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## MEAL PLANNING

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**After completing this section, you will be able to:**

- Plan well balanced meals based on learning from previous sections of the course

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## Meal Planning

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### Vocabulary

#### Sight – Words for Evaluating Food Colours

bright	colourful	cloudy	fresh
greasy	pale	shiny	watery

#### Hearing – Words for Evaluating Food Sounds

crackling	fizzy	popping	sizzling
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#### Taste – Words for Evaluating Food Flavours

bland	bitter	salty	spicy
sweet	sour	tasteless	

#### Smell – Words for Evaluating Food Aroma

burnt	fresh	mild	smoky
spicy	strong	sour	sweet

#### Touch – Words for Evaluating Food Texture

brittle	chewy	crisp	crunchy
flaky	lumpy	hard	Nutty
soft	spongy		

### Tutor Guidelines

The following is a suggested framework for delivery of a non-certified programme.

#### Advance issues to be considered:

##### Devise a brief based on -

- The budget available
- The kitchen facilities and equipment available
- The number of learners in the group
- Requests from the group or employer (if relevant) for meal planning for special dietary requirements such as the elderly, vegetarian, children.

##### It is suggested that the tutor -

1. Review the content covered in Section 4 along with the unit balanced diets in Section 2.
2. Review the calculation method for nutritional values covered in Section 1.

Based on the facilities and budget have a class discussion on how to demonstrate and present the versatility of well balanced meals. Advise learners how to evaluate the task. Refer to draft templates and vocabulary list provided

##### Some suggestions are-

- If practical- make presentation either in small groups or individually
- design a poster
- design a recipe leaflet
- design a restaurant menu for a special option eg. vegetarian or coeliac
- comic strip
- newspaper or magazine article

### ASSIGNMENT (Sample)

#### Sample Assignment Brief

<b>Programme:</b>	
<b>Course Name:</b>	
<b>Component Specification name: (if applicable)</b>	
<b>Level: (if applicable)</b>	
<b>Credit value: (if applicable)</b>	
<b>Assessment Technique:</b>	Skills Demo/Collection of Work/ Assignment/ Written exam
<b>Title:</b>	

#### Guidelines and Performance Criteria

When preparing and cooking the dishes the following must be demonstrated:

- good personal hygiene practices.
- safe food preparation and cooking practices.
- show knowledge of health and safety issue in the kitchen preparation area.
- observe clean as you go practices.

#### Sample Assignment Task

#### Task Preparation

Step 1 - Recipe Name:

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## Section 5

### Task Preparation

Step 2 – Group Action Plan:

Name of Task	Completion Date	Carried Out By
_____	_____	_____
_____	_____	_____
_____	_____	_____

### Task Preparation

Step 3 – Preparation of Ingredients:

Ingredients	Cost

## Section 5

### Task Preparation

Step 4 – Materials and Equipment:

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### Task Preparation

Step 5 – Time Plan and Breakdown of Tasks:

Time	Breakdown of Tasks

**Task Preparation**

Step 6 – Presentation of Completed Dish:

**Completed Dish**

*(Add picture or photo)*

Any Suggested Accompaniments:

*(Add picture or photo)*

**Section 5**

**Task Preparation**

Step 7 – Calculate the Nutritive Value of the Meal:

<b>Ingredient</b>	<b>Fruit</b>	<b>Vegetable</b>	<b>Meat</b>	<b>Cereal</b>
<b>Total Each</b>				

Calculations:

Total kCals: \_\_\_\_\_



## Section 5

### Task Preparation

Step 8 – Evaluate the Dish Under the Following Headings Using the Vocabulary List Provided:

Colour \_\_\_\_\_

Sound \_\_\_\_\_

Flavour \_\_\_\_\_

Aroma \_\_\_\_\_

Texture \_\_\_\_\_

Compare two dishes under the following headings:

	<b>Dish 1:</b> _____	<b>Dish 2:</b> _____
Preparation time		
Preparation skills / effort		
Appearance		
Flavour		
Texture		
Nutritive value		
Cooking time		
Cost per portion		

### Evaluation

Evaluate the task under the following headings:

Team Work:

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Presentation:

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Timing:

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Any suggested changes or recommendations as a result of doing the task:

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