
MEAL PLANNING



After completing this section, you will be able to:

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

Meal Planning



Vocabulary

Sight – Words for Evaluating Food Colours

bright	colourful	cloudy	fresh
greasy	pale	shiny	watery

Hearing – Words for Evaluating Food Sounds

crackling	fizzy	popping	sizzling
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Taste – Words for Evaluating Food Flavours

bland	bitter	salty	spicy
sweet	sour	tasteless	

Smell – Words for Evaluating Food Aroma

burnt	fresh	mild	smoky
spicy	strong	sour	sweet

Touch – Words for Evaluating Food Texture

brittle	chewy	crisp	crunchy
flaky	lumpy	hard	Nutty
soft	spongy		

Tutor Guidelines

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

Advance issues to be considered:

Devise a brief based on -

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

It is suggested that the tutor -

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

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

Some suggestions are-

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

ASSIGNMENT (Sample)

Sample Assignment Brief

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

Guidelines and Performance Criteria

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

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

Sample Assignment Task

Task Preparation

Step 1 - Recipe Name:

Section 5

Task Preparation

Step 2 – Group Action Plan:

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

Task Preparation

Step 3 – Preparation of Ingredients:

Ingredients	Cost

Section 5

Task Preparation

Step 4 – Materials and Equipment:

Task Preparation

Step 5 – Time Plan and Breakdown of Tasks:

Time	Breakdown of Tasks

Task Preparation

Step 6 – Presentation of Completed Dish:

Completed Dish

(Add picture or photo)

Any Suggested Accompaniments:

(Add picture or photo)

Section 5

Task Preparation

Step 7 – Calculate the Nutritive Value of the Meal:

Ingredient	Fruit	Vegetable	Meat	Cereal
Total Each				

Calculations:

Total kCals: _____

Section 5

Task Preparation

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

Colour _____

Sound _____

Flavour _____

Aroma _____

Texture _____

Compare two dishes under the following headings:

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

Evaluation

Evaluate the task under the following headings:

Team Work:

Presentation:

Timing:

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