But, all foods have limits on their storage time.

Storage instructions should be followed and staff should be aware of “use by” dates.

In particular, staff must make sure that they always store foods:

- in the right place
- at the right temperature
- for the right time.

Staff responsible for food ordering in a professional kitchen, such as a restaurant, hotel or institutional operation, should maintain a strict routine of stock control that includes the removal of all out-of-date foods.



3. Write True (T) or False (F).

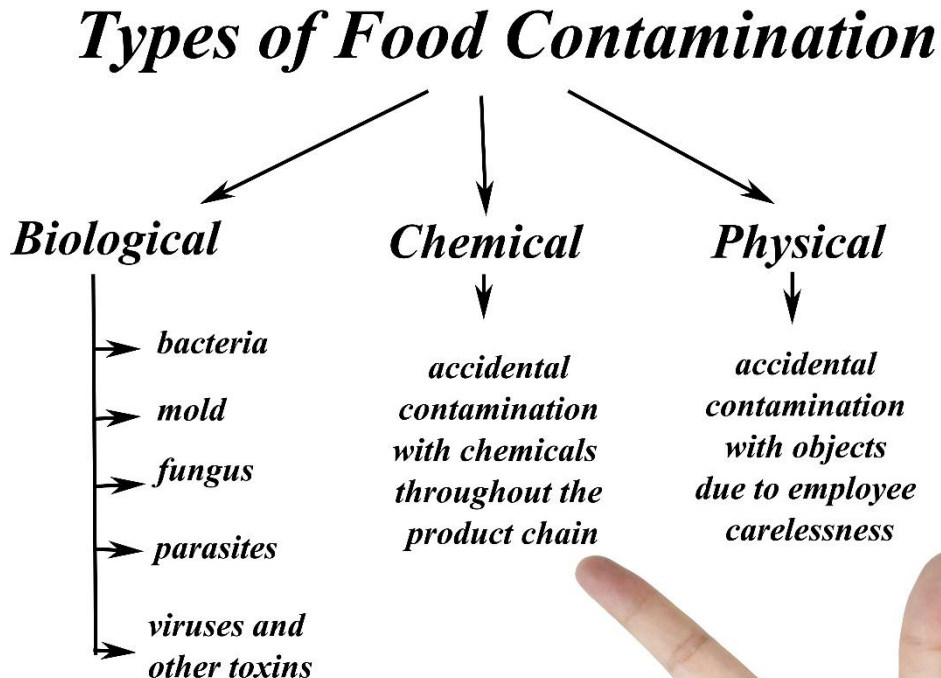
- a) Food can spoil and become unusable if it is kept for too long.
- b) Store food or drinks near cleaning products or other chemicals.
- c) All food that looks, tastes or smells off or is past its “use by” date should be used as soon as possible.
- d) Do not store cooked or ready-to-eat food in the same fridge as raw food unless the cooked and ready-to-eat food is both covered and separated.
- e) Keep the fridge at 15°C.
- f) If perishable or high-risk food is not kept cold, harmful microorganisms can grow on the food.
- g) Mites or weevils do not feed on dried goods such as flour, cereals, rice and sugar.
- h) Dry goods including flour, grains and cereals should always be free of condensation.
- i) Keep the freezer at -18°C or lower.
- j) Store raw meat above cooked or ready-to-eat food.



- k) Ensure that storage containers have tightly fitting lids.
- l) If equipment, surfaces or utensils have been touched by raw meat or poultry then they should be washed, disinfected and dried immediately.

B. MORE KITCHEN SAFETY

1. Read the diagram below.



2. Give a specific example of each of these types of food contamination.

a) Biological

b) Chemical

c) Physical

3. Read:

Food must be properly washed. Even if a vegetable will be peeled or skinned, it must still be washed. If you don't wash them, you risk spreading bacteria from the outside of the produce to the inside as you prepare it. A colander will make the task easier, as long as it is only used for fruits and vegetables, and not any other ingredients, such as pasta or raw meats. Tomatoes require special care, as quite a few cases of Salmonella have been linked to tomatoes. You should never let your tomatoes soak in standing water, but instead, run them under cold water to scrub thoroughly. Fruits and vegetables should be washed under cold running water.



*Design a poster for a professional kitchen, reminding staff to wash fruits and vegetables and give a reason why.

4. Read:

Accepting food deliveries

You should organise raw and ready-to-eat food deliveries separately, to lessen the risk of cross-contamination. Always buy from a trusted supplier who keeps food at the appropriate temperature during transportation, and complies with other food safety guidelines.

Unpack your food in a clean area, looking out for warning signs such as damaged packaging, mould, and expired use-by dates. If you remove packaging, make sure to keep any important information off the labels, e.g. use-by dates.

*Check Appendix 1 for a delivery checklist. Fill it in when you get a food delivery.



2. Answer the questions:

a) How does cleaning help to prevent fire in a kitchen?

b) What should be included in employee training with regards to fire safety?

c) Comment on ventilation and fire safety in the kitchen.

d) Where in a commercial kitchen should fire extinguishers be placed?

*Take part in a fire drill.



4. Read the recipe. Make a list of ingredients and equipment that you need to prepare this starter. (over the page)

Try it
out!



Recipe

TITLE:

Tomato Soup

PREP TIME:

20 minutes

SERVINGS:

6

Ingredients

2 tbsp olive oil
2 onions , chopped
2 carrots , chopped
2 garlic cloves , crushed
2 red peppers , chopped
1 large sweet potato , peeled and chopped
2 x 400g cans tomatoes
1 low-salt veg or chicken stock cube
1 tsp dried oregano
3 rosemary sprigs , leaves picked and chopped
70ml double cream



Method

STEP 1

Heat the oil in a large pan and cook the onion for 8-10 mins until softened and starting to take on a little colour. Add the carrots, garlic, peppers and sweet potato. Cook for a further 10 mins, stirring often and taking care not to burn the garlic. Add the tomatoes, stock, herbs and 1 litre of water. Bring to a simmer. Cover and cook for 20 mins until the sweet potato is soft.

STEP 2

Use a hand blender to whizz the soup until smooth. Stir in the cream and season to taste. Can be chilled for three days or frozen for up to three months.

Serve with fresh bread.

5. Write the shopping lists.

Ingredients	Equipment & Utensils

6. Prepare this starter or one that is similar. Follow the recipe instructions and follow all health and safety procedures. Serve the soup with fresh bread or similar. Take photographic and/or video evidence.

*Fill in the Meal Evaluation in Appendix 2 or write your own review.



Tomato

I. SIMPLE STARTERS

1. Read:

The starter is often the first course of a meal, served directly before the main course. Starters come in a wide variety and may be served hot (vol-au-vents, soufflés) or cold (cold cuts, pâtés). However, as part of a formal dinner, they may be served after the soup or the hors d'oeuvres. In this case, the starter is not the first dish of a meal, but comes second or third in the sequence of courses. Hors d'oeuvres are smaller dishes than starters. They consist of a varied assortment of hot or cold food served at the beginning of the meal, to stimulate the appetite, without being too rich.



Cream of mushroom soup

2. Answer the questions:

a) Are starters always the first course as part of a formal dinner?

Explain.

b) What is an example of a cold starter?

c) What is an example of a hot starter?

d) Which course, other than the starter, stimulates the appetite?

e) What starter do you enjoy when you go out for dinner?

J. SALADS AND VEGETABLES

1. Do you know your vegetables? Write the names.



*Go to the local supermarket and greengrocer. Shop for ingredients. Ensure that you choose the freshest and nicest veg!

23. Here are other ways of cooking/preparing vegetables. Write the words by the cooking methods.

roasting, marinating, pickling, blanching, chopping, boiling, stewing

- a) The method of cooking food in boiling water or other water-based liquids such as stock or milk
- b) The soaking of food in a flavoured liquid (marinade) for the purpose of flavouring and tenderising foods before cooking
- c) A cooking process in which a food, usually a vegetable or fruit, is scalded in boiling water, removed after a short time, and then plunged into iced water or placed under cold running water to halt the cooking process
- d) The process of preserving food in an acid solution, usually vinegar, or in salt solution (brine)
- e) A cooking method that uses dry heat where hot air covers the food, cooking it evenly on all sides with temperatures of at least 150°C
- f) To cook food by simmering or boiling slowly
- g) Cutting food into bite-sized pieces

24. How have these vegetables been cooked?



A. FOOD PRESENTATION

1. Read:

Food presentation refers to the arrangement of food on the plate in a way that makes it appealing!

The plate of food should carefully balance taste, texture, and colour. The customer will straight away feel a sense of satisfaction, before they have even take a bite!

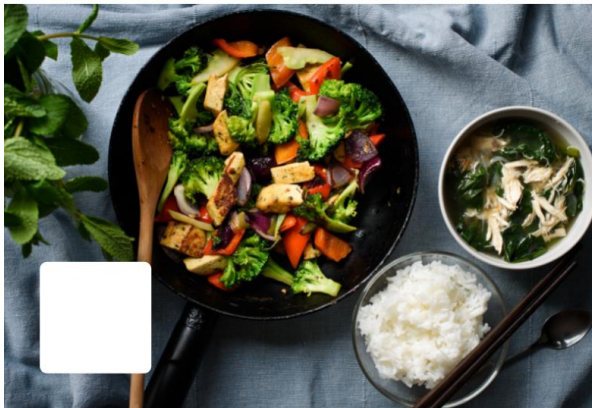
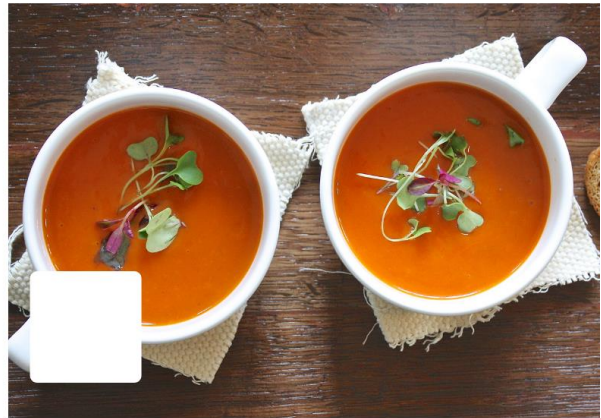
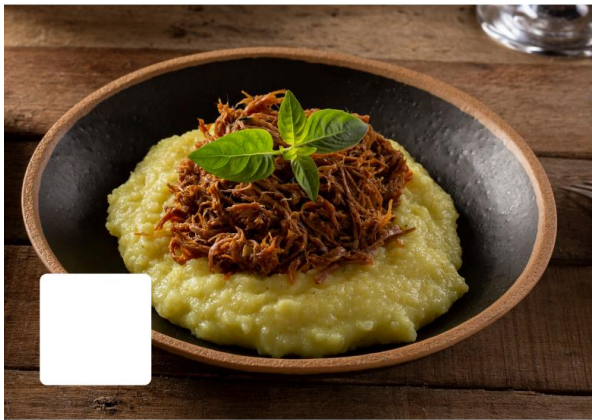
Food plating and presentation is a simple way to provide diners a better dining experience. (See the Food Presentation slides)

Basic Rules for Food Presentation

- A. The plate should not be overloaded with food, but should also not seem empty.
- B. Always leave blank the outer part of the plate along the edge.
- C. Create colour contrast on the plate.
- D. Mix large and small, soft and crunchy, bright and dark colours.
- E. Keep uniformity when it comes to portion size.
- F. Do not overdo with sauces, sometimes it is better to serve them separately.
- G. If you need to serve chicken skewers, meatballs or shrimps, rather use an odd number of certain foods as it will look more interesting on the plate.
- H. Create height on the plate.
- I. Cut meat horizontally.
- J. Use different textures.
- K. Match presentation to the restaurant theme.
- L. Choose the right plates.
- M. Serve smaller portion sizes.
- N. Use edible garnishes and decorations
- O. When in doubt, keep it simple.
- P. Express yourself. Remember your plate is your canvas.
- Q. Choose the right tableware.
- R. Arrange food items using the rule of thirds.
- S. Garnish to enhance both appearance and flavour.



2. Which food presentations do you think have been used? Write one for each picture. (Use the letters A to S from the previous page)



MAPPING OF LEARNING OUTCOMES

Unit 1: Finding Out

1. Identify the range of hotels, restaurants and institutional catering operations in your local area and describe how well your area is serviced by these sectors

Pages 7 to 10 (hotels, restaurants and institutional catering operations in local area and hotel profile), Page 11 (hotel icons), Page 12 (investigating a B&B), Page 13 (hotel vocabulary)

2. Investigate and compare the type of catering services offered by hotels/ restaurants and institutional catering establishments

Page 14 (comparing hotels – types / price ranges / rating), Page 15 (institutional catering operations in local area), Pages 16 and 17 (investigation – comparing catering service and hotel/restaurant, action plan, group work)

3. Investigate the range of career and training opportunities associated with the catering industry including employment possibilities for people with disabilities

Pages 18 to 20 (training and job opportunities in catering industry), Pages 21 to 23 (finding jobs online), Pages 24 and 25 (job types in catering), Pages 26 to 29 (cookery course, investigating relevant courses or training), Page 30 (equal opportunities)

4. Identify the desirable personal attributes of hotel and catering staff

Pages 31 to 34 (skills, personal qualities and attributes, positive values, asking an expert questions, investigating the term 'hospitality')

5. Outline the role of the hotel, catering and tourism industry in the national economy

Pages 35 to 39 (hotel, catering and tourism industry)

Unit 2: Getting Started

1. Shop for commodities

Page 77 (shopping for ingredients to make vegetable soup), Pages 84 to 102 (simple starters), Page 110 (shopping for salad ingredients), Page 108 (shopping for veg)

***More in Book B**

2. Understand the principles and practice of food storage

Pages 42 to 46 (food storage), Pages 47 to 57 (more kitchen safety, e.g. contamination, food deliveries, PPE, cleaning, handwashing, freezing, defrosting,

preparing and serving food), Pages 58 to 62 (fire safety), Pages 63 to 64 (first aid), Page 65 (safety statement), Pages 66 to 69 (Food Safety Authority Ireland)

3. Identify recipes, prepare and present a selection of dishes using a combination of fresh and convenience foods and build on your knowledge from the Fast Food module

Pages 70 to 71 (meals of the day), Pages 72 to 83 (fresh and convenience soups), Pages 103 to 105 (convenience foods), Pages 106 to 107 (starters), Pages 108 to 118 (salads), Pages 119 to 129 (vegetables), Pages 129 to 145 (desserts / puddings), Pages 146 to 160 (scones, breads, buns)

4. Prepare and serve

- Simple starters Pages 84 to 102, Pages 106 to 107
- Fresh and convenience soups Pages 72 to 83
- Popular salads and vegetables Pages 108 to 118 (salads), Pages 119 to 129 (vegetables)
- Simple deserts/puddings Pages 129 to 145
- Scones, buns, breads Pages 146 to 160

5. Evaluate the convenience foods used

Pages 161 to 162 (convenience foods)

6. Use your own creativity and observations for food presentation

Pages 165 to 174 (food presentation)

7. Read and understand the nutritional information on packaged foods.

Pages 175 to 189 (nutritional information, food labels)