



# FOOD GROUPS Teacher's Guide



# FOOD GROUPS

## Support resources for Hospitality training.

As a precursor to undertaking Hospitality training, Fliplets eLearning resources introduce students to the operations and terminology used in kitchens in the hospitality industry. Fliplets were initially developed for Aboriginal and Torres Strait Islander students in remote locations but will also have value for students in other contexts. This resource will be valuable both for students undertaking specific vocational learning and those interested in the food preparation and hospitality aspects of Technologies and Work Studies subjects of the Australian Curriculum.

## RECOMMENDATION

It is recommended that students examine the 'Fliplet' several times prior to commencement of training, this gives the student basic underpinning knowledge of the subject being taught by the teacher / trainer. Once this has been done it is time for you to begin facilitation of the students learning. It is suggested that you use the recommended activities, questions or group discussions outlined at the end of each topic to develop and test the students understanding of the information in the 'Fliplet'.

## **OVERVIEW**

This resource introduces the students to various commodities that can be found in kitchen and identifies which food groups and sub groups they are classified under. The following food groups are explored along with correct storage conditions to prevent spoilage:

1. Meat
2. Poultry
3. Game
4. Seafood (fish & shellfish)
5. Vegetables
6. Fruit
7. Dry Goods
8. Dairy
9. Convenience Products

# 1

## MEAT

Refer pages 3 – 6 of 'Fliplet'



### Outline

- Examines meat as a common commodity used in kitchens, along with the role it plays in a balanced diet.
- It looks at the main types of meat, how it is used and the correct storage procedure.

### Suggested Activities

#### **QUESTIONS:**

1. What are the three main types of meat and what animal do they come from?
2. How should meat be stored correctly?
3. What is offal and provide three examples?

#### **ANSWERS:**

1. Lamb is meat that comes from a sheep. Beef is meat that comes from a cow. Pork is meat that comes from a pig.
2. Meat must be stored at the safe temperature (1-3 degrees Celsius). It must be kept on the bottom shelf of the cool room, on a drip tray, covered with glad wrap and labeled with what it is and the date stored (if it a large piece of meat it must be laid with the fat facing up).
3. Offal refers to certain internal organs. For example: hearts, liver, tongue, kidneys, brains, tail and sweetbreads.

#### **GROUP DISCUSSION**

Has anyone tried offal? If so, what was it, how was it cooked and did you enjoy it?

# 2

## POULTRY

Refer pages 7 – 10 of 'Fliplet'



### Outline

- Describes and provides examples of various types of poultry.
- Summarises the important features you need to look for when purchasing poultry and the correct storage procedures.

### Suggested Activities

#### **QUESTIONS:**

1. What is poultry and provide examples?
2. What temperature does fresh poultry need to be stored?
3. List the important things you need to look for when purchasing poultry?

#### **ANSWERS:**

1. Poultry is the term used to describe birds farmed for human consumption. Examples include chicken, duck, turkey, quail, squab or pigeon and guinea fowl.
2. Store between 1 and 3 degrees Celsius on the bottom shelf of the coolroom, covered with gladwrap, on a drip tray, labelled with the date stored and what it is.
3. When buying poultry it is important to look for birds that smell fresh, are not sticky, have no bruising or broken bones or skin, all the feathers are removed and the breast is plump and not dry.

# 3

## GAME

Refer to pages 11 – 12 of 'Fliplet'



### Outline

- Traditionally game refers to animals that were hunted, trapped or shot for food. These days most game is farmed for human consumption, because of this some birds can be classified as poultry and game; for example quail and duck.
- Game is classified into two groups, furred and feathered.

### Suggested Activities

#### **QUESTIONS:**

1. What are the two sub groups of game and list examples that can be found in your area?
2. What are the storage requirements for game meat?

#### **ANSWERS:**

1. Furred game and feathered game.
  - Examples of furred game are venison (deer), rabbit, wild boar, goat, buffalo, camel and kangaroo.
  - Examples of feathered game are pheasant, wild duck, emu, goose, guinea fowl and quail.
2. Game meat must be stored at the safe temperature (1-3 degrees Celsius). It must be kept on the bottom shelf of the cool room, on a drip tray, covered with glad wrap and labelled with what it is and the date stored. Game can often be a tougher meat; therefore hanging the meat for a few days can assist with tenderising.

# 4

## SEAFOOD / FISH

Refers to pages 13 – 16 of 'Fliplet'



### Outline

- Explains what seafood is and why it is important in a balanced diet.
- Seafood is classified into two groups, fish and shellfish.
- Outlines different types of seafood and explains different cuts.

### Suggested Activities

#### **QUESTIONS:**

1. When choosing whole fish, the quality points you look for are...?
2. What are the five different types of fish and provide an example of each?
3. What are the correct storage procedures for fish?

#### **ANSWERS:**

1. When choosing fish the quality points to look for are:
  - Bulging eyes
  - Skin shiny with scales intact and laying flat
  - Fresh sea smell
  - Gills intact and pink in colour
  - Flesh firm to touch
2. Different Types of Fish:
  - Round White – flathead, bream, snapper
  - Round Oily – swordfish, eel, mackerel
  - Flat White – flounder, John Dory
  - Flat Oily – skate
  - Fresh Water Fish – Barramundi, Murray cod, Trout, Crocodile
3. Keep out of the danger zone and store between 1 and 2 degrees Celsius. Store on the bottom shelf of the coolroom, on a drip tray, covered with glad wrap and ice. **DON'T FORGET** to label it with what type of fish it is and the date stored.

# 5

## SEAFOOD – SHELLFISH

Refer pages 17 – 20 of 'Fliplet'



### Outline

- Looks at popular shellfish used in restaurants and how it should be stored to avoid spoilage.
- Shellfish is broken down into two groups, crustaceans and molluscs.

### Suggested Activities

#### **QUESTIONS:**

1. What are the two different categories of shellfish? And what are their main characteristics?
2. How would you defrost prawns?
3. How would you store fresh shellfish?

#### **ANSWERS:**

1. Crustaceans – have a hard shell with a number of joints, all are found in the sea except for yabbies. Examples include crabs, prawns, lobsters, Moreton Bay Bugs, marrons and yabbies  
Molluscs – have a soft body contained in a single or double shell, this group also includes squid and octopus. Examples include clams, cockles, pipis, oysters, scallops, mussels and abalone.
2. Place prawns on a drip tray, covered on the bottom shelf of the coolroom overnight.
3. Fresh Shellfish – should be stored on the bottom shelf of the coolroom, in a damp sack or in a tub covered with a damp cloth. It should be used within 24 hours.

#### **ACTIVITY:**

Choose a type of shellfish that you would like to try and find a recipe (either on the internet or in a cookbook in the library) that you would like to make.



# 6

## VEGETABLES

Refer pages 21 – 24 of 'Fliplet'



### Outline

- Discusses the importance of vegetables in a well balanced diet, groups of different vegetables and how we store different vegetables.

### Suggested Activity

#### ACTIVITY

Go to the following website ([www.marketfresh.com.au](http://www.marketfresh.com.au)) and download the free vegetable guide. From this you can either:

1. Print off and make into flash cards and have students arrange the vegetables into their groups.
2. Discuss the different vegetables and which ones students have experienced, and which seasons they grow. Vegetables are grouped as follows:
  - Roots and Tubers – carrots, beetroots, potatoes, swedes, sweet potatoes
  - Bulbs – garlic, onion, leeks, spring onions
  - Leaves – spinach, lettuce
  - Flowers, Fruits and Seeds – Cauliflower, broccoli, sweet corn, zucchini, tomatoes, brussels sprouts, cabbage
  - Squash – squash, pumpkin
  - Legumes/ Pods – beans, snow peas, broad beans, peas
  - Stems / Stalks – fennel, asparagus, artichokes, silver beet, celery
  - Fungus – white mushrooms, swiss browns, oyster mushrooms, enoke mushrooms, shitake mushrooms
  - Herbs – parsley, coriander, rosemary, oregano, basil, sage, dill, bay leaf, thyme, mint
  - Dried Pulses – red beans, lentils, green split peas, chick peas, haricot beans

# 7

## FRUIT

Refers to pages 25 – 28 of 'Fliplet'



### Outline

- Fruit is a common food used in the kitchen and important in maintaining a healthy diet.
- It discusses the different types of fruit and specific storage requirements for different fruits
- **Game – 'Help us store food items'** – students will need to drag and drop each item into the correct trolley. **Answers:** Apples – Cool room, Tinned Corn – Dry Store, Frozen Peas – Freezer, Whole Pumpkin – Dry Store, Lettuce – Cool Room, Tinned Asparagus – Dry Store, Pineapple Jam – Dry Store, Potatoes – Dry Store, Red Lentils – Dry Store, Bananas – Dry Store, Frozen Beans – Freezer.

### Suggested Activity

#### **ACTIVITY**

Go to the following website ([www.marketfresh.com.au](http://www.marketfresh.com.au)) and download the free vegetable guide. From this you can either:

1. Print off and make into flash cards and have students put the fruits into their groups. For example soft fruits, hard fruits
2. Discuss the different fruits and which ones students have experienced, and which seasons they grow.
  - Stone fruit – peaches, plums, nectarines, cherries
  - Hard fruit – apples, pears, quinces, pomegranate
  - Soft fruit – kiwifruit, tamarillo
  - Vine fruit – grapes, watermelon, rockmelon, passionfruit, honeydew melon
  - Tropical – mango, lychees, pawpaw
  - Berries – strawberries, raspberries, blackberries, gooseberries, blueberries
  - Flowers – figs, pineapple
  - Citrus – orange, lemon, limes, grapefruit, mandarins
  - Miscellaneous – rhubarb, bananas, dates

Find a dessert recipe that you would like to try using fruit (either on the internet or in a cookbook in the library) that you would like to make. Perhaps you could assist the students to make this in the kitchen.

# 8

## DRY GOODS

Refer pages 29 – 30 of 'Fliplet'



### Outline

- Dry goods are commodities that do not require special storage conditions like fridges.
- Outlines correct storage conditions required and provide examples of dry goods.

### Suggested Activities

#### **QUESTIONS:**

1. How would you store flour in the kitchen?
2. List the dry goods you use at home? What is your favourite?

#### **ANSWERS:**

1. In an airtight, pest resistant container, using all the flour and cleaning the container before refilling, keep away from moisture.
2. Examples include, flour, sugars, oils, nuts, seeds, dry pasta, rice, lentils, tinned products.

# 9

## DAIRY

Refer to pages 31 – 32 of 'Fliplet'



### Outline

- Dairy products are generally defined as foods produced from milk.
- Eggs are also considered dairy products.
- Dairy products are prone to contamination, therefore it is important to follow correct storage procedures.

### Suggested Activities

#### **QUESTIONS:**

1. What animals can milk come from?
2. List the two important aspects of storage of dairy products?
3. List all the dairy products you can think of.

#### **ANSWERS:**

1. Milk generally comes from the following animal's goats, sheep, buffalo and most commonly cows.
2. Correct storage of dairy products is important to avoid contamination. The two most important aspects are; to store in clean covered containers, and to store away from other foods to avoid cross contamination.
3. Milk, yoghurt, cheese, eggs, cream, butter.

# 10

## CONVENIENCE PRODUCTS

Refer to pages 33 – 34 of 'Fliplet'



### Outline

- Convenience products refer to foods that are purchased prepared, cooked and packed with specific packaging.
- It provides many examples of convenience foods and reasons why convenience foods can be necessary in commercial kitchens.

### Suggested Activities

#### **QUESTIONS:**

1. Why are convenience products used in commercial kitchens?
2. What are the main differences between convenience products and freshly prepared products?

#### **ANSWERS:**

1. Convenience products can be prepared quickly and easily to assist busy kitchens, and kitchens where there is a lack of skill or time.
2. Pre prepared or convenience products can lack flavour and quality.

#### **ACTIVITY**

Write down what you have eaten today. How many convenience products have you utilised?

# 11

## REVIEW

Refer pages 35 – 36 of 'Fliplet'



### Outline

- Review all aspects that have been covered in the 'Fliplet'
  1. Meat
  2. Poultry
  3. Game
  4. Seafood (fish & shellfish)
  5. Vegetables
  6. Fruit
  7. Dry Goods
  8. Dairy
  9. Convenience Products

# 12

## QUIZ

Refer pages 37 – 38 of 'Fliplet'



### Outline

- Students will need to either tick the correct box or drag or drop into the correct place.

### Questions/Answers

#### Activity 1:

Store these fruits into their correct location.

**Punnet of Strawberries – Cold Storage**

**Tin of tropical Fruit – Dry Storage**

**Frozen strawberries – Frozen storage**

#### Activity 2:

Which one of these are Roots or Tubers?

**Carrot, Beetroots, potato, sweet potato**

#### Activity 3:

Crabs, Moreton Bay Bugs and Prawns all belong to ...

**Crustaceans**

# 13

## GLOSSARY

Refer pages 39 – 40 of 'Fliplet'



- The glossary reviews the key words from the Fliplet in the written word, a picture format and audio format. This is so the students can practice identification and pronunciation of the key words.



# 14

## RESOURCE SUGGESTIONS/WEBSITES

### Resource

Make flash cards of different fruits and vegetables found in the kitchen and have the students either in groups or pairs, take turns in identifying what they mean. You could divide the class into teams and make a game out of it with a reward at the end for the most correct answers.

### Websites

(Online resources were current at time of writing; if web pages are no longer current search alternate web sites)

Melbourne fruit and vegetable market website. This web site has downloadable identification posters on vegetables, fruits, herbs and Asian vegetables and herbs. It also so has a section for secondary students with school projects ideas, information and games.

[www.marketfresh.com.au](http://www.marketfresh.com.au)

Fruit and vegetable

<http://marketfresh.com.au/fruit-veg/a-z-fruit-veg-search.html>

Aus-meat, find out more about the meat available in Australia with downloadable brochures

<http://www.ausmeat.com.au/industry-standards/meat.aspx>

# NOTES

