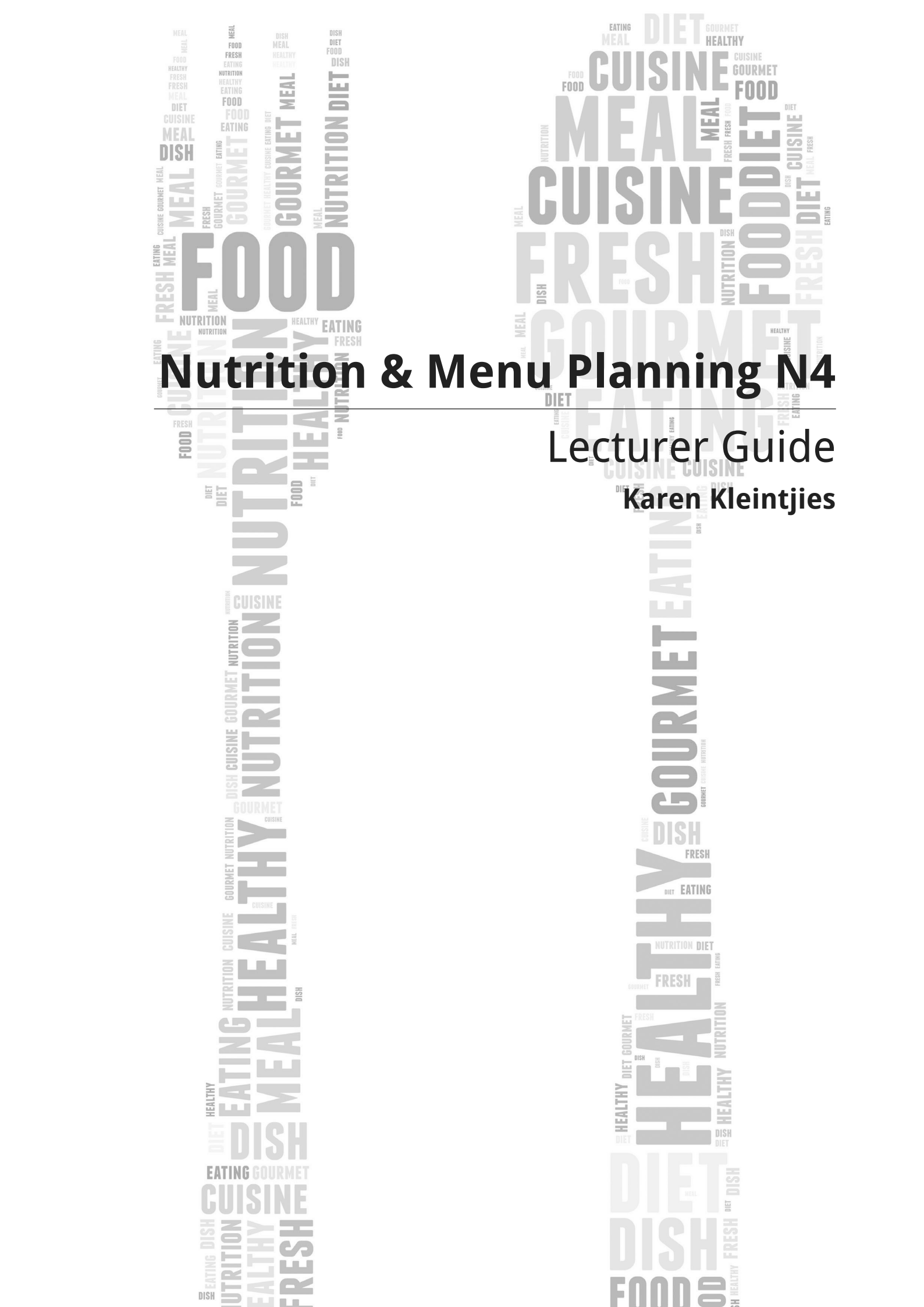

Nutrition & Menu Planning N4

Lecturer Guide

Karen Kleintjies

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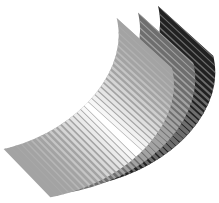

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SCHEME OF WORK: NUTRITION AND MENU PLANNING N4
SEMESTER 1

Week	Planned dates	Module	Sub-topics		Days/ Lessons/ Hours	Date completed
1	09 – 13 Jan			REGISTRATION	5	
2	16 – 20 Jan			ORIENTATION	5	
3	23 – 27 Jan	**Module 1: The five basic food groups**	1.1 Protein and meat group	1.1.1 Sources of food rich in protein 1.1.2 Functions of protein rich food	5	
			1.2 Calcium and milk group	1.2.1 Sources of food rich in calcium 1.2.2 Functions of calcium rich food		
			1.3 Fruit and vegetable group	1.3.1 Sources fruit and vegetables rich in Vitamins A and C 1.3.2 Functions of fruit and vegetables		
			1.4 Cereal group	1.4.1 Sources of refined and unrefined cereals 1.4.2 Functions of cereals		
			1.5 Fats and oils group	1.5.1 Sources of animal and plant fats 1.5.2 Functions of fats and oils		
4	30 Jan – 10 Feb	**Module 2: Nutrients**	2.1 Nutrients	2.1.1 Terminology	5	
				2.1.2 Functions of nutrients		
				2.1.3 Classification of nutrients: Proteins		
				2.1.4 Classification of nutrients: Fats		
				2.1.5 Classification of nutrients: Carbohydrates		
5	06 – 10 Feb	**Module 2: Nutrients**	2.1 Nutrients	2.1.6 Functions of vitamins	5	
				2.1.7 Minerals		
				2.1.8 Water		
				2.1.9 Digestion and absorption		
				Revision		
				Assessment 1: Modules 1 and 2 (Class test)		

Week	Planned dates	Module	Sub-topics		Days/ Lessons/ Hours	Date completed
6	13 – 17 Feb	**Module 3: Food requirements and nutritional guidelines**	3.1 Food requirements for different age groups	3.1.1 Pregnant women: food requirements and nutritional guidelines	5	
				3.1.2 Babies: food requirements and nutritional guidelines		
				3.1.3 The toddler (one to three years old): food requirements and nutritional guidelines		
				3.1.4 Children (6 – 12 years old): food requirements and nutritional guidelines		
				3.1.5 Teenagers: food requirements and nutritional guidelines		
7	20 – 24 Feb	**Module 3: Food requirements and nutritional guidelines**	3.1 Food requirements for different age groups	3.1.6 Elderly: food requirements and nutritional guidelines	5	
				3.1.7 Vegetarians: Types, reasons; food requirements and nutritional guidelines; food allergies		
				3.1.8 Effects of religion on what people eat: Christian, Muslim, Hindu, African, Jewish		
				3.1.9 Nutritional guidelines when compiling menus for institutions: South African local cultural groups.		
				3.1.10 Nutritional guidelines: International cuisine		
8	27 Feb – 03 Mar	**Module 4: Modified diets**	4.1 Modification of diets	4.1.1 Modification in texture	5	
				4.1.2 Special diets: low-fat diets, low-sodium diets, low-protein diets		
				4.1.3 Reducing diets: reduced-cholesterol diet, sodium-reduced diet, protein-reduced diet.		
				4.1.4 Health trends in nutrition: Low-cholesterol content, low-fat content, high- and low-fibre content		
9	06 – 10 Mar	**Module 5: Menu planning**	5.1 Menu planning	5.1.1 Terminology	5	
				5.1.2 The menu as a tool of marketing		
				5.1.3 Advantages and disadvantages of pre-planned and pre-designed menus		
				5.1.4 Structure of a menu: Length, design, language, presentation		
				5.1.5 Food combinations when planning a menu		

Week	Planned dates	Module	Sub-topics		Days/ Lessons/ Hours	Date completed
10	13 – 17 Mar	**Module 5: Menu planning**	5.1 Menu planning	5.1.6 Essential consideration prior to planning the menu	5	
				5.1.7 Factors to be considered when compiling a menu		
				5.1.8 Types of menus		
11	20 – 24 Mar	**20 March College Holiday** **21 March Public Holiday**		Revision	3	
12	27 – 31 Mar	**31 March College closes**		Assessment 2: Modules 1, 2 and 3	5	
13	03 – 07 Apr			College Holiday	5	
14	10 – 14 Apr			College Holiday	5	
15	17 – 21 Apr	**Module 6: Modern service order** **17 April Public Holiday** **18 April College opens**	6.1 Modern services order	6.1.1 Course	3	
				6.1.2 Hors d'oeuvres		
				6.1.3 Farinaceous		
				6.1.4 Entrée		
				6.1.5 Normal order in which dishes are served		
				6.1.6 Nature of courses		
16	24 – 28 Apr	**Module 6: Modern service order**	6.1 Modern services order	6.1.7 Different breakfast menus	5	
				6.1.8 Luncheon menus: sequence of dishes		
				6.1.9 Entrées and relevés		
				6.1.10 Supper menus: Sequence of dishes		
				6.1.11 Function menu planning		
				6.1.12 Dinner: Table d'hôte		
				6.1.13 Pre-banquet organisation		
				6.1.14 Afternoon tea		
				6.1.15 Selecting table wine and a wine list		

Week	Planned dates	Module	Sub-topics		Days/ Lessons/ Hours	Date completed
17	01 – 05 May	**Module 7: Fixed menus, menu specification, order forms and dispatch list**	7.1 Types of menus	7.1.1 Cycle menus	4	
				7.1.2 Traditional table d'hôte menu used in hotels and restaurants		
				7.1.3 Fixed menus with a limited choice		
				7.1.4 Menu specifications		
				7.1.5 The function order form		
				7.1.6 Compiling catering dispatch lists		
18	08 – 12 May			Complete any outstanding content Revision	5	
19	15 – 19 May			Internal examination: Assessment 3: Module 1, 2, 3, 4, 5 and 6	5	
20	22 – 26 May			Complete any outstanding content Revision	5	
21	29 May – 2 Jun			Revision	5	
22	05 – 09 Jun	**External examination 05 May – 27 June**		External examination	5	
23	12 – 16 Jun			External examination	5	
24	19 – 23 Jun			External examination	5	
25	26 – 28 Jun	**28 June College closes**		External examination	3	

Note: Time allocation per semester: 68 Hours (4 hours per week).

ICASS Semester Tasks Report 191			
Subject	**Term 1**	**Term 2**	**Total**
Nutrition and Menu Planning N4	1 Test or 1 Assignment	1 Test or 1 Assignment and 1 Internal examination	3 Tasks

Subject Name	**Assessment Plan: Nutrition and Menu Planning**						**Level**	**N4**	**Year: 2017**	
No	**Assessment Task**	**Assessment Tool**	**Topics and Subject Outcomes**	**Time and Mark Allocation**	**% Contribution to the ICASS**	**Responsible College**		**Completion Date (Paper to be given to moderator)**	**Proposed Moderation Date**	**Proposed Assessment Date**	**Actual Date**
						Examiner	**Moderator**				
1	Assignment	Marking guideline/ checklist	Modules 1 & 2	Minimum 100 marks	20%						06 – 10 February
2	Test	Marking guideline	Modules 1, 2 and 3 (cover 50% of the syllabus content)	100 marks 2 hours	30%						27 – 31 March
3	Internal examination	Marking guideline	Modules 1, 2, 3, 4, 5 and 6 (cover 70–80% of the syllabus content)	120 marks 2 hours	50%						15 – 19 May
	Total				100 %						
	ICASS calculation				$\frac{X}{100} \times \frac{40}{1} =$ mark out of 40						

Structure of External Examination Report 191 Nutrition and Menu Planning N4			
Time	**3 Hours**		
Section A	50 marks	**Compulsory** • Any short questions • Multiple choice • Matching questions • Give one word for … Avoid: Filling in the missing word Correct the incorrect statement	
Section B	150 marks	3 × 50 mark questions	
Total	200 marks		
Cognitive Demand			
	Knowledge and Comprehension	**Application**	**Analysis, Synthesis and Evaluation**
Nutrition and Menu Planning N4	30 – 50 %	30 – 50 %	5 – 25%
Recommendation	35%	45%	20%
Weighted Values of Modules			
Modules			**Weighted value**
The five basic food groups			10%
Nutrients			15%
Food requirements for different age groups			5%
Modified diets			5%
Menu planning			25%
Modern service order			25%
Fixed menus, menu specification, order forms and dispatch lists			15%
Total:			**100%**

Calculation of Marks		
ICASS	$\frac{X}{100} \times \frac{40}{1}$ = mark out of 40	40
EXTERNAL EXAMINATION	$\frac{X}{200} \times \frac{60}{1}$ = mark out of 60	60
Final mark:	**100**	

Note: The student must obtain a minimum of 40% as a semester mark to pass Nutrition and Menu Planning N4.

DAILY LESSON PLAN: REPORT 191

Introduction

A lesson plan is a lecturer's detailed description of the individual lessons that a lecturer plans to teach on a given day. A daily lesson plan is developed by a lecturer to guide classroom instruction and learning throughout the day for each period. It is a method of planning and preparation.

Details will vary depending on the preference of the lecturer and subject being covered.

Note: When you are able to create your own lesson plans, it means you have taken a giant step toward "owning" the content you teach and the methods you use.

Aims of the document

- For effective planning and preparation by lecturers for each period in the classroom.
- To cover the modules and the sub-topics in a module within specific timeframes.
- For monitoring of teaching and learning.
- To reduce the work load of a lecturer from year to year.
- To assist with the continuation of teaching and learning if a lecturer is absent, newly appointed or has resigned.

How to use the document

Step 1: Semester plan

- Use the semester plan to complete the daily lesson planning template.

Note: The year plan is for pacing purposes and must be dated on a continuous basis throughout the year.

Step 2: Planning

- Complete ONE lesson plan per period.
- Columns marked as Class group A, B and C can be used to keep track of what has been completed and what still needs to be completed per class group.
- Lesson plans to be available a week in advance.
- Lesson plans can be typed or hand written.

Step 3: Additional resources

The following should be attached to the lesson plan and be available in the subject file:

- Additional exercises
- Worked out activities as part of preparation (where applicable)
- Homework activities
- Work sheets
- Tutorials
- Additional notes/pictures
- Other additional resources, etc.

EXAMPLE: LESSON PLAN	
SUBJECT AND LEVEL	REPORT 191: Nutrition and Menu Planning
LEVEL	N4
TOPIC	
WEEK 3: DATES	23 – 27 Jan 2017

Date	**Lesson duration**	**Content** *(Key words of the objectives of the lesson and Module & sub-topic)*	**Recapping** *(e.g. of the previous day's work/go over homework problems/short 10 min test on specific content taught the previous day/formative assessment)*	**Introduction** *(Discuss objectives/ aims/context of lesson)*	**Link lesson to existing knowledge** *(Determine the existing students' knowledge of the topic)*	**Key concepts and new terminology**	**Resources/ media** *(Teaching aids/special equipment)*	**Presentation of lesson content** *(Teaching methods, examples to be done, key questions, Powerpoint presentation, practical demonstration, group work, etc.)*	**Conclusion** *(Summarise and emphasise outcomes)*	**In-class and homework activity** *(or informal assessment)*	**Class Group A**	**Class Group B**	**Class Group C**
23/1	1 h	1.1.1 Sources of food rich in protein 1.1.2 Functions of protein rich food 1.2.1 Sources of food rich in calcium 1.2.2 Functions of calcium rich food	Do you eat food from each of the five food groups each day?	Refer to P 2 in text book	How can the five food groups be incorporated into your meals each day?	Heamoglobin Deficiency Processed milk Reconstituted	Data projector Pictures	Explain sources and functions of each nutrient Powerpoint presentation Work in pairs on Question 4 on page 9	Questions and answers (recap/ summary)	Complete up to question 2 & 3 on pages 8 & 9 in class. Work in pairs on Question 4 on page 9 in free periods	✓	✓	✓
			Time: 10 min	**Time: 5 min**				**Time: 20 min**	**Time: 5 min**	**Time: 20 min**			

Date	Lesson duration	Content *(Key words of the objectives of the lesson and Module & sub-topic)*	Recapping *(e.g. of the previous day's work/go over homework problems/short 10 min test on specific content taught the previous day/formative assessment)*	Introduction *(Discuss objectives/ aims/context of lesson)*	Link lesson to existing knowledge *(Determine the existing students' knowledge of the topic)*	Key concepts and new terminology	Resources/ media *(Teaching aids/special equipment)*	Presentation of lesson content *(Teaching methods, examples to be done, key questions, Powerpoint presentation, practical demonstration, group work, etc.)*	Conclusion *(Summarise and emphasise outcomes)*	In-class and homework activity *(or informal assessment)*	Class Group A	Class Group B	Class Group C
24/1	1 h	1.3.1 Sources of fruit and vegetables 1.3.2 Functions of fruit and vegetables	Go over answer to questions 2 and 3 in the class	Refer to page 4 in text book	Who knows what vitamins can be found in citrus fruit?	Mucous membrane	Data projector Pictures	Explain sources and functions of each vitamin Powerpoint	Questions and answers (recap/ summary)	Complete question 5 in class and complete for homework	✓	✓	✓
			Time: 10 min	**Time: 5 min**				**Time: 20 min**	**Time: 5 min**	**Time: 20 min**			
25/1	1 h	1.4.1 Sources of refined and unrefined cereals 1.4.2 Functions of refined and unrefined cereals	Students will hand in their posters/collage Go over question 5	Refer to page 5 in the text book	Give examples of cereal products	Refined Unrefined Peristalsis	Data projector Pictures	Draw a table on the board and as students provide examples do a classification.	Questions and answers (recap/ summary)	Complete questions 6 and 7 in class and complete for homework	✓	✓	✓
			Time: 10 min	**Time: 5 min**				**Time: 20 min**	**Time: 5 min**	**Time: 20 min**			
26/1	1 h	1.5.1 Sources of animal and plant fats 1.5.2 Functions of fats and oils	Go over questions 6 and 7 together in the class	Refer to pages 6 and 7 in the text book	What do we mean by 'good fats' and 'bad fats'?	Saturated Unsaturated Polyunsaturated Mono-unsaturated Trans-fats Fatty acids: Omega 3 and 6 Linoleic acid Fat-soluble vitamins Diabetes	Data projector Pictures	Explain sources and functions of each vitamin Powerpoint	Questions and answers (recap/ summary)	Complete questions 8, 9 and 10 in class and complete for homework.	✓	✓	✓
			Time: 10 min	**Time: 5 min**				**Time: 20 min**	**Time: 5 min**	**Time: 20 min**			

Lecturer's reflection on current lesson: (After your lesson as a self-reflection exercise – what went well, where can you improve, what will you do differently?)

- Lesson 1 required more time and made this up in lesson 2.

Additional exercises/homework activities/work sheets/tutorials are attached to the lesson plan and available in the subject file.

- All activities for the above lessons can be found on pages 8 and 9 in the text book and will be worked through progressively during the week.
- Students must work in a consistent manner through the questions as they require insight and time.

SUBJECT FILE CONTENT: NUTRITION AND MENU PLANNING N4

One subject file required for nutrition and menu planning must be available in the classroom.
(The purpose of the files is for planning and preparation. These files will be monitored by the HODs/Programme managers and Senior curriculum planner during class visits.)

The following documents should be available in the subject file to refer to during teaching and learning:

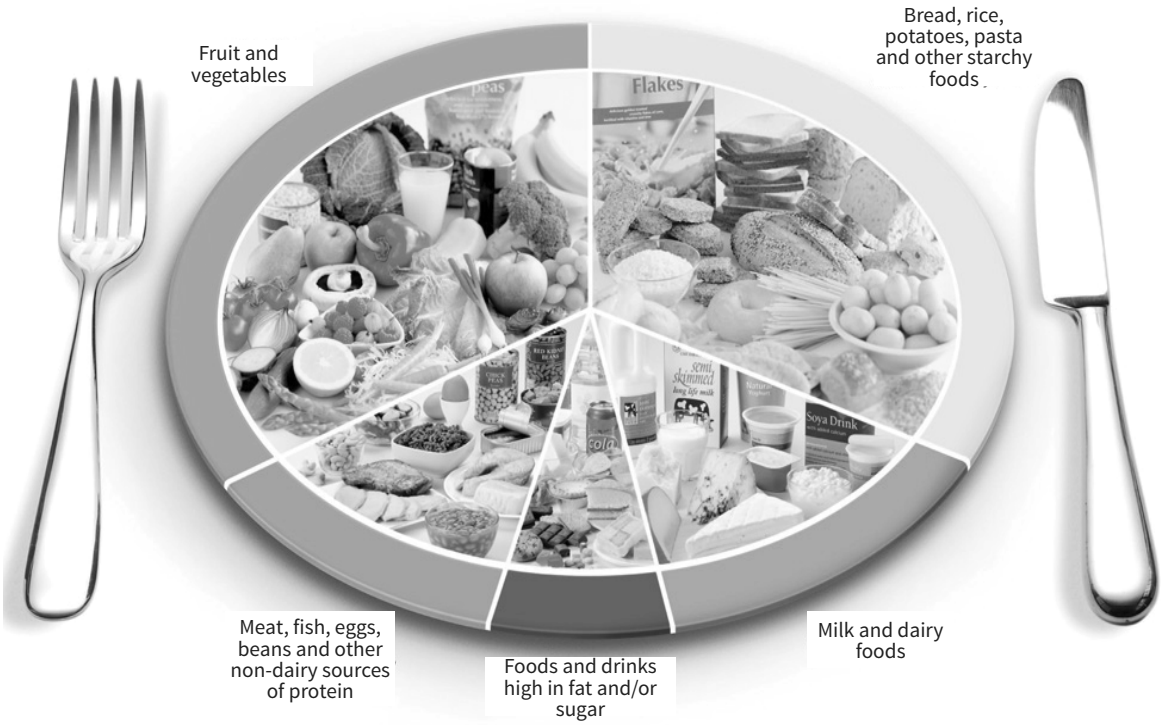
- College timetable
- Lecturer's timetable
- Class registers
- Registers must be available for each term
  (The purpose is to keep track of the absenteeism throughout the year.)
- Absenteeism interventions (Where/if applicable)
- Summary of daily and weekly lesson planning (Refer to "DAILY AND WEEKLY LESSON PLAN SUPPORT GUIDELINE".)
- Worked-out activities
- Formative assessments/additional supporting tasks
- Previous assessments (To be used for revision purposes.)
- Previous exam papers (To be used for revision purposes.)
- Additional exercises/homework activities/work sheets/tutorials/revision exercises
- Additional subject information
- Minutes of Subject meetings: Per subject, once per term
  (To improve communication, to discuss subject matter content, for planning purposes.)

Module 1: The five basic food groups

Activity 1

Pages 8 and 9 in the textbook

1. Draw up a balanced menu for one day using the correct daily requirements of each of the basic food groups as shown below.



Model answers:

Students can use the above picture to compile their menu for one day i.e. breakfast, lunch and supper.

Menu

Breakfast

Strawberry yoghurt
Weet-bix with milk
Orange juice

Lunch

Tuna slaw on wholewheat bread
Fruit
Apple juice

Supper

Chicken schnitzel with mushroom sauce
Roast potatoes Green salad
Coffee

2. Motivate why it is important to include the five basic food groups in your diet on a daily basis.

- A well-balanced diet includes food from each of the food groups daily.
- The different food groups provide the body with different types of nutrients needed for the body to function.
- Good nutrition is part of living a healthy lifestyle.
- Food is fuel for the body and we need fuel for energy to help our body grow and repair itself and keep warm.

3. What would the consequences be of not including certain food groups in your diet?

- If we do not get enough nutrient intake, we may suffer from a number of health issues.

4. Make a poster/collage showing the food sources of the five basic food groups and add the portions required in the diet.

Five basic food groups poster

Group 1: Protein and meat group



Portions required

Amount required per day: 2 portions

- Meat, raw, boneless – 90 g
- Fish, raw, boneless – 90 g
- Poultry, raw, boneless – 90 g
- Eggs – 1
- Cheese – 30 g

Group 2: Calcium and milk group



Group 3: Fruit and vegetables



>

Portions required

Amount required per day:

- Children (2–9 years): 500 ml
- Adults – 400 ml per day
- Expectant mothers – 650 ml per day
- Nursing mothers – 650 ml per day

Portions required

Amount required per day:

Food rich in Vitamin C: 1 portion	• 1 orange • 1 naartjie • ½ grapefruit • 125 ml berries • 1 tomato
Food rich in Vitamin A: 1 portion	• 1 yellow peach • 125 ml carrots • 125 ml cooked pumpkin • ½ papaya
Other group: 2 portions	• 125 ml cauliflower • 1 apple • 125 ml turnip • 1 gem squash • 125 ml potato • 200 ml fruit

Group 4: Cereal group



Portions required

Amount required per day: 3 portions

- 40 g slice of bread
- 125 ml porridge
- 250 ml porridge
- 375 ml breakfast cereal

Group 5: Fats and oils/sugary foods



Portions required

Amount required per day: 1 portion

- 15 ml per day

5. Write down everything you ate yesterday including snacks. Analyse your food intake as follows:

5.1 Write out the food you ate into breakfast, lunch and dinner. Add the snacks with each if eaten close to that time.

Example:

Menu

Breakfast

All-Bran Flakes with milk
Bran muffin
Tea

Lunch

Cheese and tomato on wholewheat bread
Apple
Flake chocolate
Lays chips
Coffee

Supper

Roast chicken drumsticks
Roast potatoes Broccoli
Coffee

Conclusion: The portion of fats and oils/sugary foods is very high in the menu.

5.2 Which food groups where included and which were excluded from your food intake of yesterday.

Menu items	Food groups included
• All-Bran Flakes with milk • Bran muffin • Tea • Cheese and tomato on wholewheat bread • Apple • Flake chocolate • Lays chips • Roast chicken drumsticks • Roast potatoes • Broccoli • Coffee	• Bread and cereals • Calcium and milk group • Fruit and vegetables • Protein and meat group • Fats and oils/sugary foods
Conclusion: The above menu eaten yesterday includes all five food groups.	

5.3 Evaluate the portions you ate compared to the required amounts.

Menu items	Portion eaten	No. of portions	Required portion
All-Bran Flakes with milk	½ cup (125 ml) cereal, 100 ml milk		Bread and cereals (3 portions) 375 ml breakfast cereal = 1 portion Calcium and milk group 400 ml milk per day, including tea and coffee
Bran muffin	1	1 portion	
Wholewheat bread	2 slices of bread	1 portion	
Tea	1 cup, 50 ml milk		
Coffee	2 cups, 100 ml milk		
Cheese	1 slice of cheese	1 portion	30 g cheese = 1 portion
Tomato	2 slices of tomato		Vegetable and fruit (3 portions) 1 fruit = 1 portion 125 ml potato = 1 portion 125 ml broccoli = 1 portion 1 tomato = 1 portion
Apple	1	1 portion	
Roast potatoes	1 whole potato	1 portion	
Broccoli	100 ml	1 portion	
Roast chicken drumsticks	2 drumsticks	2 portions	Protein and meat group (2 portions) 90 g raw chicken = 1 portion
Flake chocolate	1	1 portion	Fats and oils/sugary foods (1 portion) 15 ml = 1 portion
Lays chips	1 packet	1 portion	
Conclusion:	Milk and dairy: 200 ml of milk	½ portion	400 ml of milk per day, including tea and coffee. Includes 250 ml of the required portion of 400 ml.
	Cereal: 125 ml, 1 bran muffin, wholewheat bread: 2 slices	3 portions	3 portions included, however, not all in the correct amounts e.g. cereal portion should be 375 ml.
	Fruit and vegetables: apple, tomato and potato	3 portions	3 out of the 4 portions per day included.

Menu items	Portion eaten	No. of portions	Required portion
	Protein and meat group: 2 chicken drumsticks	2 portions	Meets the required amount of 2 portions per day.
	Fats and oils/ sugary foods	2+ portions	Over the required amount.

5.4 Rewrite the menu and add foods that were omitted in red pen to show a more balanced menu.

Menu

Breakfast

All-Bran Flakes with milk
Fruit yoghurt
Tea

Lunch

Cheese and tomato on wholewheat bread
Apple
Orange juice

Supper

Roast chicken drumsticks
Roast potatoes Broccoli au gratin
Greek salad
Coffee

6. Draw a table with the five basic food groups as heading and place food sources under each. Tabulate as follows:

Protein and meat	Calcium and milk	Fruit and vegetables	Breads and cereals	Fats and oils
• Meat • Poultry • Fish • Seafood • Eggs • Legumes • Nuts • Soya beans	• Fresh milk • Processed milk • Milk powders • Cheese • Evaporated milk • Condensed milk • Buttermilk • Cream	• Citrus fruit • Guavas • Pineapples • Mangoes • Strawberries • Tomatoes • Green vegetables: broccoli, spinach, etc. • Yellow vegetables: butternut, pumpkin, etc.	• White/brown/ wholewheat/ mealie bread • White/brown rice • Rice Crispies • Cake flour • Cornflakes • Weet-bix • Jungle Oats • Spaghetti, etc.	• Lard • Suet • Dripping • Butter • Bacon • Sunflower oil • Margarine • Orley whip • Olive oil • Salad oil, etc.

7. List the functions in the body of each of the following nutrients:

7.1 Proteins	• Essential for general growth and muscle development. • Build, repair and maintain the body. • Prevent certain deficiency diseases. • Responsible for haemoglobin synthesis in red blood cells.
7.2 Calcium	• Builds strong bones and teeth. • Helps to clot the blood after injury. • Milk products contain riboflavin (Vitamin B), which helps with energy metabolism. • Required for the correct functioning of muscles and nerves.
7.3 Vitamin C	• Helps to hold tissue cells together and so helps prevent bruises and colds.
7.4 Vitamin A	• Aids in general health of the skin and mucous membranes. It is important for good eyesight.
7.5 Fats and oils	• An excellent energy source. • Protect vital organs of the body, e.g. kidneys. • Form an insulating layer beneath the skin to help preserve body heat. • Provide a source of fat-soluble vitamins because they act as a vehicle for the fat-soluble vitamins A, D, E and K. • Provide texture and flavour in food and help to make food more palatable. • Linoleic acid (a fatty acid) is found mostly in vegetable fats and it is essential for the normal growth in young children.

8. Explain in a paragraph what 'good' and 'bad' fats are.

The 'good fats' are the mono-unsaturated and poly-unsaturated fats like canola oil, olive oil, sunflower oil, and oils found in nuts and seeds, avocados and fish.

It is important to eat to eat some of these good fats each day as they provide the body with beneficial nutrients, such as vitamins and antioxidants as well as the essential Omega-6 and Omega-3 fatty acids.

'Bad fats' includes two types of fats namely saturated fat and trans fat. These fats have been identified as being harmful to the heart. Both saturated fat and trans fat should be avoided or eaten very sparingly.

Most of the foods that contain these types of fats are solid at room temperature, such as:
- butter
- margarine
- shortening
- beef or pork fat

Saturated fats: This type of fat is primarily animal-based, and is found in high-fat meats and dairy products.

Some typical sources of saturated fats include:
- fatty cuts of beef, pork, and lamb.
- dark chicken meat and poultry skin.
- high fat dairy foods (whole milk, butter, cheese, sour cream, ice cream)
- lard.

Excess saturated fat increases blood cholesterol levels which can increase the risk for heart disease and possibly type 2 diabetes.

Trans fats: Trans fats also known as trans fatty acids can raise your heart disease risk threefold higher than saturated fat intake.

Some typical sources of trans fats include:
- fried foods (French fries, doughnuts, deep-fried fast foods)
- margarine (stick and tub)
- vegetable shortening
- baked goods (cookies, cakes, pastries, pizza dough, pie crusts biscuits, etc.)
- processed snack foods (crackers, microwave popcorn)

9. Draw up a menu for a six-year-old using the five basic food groups in the correct quantities.

Menu

Breakfast

Strawberry pops and milk	*(breads and cereals, calcium and milk groups)*
Granadilla yoghurt	*(calcium and milk group)*
Apple juice	*(fruit and vegetable group)*

Lunch

Fish fingers and chips	*(protein and meat, fruit and vegetables, fats and oils groups)*
Orange segments	*(fruit and vegetables group)*
Strawberry milkshake	*(calcium and milk group)*

Supper

Macaroni cheese	*(breads and cereals, calcium and milk group)*
Apple juice	*(fruit and vegetable group)*

10. Evaluate the menu below with regard to the five basic food groups and motivate your answers.

Menu

Breakfast

Coffee and rusk

Lunch

Chopped salad:
tomato, cucumber, olives, Parmesan, croutons, avocado and salad dressing
Coffee

Supper

Butter chicken (chicken, real butter, tomato purée)
Rice Yoghurt Salad
Tea

Menu items	Food groups included
• Rusk, croutons, rice • Salad: tomato, cucumber, avocado, olives • Yoghurt • Chicken • Salad dressing, butter	• Bread and cereals • Fruit and vegetables • Calcium and milk group • Protein and meat group • Fats and oils/Sugary foods

Conclusion: Each of the food groups is covered in the menu above.

Alternate menu for Question 10

Evaluate the menu below with regard to the five basic food groups and motivate your answers.

Menu

Breakfast	Lunch	Supper
Cornflakes and milk	Cheese and tomato sandwich Coke	Lasagne Tea

Menu items	Food groups included
• Cornflakes, bread, pasta • Tomato • Milk, white sauce • Mince • Coke	• Bread and cereals • Fruit and vegetables • Calcium and milk group • Protein and meat group • Fats and oils/Sugary foods

Conclusion: Each of the food groups is covered in the menu above, however not in the correct amounts. The fruit and vegetable group is not sufficiently included in the menu i.e. 4 portions per day.

Module 2: Nutrients



Activity 1

Page 19 in the textbook

1. Explain what biological value means.

Biological value refers to the proportion of essential amino acids found in proteins that are required by the body.

When a protein contains all the essential amino acids in a proportion that is required by the body, **the protein has a high biological value**.

When one or more of the essential amino acids are missing, **the protein has a low biological value**.

2. Classify proteins according to their biological value. Provide examples of each.

Classification of proteins	Biological value	Examples
Complete proteins	Proteins that contain all the amino acids necessary for growth and repair of the body. These are proteins that have the highest biological value.	Milk, eggs, meat, fish, soya, Brazil nuts and gluten in cereal
Semi-complete proteins	Proteins that do not contain all the essential amino acids and can repair wornout tissue but cannot promote growth.	Pulses, most nuts and cereals
Incomplete proteins	Proteins lacking in most essential amino acids and cannot promote growth or repair tissue.	Gelatin, zein in maize

3. Name the TWO types of proteins.

Animal proteins and vegetable proteins

4. Name the protein found in each of the following foods:

4.1 Milk	Lactoalbumin
4.2 Egg yolk	Ovovitellin
4.3 Meat	Myosin, collagen
4.4 Legumes	Legumin
4.5 Maize	Zein
5.6 Soya beans	Glycenin

5. List FOUR functions of proteins.

- Essential for general growth and muscle development.
- Build, repair and maintain the body.
- Prevent certain deficiency diseases.
- Responsible for haemoglobin synthesis in red blood cells.

6. Explain the following terms:

6.1 Balanced diet – A diet that contains adequate amounts of all the necessary nutrients required for the needs of an individual at a particular stage in his/her life.
6.2 Digestion – The process of breaking down food down in the body.
6.3 Nutrient – The components in food that must be supplied.
6.4 Absorption – Food is broken down and then passed through the walls of the digestive tract into the bloodstream.
6.5 Food – Any substance, liquid or solid which provides the body with materials necessary for the following functions:
- heat and energy
- growth, repair and maintenance
- regulate body processes.

6.6 Malnutrition – Lack of proper nutrition, caused by not having enough to eat, not eating enough of the right things, or being unable to use the food that one does eat.

7. List FIVE foods rich in Vitamin C.

- Blackcurrents, green peppers, oranges, grapefruit, lemons, strawberries, cabbage, spinach, Brussel sprouts, broccoli and potatoes.

8. Compare the different types of vitamins, their functions and ONE source. Tabulate your answer as follows:

Types of vitamins	Vitamins	Functions	Sources
8.1 Fat-soluble vitamins	Vit. A: Xerofterol	• Enables people to see better at night. • Helps with maintenance and health of the skin. • Required for normal growth of children. • Keeps the mucous membrane moist and free from infection. • Growth of the skeleton and teeth.	• Milk, cheese, eggs • Oily fish: herring, pilchard, sardine, cod-liver oil
	Vit. D: Calciferol	• Vitamin D controls the body's use of calcium. Required for the proper formation of bones and teeth.	• Sunlight • Liver, fish-liver oils, oily fish e.g. herring, pilchard, sardine • Small amounts in egg yolk, margarine, milk and dairy products
	Vit. E: Tocopherol	• Increases the lifespan of red blood cells. • Promotes a health condition of muscles and counteracts ageing. • Important for normal reproduction.	• Milk and milk products, egg yolk • Small quantities in lettuce, peanuts, seeds, wheatgerm oil

Types of vitamins	Vitamins	Functions	Sources
	Vit. K: Menadine	• Assists in the production of coagulation factors in the blood, to clot properly after an injury. • Assists in the prevention of excessive breathing.	• Leafy vegetables such as spinach
8.2 Water-soluble vitamins	Vit. B complex	• Keeps nervous system in good condition. • Enables the body to obtain energy from carbohydrates. • Helps with growth.	• Wholegrain cereals, e.g. bread, yeast, beer, wheatgerm • Meat: pork, ham, bacon, liver, kidney, eggs • Fish roe and milk
	Vit. B1: Thiamin	• Involved in releasing energy from carbohydrates. • Normal growth of children. • Keeps nervous system in good condition. • Prevents constipation.	• Yeast, bacon, oatmeal, peas, wholemeal, bread • Meat, especially pork products • Egg yolk • Marmite
	Vit. B2: Riboflavin	• Essential for normal growth. • Required for release of energy from food.	• Milk and dairy products, cheese, liver, hearts, kidneys, yeast, eggs, dried cereals
	Vit. B3: Naicin	• Important factor in the release of energy from food. • Involved in the health of the skin.	• Meat extract, poultry, fish, brewer's yeast, liver, kidney, beef, eggs, legumes, wholegrain cereals, peanuts, peanut butter
	Vit. B6: Pyridoxine	• Promotes growth and formation of new cells. • Plays a role in the breakdown of proteins.	• Wholegrain products, soya beans, meat, internal organs
	Vit. B12: Cobalamin	• Required for the metabolism of amino acids and other enzyme systems.	• Kidneys

Types of vitamins	Vitamins	Functions	Sources
	Vit. C: Ascorbic acid	• Growth of children, building strong bones and teeth. • Assists in healing of cuts. • Prevents gum and mouth disease • Helps with building and maintenance of the skin. • Required for the production of blood.	• Black currents, green peppers, oranges, grapefruit, lemons, strawberries, cabbage, spinach, Brussel sprouts, broccoli and potatoes

9. 'Vitamins are only required in small quantities'. Motivate this statement.

A balanced diet will provide the amounts of nutrients required.

10. Proteins are essential for all living organisms because they are a building block of the body.

10.1 Provide a reason for the above statement.

Proteins are essential for general growth and muscle development.

10.2 Explain what happens to proteins when they are heated.

Heat breaks down proteins and changes the structure and function of proteins in food.

11. Name the vitamin that is essential for the absorption of calcium.

Vitamin D

12. Give THREE functions of vitamin C in the body.

- Growth of children, building strong bones and teeth.
- Assists in healing of cuts.
- Prevents gum and mouth disease
- Helps with building and maintenance of the skin.
- Required for the production of blood.

13. Why do we need water intake into the body?

Water is required for:
- All body fluids
- Metabolism
- Lubricating joints and membranes
- Regulating body temperature
- Absorption of nutrients
- Protecting the nervous system
- Excretion of waste products
- Carrying enzymes for digestion

14. Provide FIVE examples of starch products and a reason we need these foods in the body.

Examples of starch products	Function
Rice, barley, tapioca, cereals, pastas	To provide heat and energy. Starch is formed from many glucose units and during digestion starch is broken down into glucose.

15. Explain what happens to the following types of carbohydrates when they are heated.

15.1 Sugar: Moist heat causes sugar to dissolve. Further heating will change it into a syrup, darken it, and cause it to caramelise and at 160 °C burn to carbonise. Dry heat will quickly melt sugar, brown it and then burn.

15.2 Starch: Moist heat makes the grain swell, the cell walls break, releasing starch which thickens liquid.

Module 3: Food requirements and nutritional guidelines

Activity 1 Page 28 in the textbook

Explain the food requirements of different age groups:

Age group	Food requirements
1. Babies (up to one year)	• Babies depend entirely on milk to provide calcium and protein for at least the first four to six months of life. • Solid foods may be introduced from four to six months, beginning with infant cereal progressing to puréed food. • A baby is born with a natural supply of iron, but will be depleted by around 6 months old. Introducing iron-rich foods is essential e.g. avocados, sweet potatoes, meat, beetroot, yoghurt and cereals such as Cheerios. • Include iron-fortified cereal in the diet. • Chicken, lamb or beef is an excellent source of protein, as well as iron, riboflavin, niacin, vitamin B6 and zinc. **REMEMBER** *It must be puréed to a smooth texture. Finely chopped meat may be hard to handle and cause choking. Puréed meat and vegetables can be purchased in jars.* • The best age for meat to be introduced is 7 to 10 months and older.
Age (months)	**First foods**
0–4 months 	• Breast milk or formula
4–6 months 	• Iron-fortified cereal mixed with baby formula or breast milk, or water on occasion

Age (months)	First foods
6–8 months 	• Breast milk or formula (no cow's milk until age 1) • Fruit juice • Puréed vegetables (sweet potatoes, squash) • Puréed fruit (apples, bananas, peaches) • Puréed meat (chicken, pork, beef) • Semi-liquid, iron-fortified cereal • Small amounts of unsweetened yoghurt or soya based
Tips for better nutrition for babies • Wash all fresh fruits, then bake, boil, or steam until soft. Can be puréed in a blender or a food processor, or use a sieve and add a little liquid like breast milk, baby formula, or water at first. • Make it watery at first, then use less liquid as the baby gets used to solid foods. • Any of these foods can be mixed with rice cereal if added texture is needed. • Cut meat or fish into very small pieces then cook and mash.	
9 months 	• Breast milk or infant formula • Iron-fortified infant cereal mixed with breast milk, formula or water • Mashed vegetables like sweet potato, squash or carrots • Cooked ground beef, chicken or pork, fish • Well-cooked chopped egg • Dairy: small amounts of cottage cheese, or any pasteurised cheese
Tips for better nutrition for babies • Introducing eggs: egg yolks, not whites, scrambled, or hard-boiled and cut into small pieces. • Introduce finger foods like small o-shaped cereals, teething crackers, or small pieces of soft fruit, cooked pasta, or vegetables.	
10–12 months 	• All grains and pastas • Fruits (slowly if introducing citrus fruits now and watch for possible reactions to the acidity) • Vegetables: soft cooked veggies. Mix soft cooked and diced veggie medley. Slowly introduce tomato and other acidic foods; watch for reactions to the acidity. • Meats and proteins: Introduce white-fleshed fish and other types of fish. Baked fish plain or breaded with steamed vegetables is an example of a healthy meal. Salmon can also be a great meal for a baby. • Diary: By 12 months old the baby may be weaning from breast milk or formula to whole milk. Offer ½ breast milk and ½ milk or ½ milk and ½ formula mixed during the first few days of the transition.

Tips for better nutrition for babies

- A baby can eat most of the foods now, if they are cut up or mashed properly so that he can safely chew and swallow.
- As the baby gets more teeth and learns to chew more effectively, he/she can begin to eat larger pieces of food.
- The chewing must be monitored carefully, and if necessary cut pieces smaller. Care should especially be taken with round, firm foods like grapes and hot dogs, which pose a particular choking hazard to babies.
- No need to purée; just cook foods such as carrots and sweet potatoes until soft, or mash up soft foods like bananas and avocados.



2. Toddlers (1–3 years)



- Toddlers are very active and grow fast and require foods which provide sufficient proteins, mineral substances and vitamins to assist the child with the rapid growth they experience during these years.
- Include food from the following food groups: bread and cereals, milk, meat, and fruit and vegetable groups.
- Toddlers require carbohydrates for energy.
- Water is essential instead of cooldrinks.
- Between meals, provide toddlers with fruit and fruit juice.
- Sweets and biscuits should be limited and should only be given after meals.
- Fibre is essential to prevent constipation. Toddlers should eat wholegrain cereals, fresh fruit and vegetables.

- Foods such as egg yolk and liver should be included in the diet to provide iron in the diet. Egg yolks also provide Vitamins A, D and B-complex vitamins.
- Suitable snacks may be included between meals. Examples: fruit, vegetable sticks, peanut butter biscuits, dry cereal, yoghurt, fruit juice, milk, milk beverages, cheese cubes, etc.

Tips for better nutrion for toddlers

- Avoid foods with strong flavours.
- Salt should be used sparingly.
- Select food that is easy to handle and chew.
- Foods with various textures should be chosen to develop chewing actions.
- Small portions of food should be included into the three meals per day.
- Good eating habits must be developed during the toddler years. Incorrect eating habits, such as eating sweet foods, will persist throughout life if they are not controlled.

Healthy snacks for toddlers



3. Child (6–12 years)



- **Fruit and vegetables** provide vitamins and minerals which fight illnesses; they also contain fibre which helps to maintain regular bowel movements and prevent constipation.
- Fruit and vegetables can be included as part of a meal, chopped up, as a snack or as fruit juice or smoothies.
- Children should eat at least 5 portions of fruit and vegetables every day.
- Fruit and vegetables help to keep skin healthy.
- **Cereals, potatoes, rice and pasta** provide carbohydrate foods which give children a slow release of energy.
- Include foods that are high in fibre in the diet e.g. Weet-bix, wholewheat bread, wholewheat pasta, brown rice, etc.

- Children should have a carbohydrate source with each meal and sometimes as snacks between meals.
- **Meat, fish and alternatives** provide protein foods which are important for helping children to grow and repair muscles.
- Include a variety of different protein-containing foods such as lean meats, fish, baked beans, eggs, pulses, peas and lentils.
- Children should have a protein at least twice a day.
- **Milk and dairy foods** provide calcium-containing foods and are important in a child's diet to support bone and teeth development.
- Children over 5 years old should have dairy foods three times a day.
- Soya products are a suitable alternative for children who cannot eat dairy products.
- **Foods containing fat and sugar** include fat that is an important part of a child's diet to enable growth and development, and provide them with fat-soluble vitamins.
- Children should eat healthy fats, such as those from vegetable sources, e.g. sunflower oil.
- Do not include large quantities of fats from pastries, crisps and manufactured products in a child's diet.
- Encourage children to eat low-sugar puddings, snacks and drinks, e.g. sugar-free jelly and sugar-free squash.

What children should be drinking:

- **Water:** Children should be encouraged to drink water.
- **Juice:** 200 ml of pure fruit juice counts as one portion of fruit.

Tips for better nutrition for children

- Sugar can lead to excess weight gain if eaten regularly.
- Sugar can also cause tooth decay.
- Fruit-flavoured squashes should be kept to a minimum and ideally be sugar-free.

4. Teenagers



- Teenagers are active and use of a lot of energy because of their many activities.
- Teenagers experience changes to their bodies and a growth spurt during these years.
- The diet should include food that will provide nutrients to cope with growth and development, energy needs and to keep healthy.
- Teenagers should avoid eating too many sugar-rich or fatty foods as obesity and skin problems can begin at this time.
- A nutritional breakfast will assist in the physical and mental demands required by teenagers.

- Include fruit in the diet to avoid vitamin deficiencies.
- Teenagers should avoid slimming diets as this can cause deficiencies in the nutrients required and can hamper growth.
- Introduce new foods in order that teenagers do not grow up with food dislikes so that they are taught to develop good eating habits.

Examples of healthy meals:
Breakfast: proteins (eggs, bacon), carbohydrates (cereals, bread, pasta) and fruits

This will ensure that they get all the required nutrients in the first and most important meal of the day.

Lunch: fruits, vegetables, brown-bread sandwiches (e.g. chicken sandwich made of brown bread)

Dinner: proteins, carbohydrates, vegetables, legumes, pulses and a dessert that is low in fat

Snacking: healthy snacks instead of junk food and gassy cooldrinks
Example of homemade snacks: popcorn flavoured with chilli or paprika instead of salt or sugar, and freshly squeezed fruit juices.

Tips for better teenage nutrition

- Encourage teenagers to eat a healthy diet and stay away from noodles and refined packaged foods.
- Girls are at risk of having low **iron** levels, therefore include plenty of iron-rich choices like lean meat, dark green leafy veg, dried fruit like apricots, as well as chickpeas, lentils and beans in their diets.
- Growing teenagers require the mineral zinc and therefore include good sources like lean beef, eggs, Brazil nuts and almonds.
- **Omega-3 fatty acids** are important fatty acids that keep the brain well-oiled and help to establish healthy, balanced hormones. Include oily varieties of fish, e.g. salmon, tuna, sardines, trout and mackerel.

Healthy lunch boxes for teenagers



5. The elderly



- Many elderly people are frail, poor and physically disabled.
- The nutritional needs are similar to young adults but the differences are:
  - The elderly are less active.
  - They require less energy.
  - They eat smaller portions more frequently.
  - Their appetite diminishes.
  - They have their main meal at midday and a light meal in the evening.
- They cannot afford expensive protein foods such as meat, fish or chicken.
- Decaying and false teeth make chewing difficult.
- Elderly people have a preference for sweet foods.
- Obese elderly people can suffer from diabetes and hypertension.
- The elderly prefer foods that are familiar to them; however they may need to adjust their eating habits for health reasons.

What the elderly should eat:

- They should eat pulses, soya bean products and wholewheat cereals that will provide sufficient proteins.
- The intake of carbohydrates and fatty foods should be controlled.
- Breakfast is an important meal and should be included.
- They should eat food that is softer on the palate; however, the soft foods can cause constipation.
- Include fibre in the diet. Increase wholegrain products.
- Drink liquids, e.g. water, fruit juices or fruit and vegetables.
- Increase vegetables and fruits for the fibre, vitamins, and enzymes present.

Tips for better nutrition the elderly

- Steaming the vegetables so that they are softer for those with dental issues, and for those who have no trouble chewing, cut up raw vegetables with a tasty dip as a snack or a small meal.
- Make lunch the big meal of the day. Big meals can interfere with digestion and a good night's sleep.
- They should stay hydrated by drinking liquids throughout the day. Fruits and vegetables in the diet offer more natural hydration.
- The elderly should not skip meals because this can drop blood sugars, causing dizziness. It is better to eat a little than to skip.
- Eat small meals more often: It is better for the elderly to eat 5–6 small meals a day because this can:
  - Reduce the highs and lows of insulin levels.
  - Help those who find it painful to eat large meals because of chest congestion or breathing problems.
  - Encourage more calorie intake for those who have lost their appetites.

NOTE

The information above can also be used as additional supporting material when preparing lessons. Additional information above can support the text book material.

Activity 2

Page 29 in the textbook

1. Define the term 'vegetarianism'.

Vegetarians are people who do not eat animals/animal products (red meat, poultry and seafood), and in some cases animal products that are derived from the slaughtering of animals or by-products (gelatine, rennet, fish oils, dripping, stock cubes made from animal extracts).

2. Explain the food requirements for the different vegetarians.

Type of vegetarian	Foods excluded	Foods included
Lacto-vegetarians	Eggs, meat, poultry and fish	Milk and milk products
Lacto-ovo-vegetarians	Meat, poultry, fish, suet, fish oils or gelatine	Free-range eggs, milk, dairy products, such as cheese, butter and cream and other dairy products
Ovo-vegetarians	Animal meat and dairy products	Eggs
Vegans	No animal foods or any animal by-products	Only eat plant-based foods including vegetables, grains, beans, nuts and seeds
Frutarians	All animal products	Raw and dried fruits, grains and nuts that can be harvested without killing the plant. Honey and oil.
Semi-vegetarians	Red meat	White meats, fish and poultry
Pesca-vegetarians	All forms of meat	Only eat seafood, fish, dairy products and eggs
Strict vegetarians	All animal products, e.g. meat, fish, poultry including animal flesh, dairy, eggs and honey	Only eat plant-based foods including vegetables, grains, beans, nuts and seeds.

Activity 3

Page 30 in the textbook

Explain the concept 'food allergy'.

A reaction of the immune system as a result of eating a specific food. The reactions can vary from mild skin reactions to severe reactions that can affect breathing. It occurs when the body mistakes an ingredient in usually protein as harmful and creates a defence mechanism. The body produces antibodies to fight the harmful substances.

The most common triggers of allergic reactions are:

- Cow's milk
- Soya
- Eggs
- Shellfish
- Peanuts
- Wheat

Food allergies	
Milk allergies	The protein in the milk is the **allergen** that causes the immune response (most common in babies and young children, but most grow out of it). **Symptoms** • Runny nose, sneezing, itchy eyes, coughing, wheezing chest, abdominal pains, bloating and diarrhoea, eczema and swelling of lips. **Management** • AVOID milk and all milk products e.g. flavoured milk dinks and ice-cream. • Read ALL food labels carefully to be aware of milk ingredients. • Replace necessary calcium by eating canned pilchards and green leafy vegetables. • If dairy products are eaten, eat them in very small portions and pair them up with starchy foods (bread, potatoes, pasta). • Yoghurt and small portions of cheese may be included, as the lactose in these products is converted to lactic acid. • Enquire about the menu when eating out, alert people about your condition. Replace cow's milk with rice or soya milk.
Wheat allergies	**Gluten** is one of the proteins in wheat which can result in adverse reactions. Reactions to wheat normally occur within minutes or a few hours of eating wheat. **Symptoms** • Eczema, abdominal cramps, nausea, vomiting and asthma. **Management** • AVOID all foods that contain wheat, rye, oats and barley. • Read ALL food labels to be aware of hidden gluten. • Enquire about the menu when eating out, alert people about your condition.



Activity 4

Page 33 in the textbook

Explain the following religious influences which determine what people eat.

1. Christian	Eating habits not affected for most Christians.	
2. Muslim	**Foods included** • Meat that has been slaughtered in accordance with orthodox methods. • Any birds that fly may be eaten.	**Foods excluded** • Alcohol is forbidden. • Pork is regarded as unclean and is not allowed to be eaten. • No birds that seize their prey in their talons are allowed to be eaten.

<table>
<tr><td>Muslim (continued)</td><td colspan="2">Additional considerations:
• A stamp of Halaal must be put on the food by the Muslim Judicial Council to indicate that the food is regarded as clean and fit for Muslims.
• Muslims will eat kosher food if Halaal meat is not available.
• Carcasses are always left to bleed white.</td></tr>
<tr><td rowspan="2">3. Hindu</td><td>Foods included
• Devout Hindus are vegetarians.
• Milk products are permitted.</td><td>Foods excluded
• Hindus do not eat meat.
• Hindus do not eat beef because they believe that the cow is sacred.</td></tr>
<tr><td colspan="2">Additional considerations:
• They do not believe that any food that requires killing should be eaten.</td></tr>
<tr><td>4. Black Africans</td><td colspan="2">The African diet is very different from the Western diet and is based on culture, taste and tradition.
• Any type of meat or chicken is enjoyed.
• Milk is highly regarded and is preferred fermented.
• Cabbage, wild spinach and carrot tops are enjoyed as vegetables.
• Potatoes are very popular.
• White and brown bread served with jam.
• The main dish and side dish should not be mixed.
• Some cultural groups do not eat eggs while others do.
• Food is often eaten by hand, using the porridge to scoop up the stew and gravy.
• Serving sizes must be large enough to meet energy needs.</td></tr>
<tr><td rowspan="2">5. Jewish</td><td>Foods included
• They eat a plaited bread called a challah or kitke which is broken into pieces and eaten.
• Kosher meat is eaten which comes from specially killed animals, done in the presence of a rabbi.
• Only meat from an animal with a cloven hoof may be eaten.
• Only fish with scales and fins are permitted foods.</td><td>Foods excluded
• Pork may not be eaten.
• Milk and meat products, including poultry but not fish, may not be cooked or eaten together. Three hours should elapse between eating food containing milk and food containing meat.
• It is forbidden to eat birds of prey.
• Eels and shellfish are forbidden.</td></tr>
<tr><td colspan="2">Additional considerations:
• Kosher meat involves maximum blood loss: carcasses are immediately slaughtered and soaked in water to remove the remaining blood from the meat.
• If Kosher meat is not available to Jews, Halaal meat from Muslim butcheries may be consumed.
• Kosher food must be prepared in the presence of a Jewish person or rabbi.
• Many Jewish people follow Western eating habits but adhere to their traditional religious holidays.</td></tr>
</table>

Activity 5

Page 36 in the textbook

List the TEN nutritional guidelines when compiling menus for institutions.

1. Include a variety of foods from the five food groups to obtain all nutrients needed.
2. Make starchy foods the basis of most meals because they supply energy to the body.
3. Plenty of fresh fruit and vegetables should be available every day.
4. Include dry beans, peas, lentils and soya regularly.
5. Incorporate high-fibre cereals where possible, e.g. wholewheat bread, brown rice and pasta.
6. Meat, fish, chicken, milk or eggs can be eaten every day; they provide valuable minerals, iron and calcium as well as fats. Provide protein twice a day.
7. Eat fats sparingly. Reduce fat consumption – bake or grill rather than fry and use unsaturated fats.
8. Spread the calories evenly through the day.
9. Use salt sparingly.
10. Encourage the drinking of water by making it available.

Activity 6

Page 44 in the textbook

1. Do a research project in your area. Identify the different cultural groups in your area and identify their food requirements.

NOTE

Give the students specific instructions related to the research. Be aware of vague and broad activities.

Research specifications example

Instructions

- Identify TWO cultural groups in the area in which you live/Choose TWO cultural groups in the area in which you live from the list below.
- Research FIVE food requirements for each cultural group.
- Additional considerations for each cultural group with regard to **eating habits** of each group.

Cultural groups in South Africa	
• Xhosa	• Swazi people
• Zula	• Khoikhoi
• Afrikaners/Boers	• Tswana people
• Southern Ndebele people	• Nguni people
• San people	• Bantu people
• Coloureds/Cape coloureds	• White South Africans
• Venda people	• Cape Malay
• Tsonga people	• Nama people
• Pedi people	• Indian South Africans
	• Griqua people

Tabulate your answer as follows:

(First cultural group) Food requirements	(Second cultural group) Food requirements
Additional considerations:	**Additional considerations:**

Example: Model answer

Xhosa Food requirements	Cape Malay Food requirements
• Umngqusho is similar in texture to risotto and is often served with meat stew. Umngqusho is made with mieliepap, a type of corn meal that is a basic element of the Xhosa diet. • Common vegetables eaten by the Xhosa include pumpkin, mushrooms, aloe and wild spinach. Pumpkin is used in a dish called imithwane, in which pumpkin leaves are mixed with butter, and in ilaxa, in which pumpkin pulp is cooked with pumpkin leaves. Other vegetables in the Xhosa diet include beetroot, potatoes and cabbages. • Chicken and goat are the most common meats eaten by the Xhosa. • Other traditional foods and dishes of the Xhosa include: isophi, which is a soup made with corn, beans and peas; umfino, a dish made with wild spinach, cabbage and meal; umyubo, a grain dish made with sour milk; and umleqwa, a chicken dish. • A traditional Xhosa person drink is umqombothi, a beer made from corn and sorghum.	• Curried fish • Curried sosaties • Butter chicken • Bobotie • Sosaties • Cape Malay bredie – tomato bredie (slowly cooked stews rich in meat, tomatoes and spices) • Yellow rice with raisins • Koeksisters • Samoosas and chilli bites
Additional considerations: • Sheep, cows and oxen are eaten for special occasions, such as weddings or coming-of-age ceremonies. Traditions surround the slaughter of livestock. The meat between the stomach wall and the intestines is given to old men, and the liver is reserved for young men. Women get to eat the top part of the leg.	**Additional considerations:** • Mixtures of pungent spices have had an influence on traditional South African cuisine. • The Malay influence comes through in the curries, chillies and extensive use of spices such as ginger, cinnamon and turmeric. More Malay magic comes through the use of fruit cooked with meat, marrying sweet and savoury flavours, with hints of spice, curry and other seasonings.



2. Describe the eating habits for the following international cuisine:

International cuisine	Eating habits
2.1 Indian	• Indian cookery is noted for its use of spices, herbs and flavourings. • Northern Indian speciality: tandoori cooking – slightly charred spiced chicken and lamb dishes. • Southern Indian speciality: vegetarian dishes and vindaloo • Bangladesh – favours seafood. • Pakistan – uses yoghurt extensively, and kebabs are common.

Examples of dishes

- Chapati – a wholewheat unleavened bread-like pancake
- Ghee – clarified butter
- Poppadum – a very thin round biscuit made from dhal, deep fried or grilled and served with curry
- Bombay duck – a salted dry fish
- Vindaloo – a very hot curry
- Tandoori – a clay oven, heated by wood or charcoal



Examples of dishes (continued)

- Samoosas – small deep-fried pastry triangles, containing vegetables and meat
- Pakoras – deep-fried dumplings
- Garam masala – mixture of spices: black cardamom, cinnamon, cloves, peppercorns and nutmeg

2.2 Japanese	• Japanese cookery is unique in its presentation. • Wide variety of small amounts of different dishes served to be pleasing to the eye and stimulate the appetite. • Fish, rice, noodles and vegetables as well as soy sauce dominate the dishes. • Fish roe is used extensively.



Examples of dishes

- Sushi – cooked cold rice seasoned with rice vinegar, with raw or cooked fish, avocado pear or cucumber
- Teriyaki – a cooking technique of glaze grilling, using a marinade
- Yakitori – grilled chicken kebabs basted with soy sauce containing sake and mirin
- Mirin – a type of sweet cooking wine
- Sukiyaki – sautéed sliced beef with vegetables, tofu, noodles and soy sauce
- Sake – an alcoholic beverage made with rice

2.3 European

NOTE: Give more clarity on the European international cuisine in order that students do not have to include all the countries.
Restructure the question in the following way:

- **Choose TWO/THREE European countries from the list below.**
- **Provide FIVE examples of food eaten in each country that you have chosen.**

• English • Welsh • Scottish • Irish • French	• Italian • German and Austrian • Swiss • Spanish	• Scandinavian • Russian • Greek • Turkish

English	Welsh	Scottish
• Fried fish and chips • Roast beef and Yorkshire pudding with horseradish sauce • Roast lamb with mint • Steak and kidney pie	• Welsh lamb pie • Welsh rarebit – a savoury cheddar cheese-and-beer sauce served on toast • Welsh cake – a flat scone-like griddle cake	• Haggis – chopped sheep's liver, lungs and heart with oatmeal and seasoning, cooked inside a sheep's stomach which has been thoroughly cleaned and turned inside-out

English	Welsh	Scottish
• Steak and kidney pudding – a suet meat pudding • Cornish pastry • Apple pie • Trifle • Treacle pudding – a steamed sponge pudding • Fool – a purée of mixed fruit with whipped cream • Chelsea buns • Worcestershire sauce – a bottled spicy sauce used in meat dishes • Potted shrimps – cooked shrimps combined with puréed fish served with toast at tea time or as an hors d'oeurve	• Lava bread • Leek pie	• Finnan Haddie – smoked haddock • Cock-a leekie – a soup of leek and chicken garnished with prunes • Venison – deer flesh • Scotch eggs – hard-boiled eggs covered in sausage meat, crumbed and deep fried • Shortbread – melt-in-the-mouth biscuit made in a flat round shape and cut into wedges • Baps – bread rolls lightly dusted with flour
 Fish and chips	 Welsh rarebit  Welsh lamb stew  Welsh leek pie	 Scotch eggs

Irish	French	Italian
• Irish stew – a stew of vegetables, potatoes and lamb • Colcannon – mashed potato and cabbage with butter and milk made into potato cakes and fried, also known as 'bubble and squeak' • Irish herring soup • Bacon and cabbage	• Home of classical cooking • Each region of France has its speciality styles of cooking • En brochette – French kebab • Choucroûte – a dish from Alsace of white cabbage, bacon and frankfurter sausage	• Noted for its pastas, risottos, cheeses and pizzas • Antipasto – Italian starters which consist of marinated vegetables, seafood and slices of salami or other cold meats • Gnocchi – small dumplings made from choux paste, potatoes or semolina

Irish	French	Italian
• Carrageen moss pudding – a sweet made from milk, eggs, sugar and dried seaweed	• Bouillabaisse – a stew or soup of fish and shellfish of many varieties and vegetables • Tournedos Rossini – a cut from a fillet of beef, shallow-fried and garnished with foie gras and Madeira sauce • Snails (escargots) – snails served in their shells with garlic butter • Salad nicoise – green beans, tomato, tuna, potatoes, black olives, hard-boiled eggs • Quiche Lorraine – quiche with bacon, gruyère cheese and savoury egg-custard filling.	• Minestrone – a vegetable soup containing pasta and served with cheese • Parma ham (prosciutto) – this ham is mostly cut into thin slices and eaten raw • Mortadella or salami – a cured pork sausage cut into very small slices • Parmesan cheese – a very hard cheese which is grated and used for cooking • Osso bucco – a stew of the shin of veal cut across, with the bone • Risotto – a moist rice dish cooked in stock and finished with cheese
 Colcannon	 Salad nicoise	 Osso bucco

Module 4: Modified diets



Activity 1

Page 47 in the textbook

1. Explain the concept 'modification in texture'.

The 'modification in texture' in a diet means that the consistency of foods and liquids is altered.

Proper preparation of **texture-modified diets** can help improve or maintain the nutritional status of a patient that requires a **texture-modified diet**. Thickened liquids are necessary when a patient has swallowing problems or cannot handle thin liquids without the risk of choking.

2. List the THREE types of modified-texture diets.

- Soft diet/puréed diet
- Mechanical soft diet/a minced, ground and chopped diet
- Modified regular diet
- Liquid diet

Any THREE; however the examination papers refer to the following THREE:
- Soft diet/puréed diet
- Mechanical soft diet/a minced, ground and chopped diet
- Liquid diet

Definitions:
- Soft diet/puréed diet: A diet for people with a gastrointestinal condition, which includes foods that soft and easy to chew and swallow.
- Mechanical soft diet/a minced, ground and chopped diet: A diet for people who have difficulty in chewing because of a lack of teeth, and includes food that are minced, ground or chopped.
- Modified regular diet: A diet that consists of foods that are normally soft and moist.
- Liquid diet: A diet for people with intolerance for solid food and have difficulty swallowing solid foods.

Additional information:
Food textures can be modified by adding more fluid, cooking for longer, straining and using thickening agents. When altering the consistencies of food, individual foods should be kept separate for both flavour and appearance. Mixed consistency foods (e.g. soup with vegetables) can be challenging, because the person must be able to handle the liquid and the solid.

Liquids also vary in consistency:
- Thin/regular, such as water and juice.
- Naturally thick, such as fruit nectars.
- Mildly thick, such as thin custard or yoghurt.
- Moderately thick, such as mashed potato, thick gravies and jelly.

Thin liquids are often the most difficult to swallow because they move very quickly and so require very good oral control to keep them in the mouth and to control how they move back to be swallowed. Thicker liquids have more mass, shape and tend to move more slowly – this can compensate for weakened oral skills and sluggish swallow movements. They may not be as thirst quenching and are often more filling than thin fluids.

Additional activity

3. What is the difference between a mechanical soft diet and a soft diet?

Mechanical soft diet	Soft diet
• May be prescribed if you have difficulty chewing or swallowing. • May also be recommended as a transitional diet from a liquid diet to a regular diet if you are recovering from surgery or a long illness. • Includes soft and easy-to-chew foods. • It is for people who are learning to use dentures or after radiation therapy involving the head and neck. • Foods are cooked, chopped, blended, ground, or shredded.	• Made up of foods that are soft and easy to chew and swallow. • These foods may be chopped, ground, mashed, puréed, and moist. • Followed if a person has had certain types of surgery, such as head, neck, or stomach surgery. • Also called a low-fibre diet or a bland diet. • The only diet that encourages low-fibre foods and refined, processed carbohydrates. • Involves choosing foods that are soft, easy to chew, and gentle on the stomach. • Aims to make the digestive process easy on the body. • A temporary solution for when the body needs to heal, but cannot provide all the nutrients required.
Foods to avoid	**Foods to avoid**
• All foods that are difficult to chew, including tough meats, raw and dried fruits and vegetables, bread with a thick crust, nuts and seeds.	• Wholewheat and wholegrain breads • Starches: dry bread, toast, crackers, granola and cereal • Raw vegetables: broccoli, cauliflower, corn, peas and carrots • Beans and nuts, including peanuts • Brown and wild rice • Berries • High-fibre and fibre-enriched cereals • Carbonated beverages (e.g. soda) • Fruits: raw, crisp fruits, such as apples and pears and dried fruit
Foods to include	**Foods to include**
• Cooked fruits and vegetables, ground meats, soft cheese and other dairy products, and softened bread and cereals. • Any liquid. • Legumes that are cooked properly. • All cooked food that is chopped should be smaller than 6 mm in size. • Bread and cereals can be softened with some liquid before eating.	• Eat canned vegetables and fruit as opposed to fresh produce. • Eat softer sources of protein, such as eggs and well-cooked fish. • Drink plenty of water to keep hydrated and keep the digestion going because of the lack of fibre. • Avoid foods that are high in fibre content or difficult for your body to digest.



Examples:	Examples:
• Dairy products: yoghurt, soft cheese, cottage cheese and cream cheese • Ice-cream, sherbet, sorbet or frozen yoghurt without nuts • Pudding and custard • Butter or margarine • Ground cooked chicken, turkey, beef or pork • Thinly shaved deli meats (chopped into small pieces) • Tuna, egg, seafood or chicken salad (shredded or cut into small pieces) without any added raw vegetables • Tofu • Peanut butter (smooth only, no chunky peanut butter) • Soft-cooked vegetables (without seeds or skins, and chopped into small pieces) • Mashed potatoes or sweet potatoes (without the skins) • Clear and creamed soups with chopped or shredded meats and vegetables • Soft fruits, like bananas and ripe peaches • Jams and fruit preserves without seeds • Cereal without nuts or dried fruits • White bread and crackers softened in liquid • Cooked white rice or pasta • Plain cake and soft cookies without nuts, chips, raisins or candies • Gravies and sauces	• Puréed fruit (such as apple sauce) • Canned fish and poultry • Fruit and vegetable juice • White rice • Egg noodles • White bread • Mashed potatoes • Bananas • Mangoes • Avocados • Cottage cheese • Tea



Activity 2

Page 50 in the textbook

Describe the following diets:

1. Low-fat diet	**Description:** • A low-fat diet is a diet that restricts fat, namely saturated fat and cholesterol. • Low-fat diets are intended to reduce diseases such as heart disease and obesity. • Reducing fat in the diet can make it easier to cut calories. **Foods to include:** • Eat a variety of lower-fat foods to get all the nutrients you need. • Eat plenty of plant foods (such as wholegrain products, fruits, and vegetables).

1.	**Low-fat diet (continued)**	• Eat a moderate amount of lean and low-fat, animal-based food (meat and dairy products) to help control your fat, cholesterol, carbs, and calories.
2.	**Low-sodium diet**	**Description:** • A low-sodium diet is a diet that restricts the intake of salt found in food. • Eating too much salt causes the body to keep or retain too much water, worsening the fluid build-up that happens with heart failure. • Following a low-salt diet helps keep high blood pressure and swelling (also called edema) under control. • It can also make breathing easier if you have heart failure. **Foods to include:** • Eat more non-processed foods, such as fresh vegetables, fruit, fish and meat.
3.	**Low-protein diet**	**Description:** • A diet that reduces the intake of protein. • Prescribed for people with kidney or liver disease. • Restrict high-protein foods such as meat, fish, eggs, poultry and dairy products. **Foods to include:** • Vegetable products (breads, cereals, rice, pasta, dried beans) that are considered "low-quality protein."

Additional activity

Give reasons why it is necessary to follow instructions when given a low-fat, low-salt or low-protein diet to prepare:

- Allows the individual to make healthy choices and not just limit the intake of foods.
- Will lower the risk of the various diseases that led to the above diets.
- Improves health conditions and life-style.
- Will assist individuals to make good food choices when they eat out at restaurants as well as at home.
- Will assist individuals to make healthy choices when purchasing food items.
- Increases knowledge when reading food labels.



Activity 3 Page 54 in the textbook

Explain the term 'reduced diet' and give examples of these diets.

A diet designed to control fat, cholesterol, carbohydrates or calorie intake in order to lose weight.

Examples of REDUCING diets:

1.	**Reducing fat consumption**	Reducing fat/saturated fat in the diet reduces the risk of heart disease and will help lower blood cholesterol levels. Eating fewer high-fat foods means more room for fruits, vegetables, grains, and beans.

1. Reducing fat consumption (continued)	**Tips:** • Eat more fruits and vegetables. • Eat more fish and chicken. Remove the skin from chicken before cooking. • Eat leaner cuts of beef and pork, and trim as much visible fat as possible before cooking. • Bake or grill meats and avoid frying. Avoid breaded/coated meats and vegetables. • Use fat-free or low-fat milk instead of full-cream milk. • Use fat-free plain yoghurt or a blend of yoghurt and low-fat cottage cheese instead of sour cream. • Avoid cream and cheese sauces, or make recipes with low-fat milk and cheese. • Snack on pretzels or unbuttered popcorn instead of chips. • Cook with herbs, spices, lemon juice, etc. instead of butter or margarine. • Use liquid oils, particularly canola, olive or sunflower. • Read the nutrition labels on all products. Many "fat-free" products are very high in carbohydrates. • Compare the fat content of similar products. • When eating in a restaurant, ask that the sauces and dressings be served on the side. • When baking or cooking, use two egg whites instead of one whole egg in recipes. • Limit products containing saturated fats such as margarine, vegetable shortening, packaged snacks, pre-made baked products, fried foods and coffee creamers.
2. Reducing cholesterol consumption	Reducing the intake of meat fats, egg yolks and dairy products high in fat. **Tips:** • Limit your intake of foods containing saturated fats, such as butter, fatty meat, and full-fat dairy products. • Avoid organ meats, egg yolks and shellfish. • Eat fibre-rich foods such as beans, oats, barley, fruits and vegetables. • Eat foods rich in omega-3 fatty acids. • Choose protein-rich plant foods such as legumes or beans, nuts and seeds rather than meat. • Choose fats and oils, e.g. canola and olive oils, with 2 grams or less saturated fat per tablespoon. • Read the labels of food products.
3. Reducing sugar consumption	Eating plans that are focused on reducing or eliminating the amount of sugar that a person consumes. Sugars, which are a form of carbohydrate, occur naturally or are added to foods and beverages. **Tips:** • Read the nutrition labels of food products. • Remove sugar (white and brown), golden syrup, honey and molasses from the table.

3. Reducing sugar consumption (continued)	• Instead of adding sugar to sweeten oatmeal or cereal, top the bowl with fruit. • Choose low-calorie or sugar-free drinks instead of sugar-sweetened beverages. Drink plain or sparkling water. • Enjoy fruit for dessert instead of biscuits or pastries. • Cut the amount of sugar used in recipes for cakes and biscuits or substitute sugar with unsweetened apple sauce. • Be mindful of condiments such as tomato sauce and barbecue sauce, which can be high in sugar, and use lower-sugar options such as salsa or mustard.
4. Reducing energy consumption	Eating plans that are focused on foods low in energy, such as fruits, vegetables, and other low-fat foods, as part of a reduced-energy diet that is associated with weight loss. **Tips:** • Include large portions of fruits and vegetables into meals. • Snack on fruits and vegetables. • Add starchy fruits and vegetables, whole grains, legumes, lean meats, and low-fat dairy foods to meals to create a balanced diet. • Pay attention to portion sizes of fried foods, dairy foods that are not reduced in fat, fatty cuts of meat and non-whole grains. Include occasionally in small portions. • Pay attention to portion size of foods such as crackers, biscuits, and chips as well as high-fat foods like croissants, margarine, and bacon. These foods provide a large number of calories and can easily be over-consumed. • Consume foods such as nuts and olives, which have a high amount of polyunsaturated and monounsaturated fatty acids in moderate portions.
5. Reducing carbohydrate consumption	Eating plans that are focused on foods low in carbohydrates (low-carb diet), such as sugary foods, pasta and bread and replaced with foods including protein, natural fats and vegetables. **Tips:** • Exclude sugar-sweetened drinks from the diet. • Replace fruit juice in the diet with juice to which a small amount of fruit is added. Fruit juice contains as many carbohydrates as sugar-sweetened beverages. • Limit or exclude the intake of bread. • Eat vegetables instead of potatoes or breads in restaurants with meals. • Eat non-starchy vegetables. • Include eggs and high-protein foods at breakfast time. • Eat healthy high-protein foods such as eggs, poultry, fish, meat, nuts, cheese, cottage cheese and Greek yoghurt. • Substitute flour with almond or coconut flour when baking or covering food. • Replace milk with almond or coconut milk. • Prepare foods with health fats, e.g. virgin coconut oil and extra-virgin olive oil. • Use sweeteners instead of sugar. • Read food labels of food products.

Activity 4

Page 57 in the textbook

1. Give FIVE tips of the following health trends in nutrition:

1.1 Low cholesterol	• Restrict the intake of meat fats and egg yolks. • Include low-fat or fat-free dairy options in the diet. • Eat foods that contain unsaturated fat instead of saturated or trans-fats (Artificial fats or trans-fatty acids are created in an industrial process. Look out for them on the ingredient list on food packages.). • Avoid foods high in saturated fats, which include: meat pies, sausages and fatty cuts of meat, ghee, lard, cream, hard cheese, cakes and biscuits, and food containing coconut or palm oil. • Replace foods containing saturated fats with foods that are high in unsaturated fats, such as: oily fish e.g. mackerel and salmon; nuts e.g. almonds and cashews; seeds e.g. sunflower and pumpkin; vegetable oils and spreads e.g. sunflower, olive, corn, walnuts and grape seed oils. • Reduce the total amount of fat in the diet. • Microwave, steam, poach, boil or grill instead of roasting or frying. • Choose lean cuts of meat and low-fat varieties of dairy products and spreads, or eat small amounts of full-fat varieties. • Being active can help to lower cholesterol levels.
1.2 Low fat	• Be aware of invisible fats in foods such as cakes, gravies, dressings, fried foods, etc. • Include low-fat or fat-free products. • Use low-fat spread or omit it altogether. • Remove fat from meat or skin from chicken. • Remove dripping fat from meat when making gravies. • Use alternative thickening agents, such as cornflour, instead of a roux when making sauces. • Grill or roast meat instead of frying it. • Season vegetables and salads with lemon juice, vinegar, herbs and spices instead of rich sauces and dressings. • Read the nutrition labels on food to determine the fat content. Choose food low in saturated or trans fats. • Choose lean meats, fish and poultry. • Choose foods rich in omega-3 fatty acids, such as salmon, flax seed and walnuts.
1.3 High and low fibre	**High-fibre diet:** • Include foods high in soluble fibre e.g. oats, beans and peas, apples and oranges and green leafy vegetables such as cabbage and spinach. • Eat the vegetables above without additional fats, such as fatty sauces or butter. • Eat plenty of bread, pasta, rice and potatoes. • Choose wholewheat bread and pasta, and brown rice.

1.3 High and low fibre (continued)	• Eat wholewheat scones, muffins or buns. • Enjoy plenty of breakfast cereal with low-fat milk and no sugar. Choose wholegrain varieties with little or no added sugar. • Avoid sugar-coated cereals. • Use more pulses, such as beans, peas, lentils and split peas in cooking dishes like cottage pie, curry, pasta sauces, etc. • A high-fibre diet must be balanced and must include a variety of food from the five food groups. • Raw vegetables and fruits must be included daily. • Extra fibre can be added by sprinkling 1–2 tablespoons of bran onto food. • Drink at least 8 glasses of water per day. • Daily exercise is important. **Low-fibre diet:** • High-fibre food is excluded from the diet for a period of time. • Supplement the diet with calcium, iron and multivitamins. • These diets are used for people suffering from intestinal disorders.

2. Suggest ways of increasing the fibre intake of your diet. Write these ideas in a poster format for presentation in class or to use in your kitchen.



Example of content on a poster:

Increasing fibre in the diet

- Eat raw fruit & vegetables daily.
- Drink 8 glasses of water.
- Eat vegetables.
- Eat plenty of bread, pasta, rice and potatoes.
- Eat wholewheat bread and pasta, and brown rice.
- Include foods high in soluble fibre.
- Eat oats, beans and peas, apples and oranges and green leafy vegetables such as cabbage and spinach.
- Eat wholewheat scones, muffins or buns.
- Eat the vegetables above without additional fats, such as fatty sauces or butter.
- Enjoy plenty of breakfast cereal with low-fat milk and no sugar.
- Choose wholegrain varieties with little or no added sugar.
- Avoid sugar-coated cereals.
- Use more pulses, such as beans, peas, lentils and split peas in cooking dishes like cottage pie, curry and pasta sauces, etc.
- A high-fibre diet must be balanced and must include a variety of food from the five food groups.

Module 5: Menu planning

Activity 1

Page 82 in the textbook

1. Find a website that contains menus, print the menu and identify the strengths and weaknesses of the menu.
pigallerestaurants.co.za/capetown/set-menus

Example of a set menu:

Starter

Caramelised pear and toasted almond salad platters
Fresh pears and almonds, caramelised and drizzled with a creamy Dijon mustard dressing
and
Greek salad platters
Traditional, tossed in a creamy herb dressing

Main course

Line fish of the day
Grilled in lemon butter, served with mashed potato and grilled vegetables
or
Grilled beef sirloin
28-day wet aged prime cut, flame grilled in our famous basting sauce,
accompanied by potato fondant and grilled vegetables
or
Platter of queen prawns
Butterfly grilled to our longstanding traditional recipe,
accompanied by savoury rice and grilled vegetables

Dessert

Malva pudding
With crème anglaise
or
Crème brûlée with homemade biscotti

Strengths:
- The starters offer clients a familiar choice in the Greek salad platter, and one interesting and different salad that they may not have tasted before.
- The table is able to share the starters and then choose their individual mains and desserts.
- The options of main courses allows for a variety of client needs. The menu caters for those who do not eat meat by providing the fish or prawn option.
- Each main course has a starch and vegetables as accompaniments.
- Each of the courses offers good colour variation and texture to the meal.
- Each course offers the customer an option.

Weakness:
- The menu does not contain a vegetarian option in the main course.

2. List all the factors that you should take into consideration when planning a menu.

A menu can be planned for each of the following:
- Restaurant business
- Catering business
- Catering function

Restaurants and catering businesses need to consider the following:
- Location of the establishment
- Competition in the locality
- Suitability of a particular establishment to a particular area
- The target market
- Spending power of the customers
- Number of items and the price range of the menus
- Seat turnover
- Space and equipment in the kitchen
- Amount and capability of labour
- Supplies and storage
- Religious considerations (if applicable)
- The type of menu: À la Carte or Table d'Hôte
- Inside or outside cooking

Planning a menu for a catering function
- Type of function/occasion e.g. wedding, birthday party, children's party, events
- Type of customer, namely: age, sex, religion, occupation or spending power
- Number of courses
- Number of guests
- Time of the year
- Time of the day
- Budget
- Meat or non-meat preferences
- Religious considerations
- Products in season
- Amount and capability of labour
- Space and equipment in kitchen
- The function venue

3. List TEN events and discuss the type of menu that would be a suitable choice for the event.

Type of menu		Type of event
1.	Table d'hôte	Dinner in a restaurant, wedding etc.
2.	À la Carte	Lunch or dinner in a restaurant
3.	Plat du jour	Lunch or dinner in a restaurant
4.	Special function menu	Wedding, 21st birthday part, anniversary, etc.
5.	Buffet menu	Wedding reception, Birthday party, Anniversary, Year end function
6.	Cocktail menu	Wedding reception, Corporate exhibitions, business launch, award ceremony, etc.
7.	Breakfast brunch	Wedding

Type of menu		Type of event
8.	Breakfast menus	Hotel breakfast
9.	Afternoon tea menus	Banquet
10.	Cycle menu	Hostels, hospitals
11.	Canteen menu	Hostels, businesses

4. Identify at least FOUR food trends from around the world and discuss how these should be included in menus.

Top 10 food trends for 2017

Taco fever

According to our trends panel, hyper-regional food will continue to set our tastebuds ablaze in the next 12 months.



Low- and no-alcohol drinks



Expect to hear much more talk of turmeric shots, charcoal-activated water, cold-pressed juices and non-alcoholic 'spirits' like Seedlip.

Sea vegetables



There has been an exponential rise in veggie and vegan cooking in the last few years. Vegetables should no longer be consigned to a side order.

Expect to see more of sea vegetables like healthy seaweed, which can be used as a salt substitute, to add a briny tang to food or for snacking.

Nori is used extensively in Japanese cooking, so check out the world food section to find these pressed seaweed sheets. They're traditionally used to make sushi, alternatively crush them into shards and sprinkle onto salad or rice bowls.

Pickles and ferments



The vegetables are mixed with rice vinegar, fish sauce, chilli paste and sugar, so all ingredients you can easily source. Serve it as a side dish, with rice or noodles.

Zero waste: Minimising food waste



As well as cutting down on personal food waste and cooking smart with any leftover ingredients, make sure you buy in season and make the most of produce particularly in late summer when vegetables like courgettes and marrows are in abundance.

Instant-ready food



Smart tech in the kitchen



Insects



Chefs like Heston Blumenthal have been advocating eating insects for some time now, but the concept has never quite taken flight. However, as sustainability is increasingly on our radar, the idea of reducing our intake of traditional protein sources like red meat is ever more attractive.

Portuguese food



Have a go at making Portuguese custard tarts at home.

Healthy snacks



Picking and sharing small plates are on the rise, as are healthier snack solutions, so expect to see lower-sugar and high-protein bites.

5. Discuss how to use South African ingredients in new innovative ways to make menus interesting.

- Use S.A. ingredients that are in season.
- Street food ideas are increasing.
- South African foods have many different influences: African, Dutch, French, German, Portugese, Malaysian, Indian, Chinese and Indonesian.
- Biltong can be used in different forms, e.g. biltong shavings can be used in salad.
- Make dishes in individual portions, e.g. individual bobotie's, bunny chows, etc.
- Serve potjiekos with pap, samp and beans, wild spinach, dumplings or pot bread.
- Include chakalaka.

6. Critically evaluate the following menu items in meals and suggest alternatives where required.

6.1	Crumbed pork chops, mashed potato and pap with gravy	• Two starch items • Remove the pap from the menu and keep the mashed potato
6.2	Roast chicken with roast potatoes, pumpkin, sweet potato and carrots	• Two items roasted • Use a variety of cooking methods • Keep the roasted chicken and potatoes

6.3	Tomato bredie, yellow rice, roast beetroot and red cabbage	• Too much use of the colour red
6.4	Sausage, peas, beans, broccoli and baby marrow	• Too much use of the same colours and textures
6.5	Cocktail menu: mini sausage rolls, small samoosas, spring rolls, crumbed potato bites, crumbed mushrooms	• Too many of the same types of snack items, e.g. making use of pastry or crumbs. • Include a variety of different types of snacks e.g. mini frikkadels, mini kebabs, vol-au-vents.
6.6	Roast lamb with apple sauce, roast potatoes, broccoli with cheese, butternut	• Apple sauce is an accompaniment with pork while mint sauce is an accompaniment with lamb • Good use of different colours
6.7	Waterblommetjie bredie, rice and Greek salad	• Waterblommetjie bredie and rice combine well • The salad adds a contrast of textures, however the colours are similar
6.8	Meatballs, baby potatoes, peas and sliced carrots	• All foods are round • Have not made use of a variety of shapes

7. Create SIX different vegetarian meals that clients could be offered. Make sure the meals are interesting and appealing, using a variety of ingredients and cooking methods.

- Garlic mushrooms on couscous
- Roast butternut fettucine
- Baby marrow frittata
- Ricotta and spinach filled pancakes
- Spinach ricotta gnocci
- Ricotta pumpkin lasagne
- Leek and potato quiche
- Spinach and carrot soup
- Potato and cauliflower curry

8. You have been requested to submit a proposal to a client for a brunch for 30 guests. Design a suitable and interesting menu for such an event.

Dishes suitable for a brunch

- Baked ricotta with burnt orange sauce
- Bacon and sweet chilli pumpkin scrolls
- Potato and mushroom frittata
- Banoffee French toast (bananas, cream and toffee)
- Chorizo, baked beans and eggs
- Bagel with creamy scrambled eggs and ham
- Baked egg and mushroom bacon cups
- Bacon and chorizo French toast casserole

9. Brainstorm in a group and list on a flipchart fun food themes for a 21st.

- 80s party dress up
- Vintage retro
- White theme
- Everyone to dress up as something starting with the first letter of the name of the birthday girl/boy
- Mexican party theme
- Casino theme
- Pink, black and white theme
- Masquerade theme

10. List the types of occasions where a tea may be a good way of entertaining.

- Ladies group events
- Fundraising events
- Cuppa for Cansa
- Tea tasting event
- Mother's day
- School tea
- Tea party to celebrate a birthday or anniversary

11. Complete the cycle menu above by adding two more weeks i.e. week 1 and week 2.

Cycle menu: Week 1

Monday	Tuesday	Wednesday	Thursday	Friday
Chicken pie and vegetables	Bobotie and yellow rice	Spaghetti bolognaise and Greek salad	Chicken à la king and vegetables	Beef wraps and salad
Malva pudding	Bread and butter pudding	Fruit salad and ice-cream	Chocolate pudding and custard	Cheesecake and fruit coulis
Assorted sandwiches, freshly baked rolls, jacket potatoes and salad pots served daily				

Cycle menu: Week 2

Monday	Tuesday	Wednesday	Thursday	Friday
Grilled pork chops with mash potato	Soup of the day	Beef stroganoff with rice and vegetables	Roast chicken and potato bake	Boerewors rolls and chips
Trifle	Fish bake Jelly and custard	Bavarian cream	Chocolate mousse	Ice-cream and chocolate sauce
Assorted sandwiches, freshly baked rolls, jacket potatoes and salad pots served daily				

12. Compile a menu for each of the following preferences:
12.1 a religious group of your choice
12.2 non-meat menu

Menu
(Religion: Muslim)

Smoked snoek paté and Melba toast

or

Grilled hake goujons and tartare sauce
Halaal lamb curry and roti

or

Chicken breyani and sambals
Medley of desserts: mini melk tart, choux puff and macaroon

or

Meringue shell with strawberries and cream

Menu

Vegetarian

Butternut soup and croutons

or

Grilled haloumi cheese on skewers
Spinach and feta filo parcels
Couscous and roasted vegetables
Green salad

or

Vegetable lasagna
Greek salad
Garlic bread
Warm apple tart with vanilla ice-cream

or

Peppermint tart and cream

13. Set up a fine dining dinner menu using the correct menu format. Provide a picture of each of your dishes chosen and a suitable reason.

NOTE: The menus below can also be evaluated by the students as an additional question. If they find that a dish is not suitable, they could be asked to replace the dish as another question.

Menu

Formal Dinner

Hors d'oeuvres

Guacamole shots



Starter

Corn chowder and wild rice



Main

Vegetable stuffed canneloni



Dessert

Chocolate eclairs
Coffee



Menu

Formal Dinner

Hors d'oeuvres

Smoked salmon terrine



Starter

Oven-baked mushroom soup



Main

Pork loin chops with apple sauce
Mash potato



Dessert

Dessert medley
Coffee



Menu

Formal Dinner

Hors d'oeuvres

Smoked salmon canapés with cream cheese



Starter

Morrocan carrot soup drizzled
with creamy yoghurt



Main

Lamb shank, mash and
vegetables



Dessert

Crème brûlée
Coffee



Menu

Formal Dinner

Non-alcoholic welcome cocktail

Virgin mojito



Hors d'oeuvre

Creamy mushroom vol-au-vents
with Parmesan shavings



Starter

Roasted butternut soup
with bread rolls



Main course

Beef olives with red wine sauce

Duchess potatoes

Stuffed courgettes



Dessert

Cheesecake with lemon curd

Tea and coffee



Friandise

Coconut truffles



NOTE

All the menus above can be copied and additional questions can be formulated for the students.

All menus above are examples and may be adapted, discussed, evaluated and recommendations can be made for improvement.

Module 6: Modern service order

Activity 1

Page 86 in the textbook

1. Define the following terms.

1.1 Course	A dish or a set of dishes served together to form part of a meal.
1.2 Hors d'oeuvre	The first course of a meal.
1.3 Farinaceous	These are foodstuffs that consist of a large amount of starch.
1.4 Entrée	Small, well-garnished dishes that are plated individually. An **entrée** is the first meat course on a traditional French menu. An **entrée** refers to a dish served before the main course.

2. Explain the normal order in which dishes are served.

- Hors d'ourvres
- Soup (potage)
- Eggs (oeufs)
- Rice and pasta (farinaceous)
- Fish (poisson)
- Entrée
- Joint/relevés
- Vegetables (légumes)
- Poultry/game or roast
- Salads
- Sweets (entremet)
- Savoury (savoureux)
- Cheese (fromage)
- Dessert
- Beverages (coffee)

Activity 2

Page 94 in the textbook

Collect samples of ALL the breakfast menu types from various hospitality industries for your portfolio.

Samples of breakfast menus



Caffeine

Espresso		Single: R8.00	Serious: R 9.50
Cappuccino		Single: R9.00	Serious: R10.50
Americano	***(Espresso with hot water)***	Single: R8.00	Serious: R 9.50
Macchiato		Single: R8.50	Serious: R10.00

Latte	R11.00
Teas *Lots of different types*	R 7.00
Sandy Bay Bottomless – *Your choice, as much as you want.*	R15.00
Iced Coffee	R12.00
Hot Chocolate	R 9.00

Breakfast *served until 11 or so, just ask*

Muffins	R 7.00
Croissants *Baked daily*	R 5.00
Chocolate Croissant	R 6.00
Add jam, cheddar, cream cheese or peanut butter, each	R 2.00
Morning Detox *Muesli lashed with yoghurt, fruit, and a touch of honey*	R20.00
Egg on Toast *2 eggs on your choice of toast*	R12.50
"Michelle" *2 eggs, toast, grilled tomato, sautéed mushrooms. bacon*	R20.00
Smoked Alaskan *Scrambled eggs, smoked salmon, spring onion, cream cheese, on a croissant*	R28.00
Huevos Rancheros *Mexican Favorite, 3 Egg Omelette filled with Potato, peppers, onions topped with salsa*	R28.00
Pannetone French Toast *Italian Pannetone dipped in egg and served with syrup and seasonal fruit*	R24.00
Tree Hugger Special *Scrambled eggs, warm roasted veg, cream cheese, served with fresh tortillas*	R20.00
Bacon *3 strips as a side order*	R 6.00

38 Riebeek Street, Cape Town 421-0633
Mainstream Cetre, Hout Bay, 790-7665
11 Regent Street, Sea Point, 433-2895
Open Monday to Friday 07:00 to 17:00
Menu items subject to availability and freshness ● Prices subject to change
Caffeine@Polka.co.za - www.caffeinespot.wordpress.com



Activity 3 **Practical application** Page 94 in the textbook

Students will compile menus for the following types of breakfast:

1. **English breakfast menu:** Traditional full English breakfast includes bacon (traditionally back bacon), fried, poached or scrambled eggs, fried or grilled tomatoes, fried mushrooms, fried bread or toast with butter, and sausages. Black pudding (Scotland), baked beans, bubble and squeak and hash browns are often also included.

Menu

English breakfast

Tropical fruit slices and yoghurts with condiments
Hot porridges and selection of cereals served with hot and cold milk
Freshly baked croissants/muffins/scones/Danish pastries
Belgian waffles with soft-serve ice-cream and syrup
Scrambled eggs/fried eggs/poached eggs/omelettes
Crispy streaky bacon
Chicken and beef sausages

Breakfast fish (haddock or kippers)

Grilled tomato/sautéed mushrooms/baked beans/corn bread/potato
Selection of wholewheat, white and brown toast
Ham and cheese platters
Filter coffee/tea
Selection of fresh fruit juices

2. **Continental breakfast:** A light breakfast with only baked goods and beverages such as coffee or tea.

Menu

Continual breakfast

Fresh seasonal fruit slices

Fibre up with cereals:
All-Bran flakes, Weet-bix, Nutty Crunch muesli, Rice Crispies and Cornflakes

Selection of yoghurt served with a selection of home-made fruit compote and stewed fruit

Freshly baked croissants, savoury and sweet scones, Danishes,
a variety of sweet and savoury muffins served with grated cheeses, peppadew
and biltong flavoured cottage cheese,
basil and pine nut pesto infused cottage cheese
and a honey cajun and sundried tomato flavoured cottage cheese



Local cheeses served with variety of artisan charcuterie (smoked/dry-cured or cooked meat),
pâté, cracker biscuits, mixed roasted nuts and home-made preserves and chutneys



Crispy toasted breads:
white, wholegrain and rye, orange sunflower seed loaf, olive sundried tomato
and creamy feta bread, and rooibos and cranberry marbled bread

Ceylon tea and filter coffee, and with fresh fruit juice

3. South African breakfast

Menu

South African breakfast (typical breakfast)



Cold

Cereal with choice of milk or yoghurt
Muffins and croissants served with cheese and preserves
Plaatkoekies with preserves, syrup, and cinnamon and sugar
Cold meat platter
Fresh fruit platter

Hot

Scrambled eggs	Grilled tomato	Pap and sheba
Beef sausage	Grilled mushrooms	Baked beans
Grilled bacon	Peri peri chicken livers	Tea and filter coffee
Sautéed potatoes		

(Other dishes that can be included: mealie bread or corn bread, or beskuit/rusks

Activity 4 **Practical application** Page 96 in the textbook

Given the standard order of courses and suitable dishes, students need to compile different luncheon menus.

1. Compile three different luncheon menus for the new CEO of your college inauguration function.

Standard order of luncheon dishes

Starter	Honey goat's cheese with beetroot salad
Fish	Cured salmon, wasabi and crème fraiche purée
Main	Roast lamb, mint mash, green beans and lamb jus
Sweet	Chocolate fondant, orange gel, passion fruit and orange sorbet
Cheese	Trio of English and French cheeses with home-made chutney, walnut and raisin bread
Coffee and tea	

Menu

Luncheon

Grilled asparagus with Parmesan and prosciutto
Shellfish bisque with rouille, croutons and Parmesan
Herb roasted chicken
Mushroom and pine nut duxelle, tomato confit,
Potato salad and mushroom sauce
Apple tarte tatin served with ice-cream
Selection of local and continental cheeses
Coffee and tea

Menu

Luncheon

Smoked salmon crostini
Pressed ham, chicken and foie gras terrine
With seasonal chutney and toasted brioche
Calves' liver with sticky onion relish and prosciutto
Cranberry and orange parfait with honeycomb
Selection of local and continental cheeses
Coffee and tea



Activity 5 **Practical application** Page 97 in the textbook

Given the standard order of courses and suitable dishes, students need to compile different supper menus.

1. **Compile three different supper menus for the new CEO of your college inauguration function.**
   The first menu must be three courses, second menu five courses and the third menu must be a six-course menu. Menus are suitable for winter and summer.

   1.1 Three-course supper menu

Menu
Supper

Starter
Beef carpaccio with biltong jam, goat's cheese mousse and salad

Main
Prawn curry with basmati rice, roti and sambals

Dessert
Strawberry mousse in honey tuiles
Coffee and tea

1.2 Five-course supper menu

Menu
Supper

Starter

Spinach and mushroom ravioli with blue cheese, tomato and basil concasse

Soup

French onion soup

Fish course

Seared coriander- crusted salmon with chilli avocado salad and mint vinaigrette

Main course

Chicken supreme

Sous vide chicken breast filled with garlic, cranberry, cream cheese and lemon herb sauce

Dessert

Classic crème brûlée with seasonal berries

Coffee and tea

Sous vide: A method of cooking in which food is vacuum-sealed in a plastic pouch and then placed in a water bath or steam environment.

1.3 Six-course supper menu

Menu
Supper

Starter/horse d'oeuvre

Roasted butternut salad

Oven roasted butternut with caramelised beetroot, goat's cheese and fresh mint leaves

Soup

Creamed pea and leek soup with croutons

Fish course

Pan-roasted fish with smashed tomatoes and green olives

Entrée

Pulled pork with braised red cabbage and apple purée

Main

Wild herb crusted lamb rack

Pap and chakalaka croquette, roasted pepper purée

and roasted root vegetables

Dessert

Chef's seasonal fruit sorbet

Coffee and tea

Differences between supper and dinner:

Supper	Dinner
Lighter and less formal meal	Formal meal
Supper is more specifically a lighter evening meal	Dinner is considered to be the "main" or largest meal of the day



Activity 6 **Practical application** Page 98 in the textbook

Given the standard order of courses and suitable dishes, students need to compile different luncheon menus for a function.

1. **Compile two different luncheon menus for the new CEO of your college inauguration function.**
   The first menu must be two courses and the other a three-course menu in the summer.

Two-course luncheon menu

Menu
Luncheon

Starter

Parma ham salad
Mixed green leaves with Parma ham, avocado, sliced pear, red onion, cherry tomatoes, cucumber and olives
finished with grated Parmesan and croutons

Main

Grilled prawns
Grilled in either lemon butter, garlic butter or peri peri sauce, served with summer vegetables

or

Fillet steak flambé
Fillet steak coated in a rub of crushed black peppercorns, mustard seeds and fresh herbs, flambéed in brandy and finished off in cream

Dessert

Fudge Picasso
White chocolate mousse, loaded with chunks of home-made fudge, coated with a white chocolate ganache and painted with strokes of dark chocolate
Served with vanilla gelato

Coffee and tea

Three-course luncheon menu

Menu
Luncheon

Starter

Gorgonzola and Pear Salad
Mixed green leaves with avocado, cherry tomatoes,
sliced pear, walnuts and gorgonzola

Main

Parmesan Crusted Chicken
Chicken breasts coated in breadcrumbs, mixed herbs
and Parmesan cheese, pan-fried until golden brown,
served with mustard cheese sauce and grilled sweet potato

Dessert

Lemon Cheesecake
Oven-baked creamy cheesecake made with a combination of
ricotta and cream cheese flavoured with lemon liqueur

Coffee and Tea

NOTE

All menus can be evaluated for suitability with regards to selection of dishes and type of menu i.e. luncheon.

Activity 7 **Group work** Page 104 in the textbook

Students will compile menus for the different functions: Luncheon, wedding breakfast, cold buffets, and a birthday dinner for 25 guests.

Factors to consider when compiling menus for functions:

- Choose recipes with minimal preparation time. Do not attempt too many new recipes.
- Include dishes that can be made in advance and frozen.
- Focus on tried-and-true favourites, such as chicken, pasta, potatoes, etc.
- Choose foods that can be reheated and/or held at temperature while still retaining taste, texture and visual appeal.
- Design courses that interact and blend harmoniously with the following courses. Pay attention to the **tastes**, **colours**, **textures** and **temperature** of the dishes.
- To achieve a balance of taste, colour, texture and temperature, the courses before and after should be complementary and light, such as a cool simple salad and/or cold, colourful and juicy fruits. This will cool the stomach and prevent appetite overload.
- Serve foods of varying temperatures, such as cold salad, warm bread and hot pasta. Some foods even taste better at room temperature. This also makes buffet service easier because it minimises the number of dishes that must be kept hot or cold.
- Consider taste when cooking to achieve the most intense and satisfying flavour in your dishes. Use high-quality herbs and spices.

- Contrasting textures add yet another dimension to the overall eating experience. Example: **creamy**, **crunchy**, **chunky**, **silky** and **grainy**.
- When planning a function, the balloons and napkins are colour co-ordinated but the meals also have to be considered. Make use of appealing food colours such as dark greens, bright reds and sunny yellows. Imagine the colour combinations while you are menu planning.
- Garnishes boost colour easily. Use parsley, edible flowers, radishes, green onion curls, herb sprigs and lemon, lime and orange slices.
- Check out the weekly specials.
- Financial resources available.
- Type of function, e.g. a menu for elderly guests will be different from a menu for teenagers or young adults.
- Labour cost, food cost, availability of ingredients, skills, availability of equipment.
- The health and religious considerations of the guests.
- The type of menu planned and the variety of dishes in the menu.

Types of function menus and considerations:
Luncheon menus can be formal, with linen tablecloths and the best flatware, or casual, with paper plates and plastic forks.
- The food choices are broad and variable.
- The types of functions to consider a **luncheon menu** for are baby showers, birthday celebrations, anniversary parties, bridal showers, business meetings and farewell parties.

Wedding breakfast or brunch:
- Breakfast and brunches are enjoying popularity as function menus.
- Brunch foods can be light and easy to prepare.
- Brunch menus are open to any food. Although it is thought of as a combination of breakfast and lunch dishes, a brunch can also include no or limited breakfast foods.
- Include fruit juices, mineral water, milk and tea. Offer specialty coffees if a coffee machine is available.

Simple brunch

Fruit Danishes, corn muffins or coffee cake
Spinach and garlic frittata
Mediterranean chicken salad
Serve with mixed green salad, rolls, and crackers
Melon wedges, orange slices, black grapes
Orange cake
Serve with fruit teas, juices, white wine spritzers and coffee

Champagne brunch

Fruit Danishes, muffins or coffee cake, croissants or biscuits
Cinnamon oranges: sprinkle peeled orange slices with cinnamon and nutmeg
Flapjacks and pancakes
Scrambled eggs
Breakfast meats
Pasta with shrimp, tomatoes and basil
Ripe tomato slices with lemon juice and fresh basil
Vegetable and cheese platter with breadsticks
Strawberries and Chantilly cream
Serve champagne before and during the meal

Cocktail party:

- Consider the occasion like a birthday, anniversary, fundraiser, networking or marketing event. Intimate cocktail functions are less pressured; bring together friends, family, colleagues, business partners, etc.
- It is important to have enough time to organise the cocktail function and therefore the date and time is essential to plan the event. The time spent on menu planning for a cocktail function is less than for other types of functions
- Consider the time period for the cocktail function, e.g. 17h00 to 20h00 or 18h00 to 21h00.
- The venue should have suitable facilities and equipment for the cocktail, e.g. kitchen for catering, rest rooms, bar facilities, etc. The venue must be able to accommodate the number of guests. Popular cocktail party venue choices include: art galleries, sports clubs, restaurants, cocktail lounges and bars, marquee tents, etc.
- When setting up the room for a cocktail function, create areas for guests to gather. If space permits have comfortable chairs, ottomans or floor pillows. Make sure that the guests have access to cleared tables or spaces for placing plates and drinks.
- Consider the budget. The budget determines the number of guests, venue, food, drinks and other expenses such as flowers, decorations, hiring, etc.
- The menu should include dips, spreads and flavoured hummus, smoked salmon; prosciutto, salami and pepperoni; pre-packaged fruit, cheese and vegetable platters, pre-made salads and toppings. Cocktail food consists of finger food.
- Consider the amount of time available. Cocktail party food, appetizers and hors d'oeuvres are tasty and appealing to the eye, although time consuming to create.
- Entertainment although not essential can add another dimension to the function.

Cocktail party menu

Seasonal fruit, cheese, vegetable tray with yoghurt dip
Assortment of crackers, pita chips, crisp flatbread
Crabmeat stuffed mushrooms
Miniature spring or egg rolls with sweet and sour sauce
Moroccan kebabs with minted yoghurt dip
Chicken satay with peanut sauce or chilli sauce
Assorted drinks

Dinner party:

- Consider the style of the dinner party: Formal sit-down or buffet, indoors or outdoors, casual or fancy, etc.
- Consider the time it takes to prepare the dishes on the menu, e.g. dishes that can be prepared in advance, like lasagne or roast chicken or a joint of meat, as these need to rest for several minutes before serving, leaving time to focus on the sides.
- Avoid using the same or similar food in every course.
- Picture what your meal will look like on the plate.
- Consider the time of year and avoid hot heavy meals in the summer or cool, light meals in the winter.
- If the meal is spicy, then be sure to have a cooling element.
- Avoid unfamiliar recipes.
- Keep an eye on the expensive ingredients, buy in ingredients that are in season.
- Other considerations: food allergies and limitations of guests; themes and traditions; space, both in the kitchen and in the dining venue; dishes (do you have enough plates for a salad and a dessert course or will you have to wash them in between?) etc.
- Use small, colourful floral arrangements as centrepieces to allow guests to communicate with each other.

- Lend a sophisticated air by including appetisers or hors d'oeuvres to be served with drinks at the beginning of the dinner. If there is space, serve courses in different rooms, such as appetisers on the deck and dessert in another room.
- Offer a few good cheeses with wine, fruit, olives and nuts for an easy, elegant presentation after the meal.

Romantic dinner party for two

Fruit and cheese board

Strip steaks with garlic shrimp

Buttered toast points

Roasted asparagus with orange vinaigrette

White chocolate crème brûlée

Serve with a hearty red wine and finish with coffee or cappuccino

1. At what sorts of occasions are function menus used?

- Weddings
- Anniversaries
- Birthday parties
- Business end of year functions
- Inauguration functions
- Award ceremonies
- Company launches/corporate events, e.g. product launches
- Confirmation parties: Celebration of a young person taking spiritual vows in Christian faith.
- Bar mitzvah: Ceremony for a Jewish boy who has reached the age of 13 and is regarded as ready to observe public worship.
- Conferences

2. What are the four main areas to consider when planning menus?

- Balance: Provide a well-rounded meal.
- Variety: Offer variety in the menu items.
- Occasion: Consider the type of event that is planned, i.e. the elegance of the event must match the elegance of the meal.
- Dietary restrictions: Consider guests' preferences especially special diets, e.g. low fat, vegetarian. Low carb, kosher, halaal, allergies etc.



Activity 8 **Group practical** Page 107 in the textbook

You have been asked to arrange a 50 Years Anniversary banquet for the college. List and complete all the documentation for this banquet.

Factors that determine the success of a banquet:
- Efficient and good planning.
- A good booking system.
- Copies of the banquet prospectus and menu must be provided to all the departments and staff involved, e.g. kitchen, food and beverage department, finance, banqueting staff, etc.
- The ordered wines must be in stock and at the correct temperature.
- The menu must be compiled within the scope and possibilities of the establishment in terms of available stock, staff, and equipment.
- The banqueting manager must discuss all the details with the various department managers before finalising the booking with the client.

- The food, which is normally for a large number of people must be garnished in such a way that it can be served quickly.
- Choose the dishes carefully because deep-fried foods deteriorate quickly and should be avoided when serving a large number of guests.
- The quality of the banqueting arrangements, value for money and the service of the staff are important in building and maintaining good function success.

A banquet prospectus will include the following documentation:

1. Function order form
2. Banquet prospectus
3. Letter of quotation

Below, find examples of all the aspects to be compiled for the function:

1. Function order form

Function Order Form

Nature of the function:	50th Inauguration of College	Number:	01
Date and day:	4th May 2018 Time: 18:00	Room:	Ballroom
Name of organisation:	TVET College		
Address:	(Add) _____	Telephone:	021 – 444 555
Name of representative:	A. Connor		
Address:	Bayside Hotel, Cape Town	Telephone:	021 – 555 444
Responsibility of party:	College	Cash deposit:	50%
Credit approved:	Yes	Price (per person):	R350
Number expected:	100	Number guaranteed:	90

Extras (additional costs may be added):

Draping, sound, data projector and screen, flowers, table decorations and wine

Menu

Cocktail and hors d'oeuvres
Starter
Main
Dessert
Coffee and tea

Buffet

Wines: A bottle of white and red wine on each table

Copies or originals

- College: original

Copies to:

- Kitchen/Food and beverage
- Banqueting staff
- Finance department

Remarks

Dietary requirements for Halaal and vegetarian

Detail and reminders

- Welcome area
- Seating plan
- College branding
- Colour scheme: gold and black
- Corporate gift for guests to be placed on the table
- Menus to be placed on the tables

2. Banquet prospectus includes the following:
   - 2.1 The seating
   - 2.2 Floor plan
   - 2.3 Programme
   - 2.4 Quotation
   - 2.5 Confirmation of acceptance
   - 2.6 Colour scheme and decorations

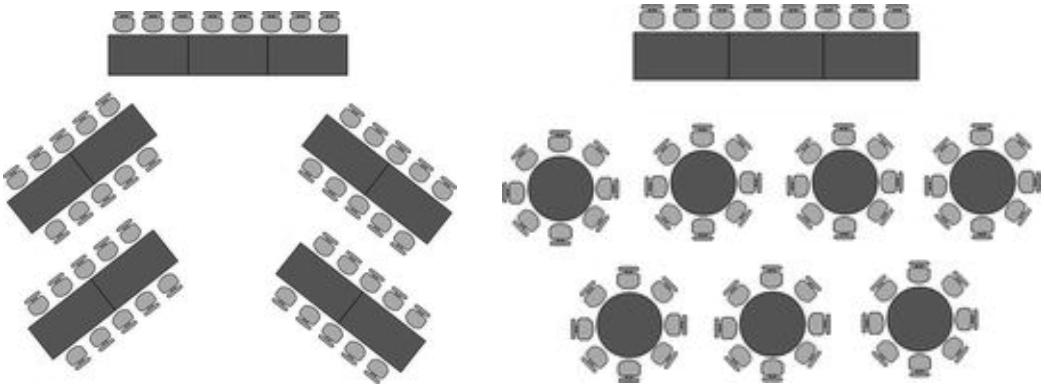
2.1 **The seating plan:** The seating is arranged around the number of invited guests. The venue must be able to accommodate the number of guests invited with comfort. The chairs and tables must be spaced equally.

Example: Seating chart



2.2 **Floor plan:** This is the drawn sketch of the layout of the room where the function is going to be held.

Example: Floor plans







2.3 **Programme:** This includes the planning of actions for the function.

Function Information	
Date	4th May 2018
Venue	Bayside Hotel, Cape Town
Theme	Fifty years bolder
No. of guests	100
Colour scheme	Black and gold



Example: Checklist

Item	Actions	✓/Comments
Tables	Hire round tables	
Chairs	Gather from other rooms/liaise with food and beverage department/complete a requisition form	
Chair backs	Hire	
Tablecloths	Hire	
Overlays	Hire	
Draping	Hire	
Table decorations	Hire	
Crockery, cutlery, glasses	Liaise with food and beverage department/ complete a requisition form	
Microphone	Communicate with IT Department	
Data projector	Communicate with IT Department	
Screen	Communicate with IT Department	
Menu	Liaise with the chef	
Bar and wine service	Liaise with food and beverage department	
Pre-drinks	Liaise with food and beverage department/ prepare foyer	
College branding	Choose a suitable area/obtain the banners early	
Corporate gifts	Liaise with college	
List of guests	Obtain guest list	
Where to assemble/serve	Liaise with food and beverage department	
Plan for tables	Liaise with food and beverage department	
Menu cards	Type menu cards	
Flowers	Arrange for flowers	

Function checklist template:

Item	Actions	✓/Comments



Example of a programme for the evening:

50 Years Anniversary Banquet For The College Programme	
Item	**Timeframe**
1. Welcome Cocktail and hors d'oeuvres in the foyer	18:00–18:30
2. Opening and welcome Principal of the college	19:00–19:10
3. Serve starter Watch a slide show of college events	19:10–19:30
4. Guest speakers • Industry partners • Hand-over of a certificate to the principal	19:30–20:00
5. Serve main course	20:00–20:30
6. Entertainment Item by college choir	20:30–20:45
7. Serve dessert	20:45–21:15
8. Thank you and departure	21:15–21:30

2.4 **Quotation:** The cost of the function must be stipulated to the client so that they can see how the costs are allocated.

2.5 **Confirmation of acceptance:** The confirmation that the customer agrees to the costs stipulated.

2.4 & 2.5 Example of a quotation and confirmation of acceptance:

The template below can be copied and used in teaching and learning.



Quotation

Company name: Bayside Hotel **Address:** Cape Town **Phone:** 021-555 444 **Fax:** 086 444 747 **E-mail:** bayside@gmail.com	Quote no.	Date
	01	01 November 17
	Customer ID	Valid until
		30 November 17

Customer information

Name: College
Address: College
Phone: 021-444 555
Fax:
E-mail: college@gmail.com

Description of work

50th College inauguration

Itemised costs	Qty	Unit price	Amount
Function cost per person	100	R350	R35 000
Other: Hiring costs			R15 000
Draping, flowers and table decorations			R10 000
Wine: 2 per table & 20 extra	40	R100	R4 000
	Subtotal		**R35 000**
	Other:		**R29 000**
Thank you for your business	**Total**		**R64 000**

This quote is not a contract or a bill. It is the cost for the services and goods described above. The customer will be billed after acceptance of this quote. A 50% deposit will be due prior to the delivery of any service or goods. The quote is valid for 30 days only. Please e-mail the signed quote the e-mail address above.

Customer acceptance:

....

Signature Printed name Date

If you have any questions, please do not hesitate to contact (name, phone, e-mail).

Quotation

Company name: _____ Address: _____ Phone: _____ Fax: _____ E-mail: _____	Quote no.	Date
	Customer ID	Valid until

Customer information

Name:
Address:
Phone:
Fax:
E-mail:

Description of work

Itemised costs	Qty	Unit price	Amount
	Subtotal		
	Other:		
Thank you for your business	**Total**		

This quote is not a contract or a bill. It is the cost for the services and goods described above. The customer will be billed after acceptance of this quote. A 50% deposit will be due prior to the delivery of any service or goods. The quote is valid for 30 days only. Please e-mail the signed quote the e-mail address above.

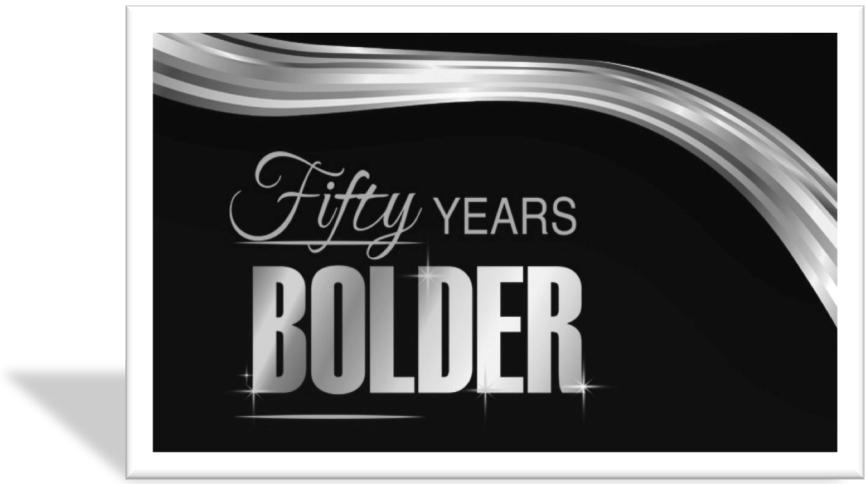
Customer acceptance:

....

Signature Printed name Date

If you have any questions, please do not hesitate to contact (name, phone, e-mail).

2.6 **Colour scheme and decorations:** A 50th Anniversary is a golden anniversary and the gold theme is commonly used.



Activity 9 **Group practical** Page 111 in the textbook

Arrange a 60th birthday formal tea for a staff member on her birthday.

A traditional afternoon tea includes the following dishes:

- Pastries and gâteaux/cakes
- Fridge tarts
- Small sweet dainties e.g. petit fours, truffles and tamboesies
  (Custard slice: Stack the pastry layers on top of each other, placing the layer with no cream at the top. Dust with icing sugar.)
- White and brown bread with preserves, fruit loaf, scones, muffins
- Tea



Tamboesies



Black Forest gâteau

Function information: 60th birthday formal tea

Factors to consider when planning a formal tea are:

Time of year	• The time of year determines whether the tea can be held in a garden or in a living room. • Seasonal foods can be included in the menu.
Venue	• In summer, the tea can be held in a garden with umbrellas. • The tea can also be held in a sitting room or living room. 
Theme/colour scheme	• Pastel colours • Flowers – soft shades • Antique crockery and cutlery 
Number of guests	• The number of guests will determine the size of venue required. • The types of refreshments selected. Choose items that can be prepared for a large number of guests, or more delicate items when the number of guests is fewer.
Menu	• The refreshments should be small, neat and not too much. • Savoury and sweet items should be served. • Serve a maximum of four types of snack and serve the savoury items first. • Avoid too many rich dishes and cream as the same filling for the tea items. • Serve hot and cold refreshments and avoid repetition of ingredients.
Waiters	• At a formal tea, waiters serve the tea. • Determine the number of waiters required once you have the number of guests that will be at the tea.

Menu

Afternoon tea

Scones, clotted cream and strawberry jam

Assortment of tea sandwiches

Pear and Stilton
Cucumber and cream cheese
Egg salad
Salmon and dill



Assortment of desserts

Battenberg cake
Lemon curd tartlets
Victoria sponge cake
Fruit tartlets
Shortbread biscuits
Linzer biscuits



Battenberg cake



Victoria sponge cake



Linzer biscuits

Assortment of teas

Earl Grey, rooibos, Ceylon



Activity 10 **Group practical** Page 112 in the textbook

You have been asked to arrange a 50 Years Anniversary banquet for the college. Work out a wine list with alcoholic and non-alcoholic drinks.

Example of a wine list: Alcoholic and non-alcoholic

WINE LIST

	Bottle	Carafe	Glass
Champagne and sparkling wine			
Nederberg Cuvée Brut *Crisp & fresh with white lingering aftertaste & a bouquet of delicate fruitiness*	R179		R39
Pongraz – Stellenbosch *Bright, bubbles with Granny Smith flavours*	R275		R65
Pongraz Rosé – Stellenbosch *Wonderful foamy mouthful of blackberry fruit flavours with a lingering brut*	R320		R69
Sauvignon Blanc			
Indaba – Stellenbosch *Fruity & rich*	R99	R39	R29
Durbanville Hills – Durbanville *Green aromatics*	R145	R52	R39
Brampton – Stellenbosch *Zesty, upfront with passion fruit, litchi & asparagus aromas*	R149	R55	R40
Chardonnay			
Boschendal – Franschhoek *A bold, fresh wine with toasty oak & canned peaches character*	R225	R85	R65
Chenin Blanc			
Indaba – Stellenbosch *Rich delicious apple, melon, and citrus flavours with a touch of spice*	R105	R39	R29
Cabernet Sauvignon			
Nederburg – Paarl *A spicy, fruity nose & a firm palate*	R205	R79	R53
Brampton – Stellenbosch *Complex aroma and well-balanced sweetness*	R175	R69	R46
Pinotage			
Zonnebloem Pinotage – Stellenbosch *Vanilla, with cherries, banana and light tannins*	R169	R65	R45
Durbanville Hills – Durbanville *Ripe berry aromas with dark chocolate and vanilla*	R179	R69	R49

WINE LIST (CONTINUED)

	Bottle	Carafe	Glass
Shiraz			
Durbanville Hills – Durbanville *A soft texture with spicy and smoky oak flavours*	R179	R69	R49
Pinot Noir			
Two Oceans – Western Cape *Ruby red with mulberry, cherry, wood spice on the nose*	R109	R45	R35
Non-alcoholic drinks			
Mocktails			
Cranberry Sours *Cranberry juice with fresh limes & lemon juice*			R32
Lemon Twist *Fresh lemon slices and mint, topped with lemonade*			R26
Asian Crush *Fresh lime, ginger, mint, pineapple & vanilla, shaken over crushed ice*			R36
Ice Breaker *Coconut water, fresh ginger, lemon & apple juice*			R36
Soft Drinks *Coke* *Coke Light* *Fanta* *Sprite*			R17
Appletizer/Grapetizer			R20

Module 7: Fixed menus, menu specification, order forms and dispatch list



Activity 1 **Short and application questions** Page 120 in the textbook

1. List the different types of fixed menus.

- Cycle menus
- Table d'hôte menus

2. Describe the term 'cycle menu'.

- Refers to a set menu that is compiled for a number of days, namely one week, two weeks, one month or three months, etc.
- Consists of a number of set menus for a particular establishment, e.g. industrial catering restaurant, cafeteria, canteen, staff restaurant, director's dining room, and hospital or college hostels.
- At the end of each period, the menu is repeated.
- The length of the cycle is determined by the management policy, the time of the year and the foods available.
- A cycle menu must be monitored closely to take into account any variations in the weather and change in customer requirements.

3. Give TWO advantages and TWO disadvantages of a cycle menu.

Advantages	Disadvantages
• The repeated use of menu items in a cycle helps to standardise production and service. • They save time by removing the daily or weekly task of compiling menus, although they may require slight alterations for the next period. • If these types of menus are carefully planned, the cycle menus reduce the need for frequent menu planning which saves time for other management functions. • The workload of employees and equipment used may be distributed evenly on a long-term basis and can be balanced uniformly. • They give greater efficiency in time and labour. • Well-planned and formal methods of food purchasing may be utilised since long-term needs are known. • Production forecasting and control becomes easy.	• When used in establishments with long-term customers, then the cycle has to be long enough so that customers do not get bored with the repetition. • The caterer or chef cannot easily take advantage of special offers by suppliers on a daily or weekly basis unless such items are required for the cycle menu. • The menu may become monotonous due to the lack of variability over a period of time. • If the cycles are not carefully planned and evaluated after use, errors and problems may keep recurring. • Short cycles may result in too frequent repetition and monotony. • When a cycle is too short, the customer may associate certain meals with certain days. • When a cycle is too long, the planning and management may become difficult and complicated. • Frequent adjustments may be necessary in future cycles.

Advantages	Disadvantages
• They can cut down on a number of commodities held in stock and can assist in planning storage requirements. • Evaluation of the cost of production can be made between menu cycles as well as between set periods within the cycle. • It is easy to make changes and help when any problems occur. • The length of the cycle is determined by the time of the year, type of food service operation and by management policy. • Choosing a cycle for nine days or three weeks rather than seven days prevents the same meal on the same day.	

4. Compile a table d'hôte menu for lunch.

Menu
Lunch

Home-made liver pâté with chutney, seasoned leaves and toasted home-made bread

or

Seafood vol-au-vents
Pastry vol-au-vents filled with assorted seafood in a shrimp bisque
Roast topside of beef served with a Yorkshire pudding and gravy
Roast potatoes
Seasonal roasted vegetables

or

Pan-seared chicken breast served with a white wine, mushroom and tarragon sauce
Roast potatoes
Seasonal roasted vegetables
Choose from a selection of desserts or ice-creams from the sweet table

or

A selection of local cheeses with savoury biscuits, grapes and celery curls
Coffee



5. Give ONE reason why a fixed menu with a limited choice is becoming popular in South Africa.

Any of the following reasons:
- The production and service are easier than à la carte.
- Forecasting of popular dishes and purchasing are simplified.
- It requires fewer food items to be held in stock.
- With repeated use of menus and dishes, employees' workloads can be equalised and distributed fairly.
- It is easy to control and operate and there is less wastage of food. Reduces food wastage because not so much food will have to be prepared in advance.
- The menu can be prepared with less-skilled staff, once the production method of the menu has been learnt.
- It assists in maintaining the required standard of food production because the chef will find it easier to supervise a smaller number of dishes.



Activity 2 **Application question** Page 123 in the textbook

2.1 Explain briefly what you understand by 'Menu specifications' in the Hospitality industry.

- 'Menu specifications' is the technical information on how to plan a menu for a restaurant or catering function.
- The specifications of menus include the length, design, language and presentation of the menu.
- The specifications will guide the food and beverage staff to follow all the procedures.
- Pictures and diagrams may be used to support the menu specifications to ensure that the menu intentions are appropriate and carried out.
- Regardless of who prepares the dish, the appearance, taste and cost of the dish will be the same.
- If staff are absent from work, the menu can be prepared by other staff.

Menu specifications assist in food cost control. Food costs are controlled by five standards to which all employees and managers must adhere:
- Standard purchase specifications
- Standard recipes
- Standard yields
- Standard portion sizes
- Standard portion costs

Specifications can include brand names, grades of meat, product size, type of packaging, container size, fat content, count per kilogram, special trimming, and so on. The specifications should be specific, realistic, and easy to verify.

Precise specifications can:
- Reduce purchasing costs, as higher-quality products need not be accepted.
- Ensure constant quality in menu items.
- Allow for accurate competitive bidding among suppliers and so reduce costs.

Activity 3

Page 131 in the textbook

Practical component for a function of your choice.
Students will compile and complete:

1. A function order form.

Example 1

Function order form

Nature of the function _____ Number _____

Date and day _____ Time _____ Room _____

Name of organisation _____

Address _____ Telephone _____

Name of representative _____

Address _____ Telephone _____

Responsibility of party _____ Cash deposit _____

Credit approved _____ Price (per person) _____

Number expected _____ Number guaranteed _____

Extras: _____

Menu	Buffet Wines
Copies:	
Remarks:	Detail and reminders:

Note: Example 2: Page 124 in text book.

2. A banquet or function prospectus.

Banquet or function prospectus

Nature of the function _____ Number _____

Date and day _____ Time _____ Room _____

Name of organisation _____

Address _____ Telephone _____

Name of representative _____

Address _____ Telephone _____

Responsibility of party _____ Cash deposit _____

Credit approved _____ Price (per person) _____

Number expected _____ Number guaranteed _____

Extras: Wines, corkage, cigars, music, flowers, other

>

Banquet or function prospectus (continued)	
Menu	Buffet Wines
Copies (original) to:	
Notify department heads:	
Remarks:	Detail and reminders: Seating plans Lighting effects Music



Activity 4 **Practical assignment** Page 132 in the textbook

1. Compile an outside catering van dispatch list with a checklist included for a function of your choice.

Template: dispatch list

Dispatch list				
Type of function _____ Place of function _____ Numbers to be catered for _____ Date of function _____ Type of function _____ Van departure time _____				
Menu	**Crockery, glass, silver**		**Linen etc.**	
	Amount	Item	Amount	Item
			Other equipment	
			Amount	Item
Commodities (food)				
Amount	Item			
Butter Rolls Milk Sugar				



NOTE

- *All templates can be copied and handed to students to complete as activities.*
- *Students can be provided with a function scenario to use to complete the templates.*

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