



# MEASUREMENTS & RECIPE CARDS Teacher's Guide



# MEASUREMENTS & RECIPES

## 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

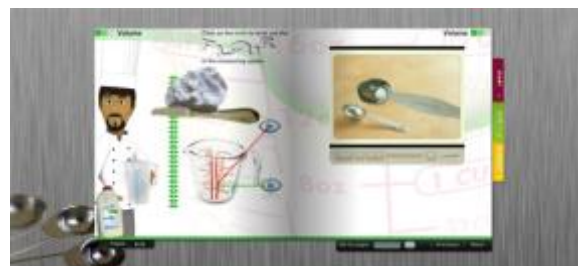
This resource is designed to assist students in identifying different measuring equipment found in the kitchen along with how to use them correctly. It also looks at different styles of recipe cards, the critical elements included in a recipe card and instructions on how to read recipe cards successfully for the best outcomes. Specifically the following aspects are summarised:

1. Volume
2. Weight
3. Temperature
4. Time
5. Recipe Cards
6. Getting Ready to use a recipe card
7. Adjusting a recipe
8. Food presentation
9. Portioning serving

# 1

## VOLUME

Refer pages 3 – 6 of 'Fliplet'



### Outline

- Liquid measurements are referred to as 'volume'.
- Looks at how to measure liquids correctly and why it is important to be able to measure accurately.
- Demonstrates how to correctly and accurately use measuring spoons and cup measures.

### Suggested Activities

#### **QUESTIONS:**

1. What tools could be used to measure the following:
  - a. 100 milliliters (ml) of milk
  - b. 2 cups of flour
2. How is 1 cup of flour measured accurately?

#### **ANSWERS:**

1.
  - a. 100 milliliters of milk could be measured using a measuring jug
  - b. 2 cups of flour could be measured using a cup measurement twice.
2. Scoop out flour with cup measure till overfull then use the flat side of a knife to sweep the blade across the top to get an accurate measure.

# 2

## WEIGHT

Refer pages 7 – 8 of 'Fliplet'



### Outline

- Both balance scales and electronic scales are defined, with explanations provided on how to use them and for what purposes.
- REMEMBER – it is important to zero the scales after placing your bowl on it.

### Suggested Activities

#### QUESTIONS:

1. How would you test the accuracy of your kitchen scales?
2. What is the difference between electronic scales and balance scales?
3. Name one reason why you might choose electronic scales over balance scales?

#### ANSWERS:

1. Testing the accuracy is most important with battery operated scales. A chocolate bar is a good idea as they have an accurate weight printed on the outside.
2. Precision is the main difference; electronic scales can measure in individual grams, whereas balance scales generally go up in increments of 20 grams.
3. It might be necessary to weigh ingredients using electronic scales as you may require a more accurate/precise weight. For example, 5 grams of baking powder. If you are measuring large amounts balance scales may be better to use as they will cope the weight better.

# 3

## TEMPERATURE

Refer pages 9 – 10 of 'Fliplet'



### Outline

- Summarises the different types of thermometers that can be found in a commercial kitchen.
- These might be fridge or freezer thermometers, oven thermometers, meat thermometers or sugar or deep fryer thermometers.

### Suggested Activities

#### **ACTIVITY**

Draw a table or use grid paper, list the thermometers you can find in your kitchen on the left hand side, beside this explain what their uses are, and on the right hand side write down the temperature that they are showing. Throughout the day, check the thermometers to see if there is any variance in the temperature, if there is, identify why? For example, a fridge temperature may vary when you open and close the door a lot. If the fridge or freezer is not maintaining the appropriate temperature (freezer at -18 degrees and fridge between 1 and 4 degrees) these may need to be monitored closely and fixed by a professional.



# 4

## TIME

Refer pages 11 – 12 of 'Fliplet'



### Outline

- Explains the importance of time keeping in a kitchen and the methods used to keep time.
- Chefs need to be good with time keeping, to ensure foods don't burn and that deadlines are met.

### Suggested Activities

#### QUESTIONS

1. Why is it vital that chefs are good time keepers?
2. In your opinion, what is the most effective and accurate way to keep time in a kitchen?

#### ANSWERS:

1. Chefs need to be good time keepers to ensure food doesn't burn and that it is ready on time, food preparation and service times are kept (we don't want to keep customers waiting).
2. Electronic Timer – because it sounds an alarm when the time is up.

# 5

## RECIPE CARDS

Refer pages 13 – 16 of 'Fliplet'



### Outline

- Outlines why recipe cards are important in commercial kitchens and examines the main elements found on a recipe card.
- Download Standard Recipe Card (link on page 16)

### Suggested Activities

#### ACTIVITY

Each student is to source three different types of recipes. In a group, discuss the differences between the recipes – they might be in layout or elements included.

#### QUESTIONS:

1. What vital information does a recipe card have?
2. Why are recipe cards important, especially in a large establishment?

#### ANSWERS:

1. A standard recipe card includes the name of the recipe, the number of portions it will make, ingredients and amounts required, the method of how to make the food, temperature for cooking and some even have pictures. Standard recipe cards are also costed to assist with financial management, food orders and food preparation.
2. Recipe cards give chefs guidance, show amounts and types of ingredient to be used in a dish, they also tell the chef about specific equipment that may be needed. Recipe cards are important as they assist with making dishes consistent, time after time.



# 6

## GETTING READY TO USE A RECIPE CARD

Refer pages 17 - 18 of 'Fliplet'



### Outline

- Recognises the importance to familiarise yourself with the recipe prior to cooking, ensuring you have all the required ingredients, utensils and equipment needed to make the recipe.

### Suggested Activities

#### **QUESTION:**

1. When getting ready to make a dish what are the important steps to take prior to beginning?

#### **ANSWER:**

1. Browse through the recipe – this familiarises you with the steps and methods involved in the cooking process and allows for you to plan ahead, for example, if you need an oven it is important to turn it on to heat up.  
Have the equipment and utensils ready – also check that all the equipment and utensils are in good working order.  
Prepare the ingredients – ensure you have everything required this stops you from getting halfway through a recipe and realising you don't have enough of an ingredient to complete it.

# 7

## ADJUSTING A RECIPE

Refer pages 19 – 20 of 'Fliplet'



### Outline

- Shows techniques on what to do if a recipe needs to be adjusted by either amount of ingredients (to adjust the portion numbers) or ingredient substitution.

### Suggested Activities

#### **ACTIVITY:**

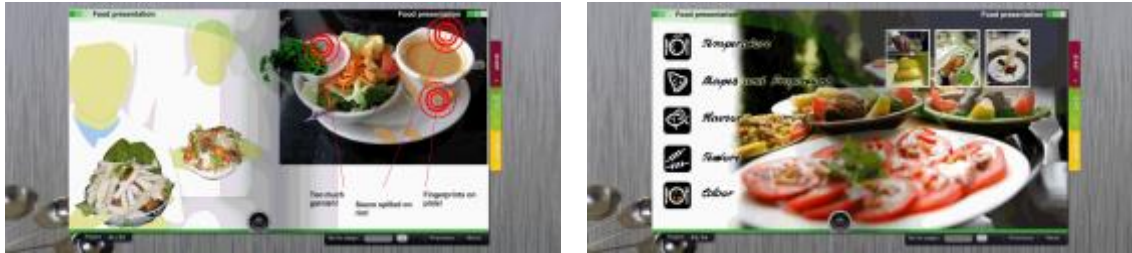
Download Standard Recipe card from Page 16 of 'Fliplet' – change portion yield (how many people you wish to cook this recipe for) to a standard family of four people. Discuss the following as a group:

- Changes in quantity
- Changes in unit cost
- Total cost

# 8

## FOOD PRESENTATION

Refer pages 21 – 24 of 'Fliplet'



### Outline

- Food must look visually appealing, as it is one of the first things the customer will notice.
- Explains the importance of the senses in relation to a food experience and provides the basic guidelines of food presentation.
- Includes important tips relating to garnishes. REMEMBER – all garnishes must be edible.

### Suggested Activities

#### RESEARCH

Find pictures of food that meets the criteria for good food presentation (using either the internet, cook books or magazines). Make a collage of all the food that looks visually appealing. Can you find any pictures that don't meet these criteria, why don't they meet these criteria?

# 9

## PORTIONING SERVING

Refer pages 25 – 26 of 'Fliplet'



### Outline

- Summarises tips on how to plate food to ensure it looks appropriate and visually appealing, including the important task of choosing a suitable plate or dish for the food to be served on.
- REMEMBER - that hot food must be served on a hot plate and cold food must be served on chilled plates.

### Suggested Activities

#### **QUESTION:**

1. What are the important factors when plating dishes?

#### **ANSWER:**

- Visually appealing,
- Portion size matches the plate size.
- Each ingredient is balanced.
- Clean plates.
- Hot food hot plates, cold food chilled plates.
- Work effectively when plating hot food to ensure the food is still hot when it gets to customer.
- Plates must remain clean during plating and checked for spots, finger marks etc before serving the dish to the customer.

# 10

## REVIEW

Refer pages 27 – 28 of 'Fliplet'



### Outline

➤ Reviews all aspects that have been covered in the 'Fliplet'.

1. Volume
2. Weight
3. Temperature
4. Time
5. Recipe Cards
6. Getting Ready to use a recipe card
7. Adjusting a recipe
8. Food Presentation
9. Portioning Serving

# 11

## QUIZ

Refer pages 29 – 30 of 'Fliplet'



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

### Questions / Answers

#### Activity 1:

What is the right way to measure one tablespoon of flour?

**Middle option – where the flour has been leveled off with the flat edge of a knife.**

#### Activity 2:

Put these steps into the right order:

- 1. Reading the recipe (middle)**
- 2. Preparing ingredients and equipment (left)**
- 3. Making the recipe (right)**

#### Activity 3:

Click on all areas where there is something wrong with the presentation.

- 1. Food colouring – inappropriate garnish**
- 2. Parsley – overdone/ too much**
- 3. Fingerprint on the plate - dirty**



# 12

## GLOSSARY

Refer pages 31 – 32 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.

# 13

## RESOURCE SUGGESTIONS / WEBSITES

### NOTES

#### **Websites**

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

#### **Measurement websites**

Conversion web site

<http://www.convert-me.com/en/convert/cooking>

Telling the time exercises

<http://www.woodlands-junior.kent.sch.uk/maths/measures.htm>

Resources, fact sheets, games, quiz's and worksheets for measurement, weights etc

<http://www.bbc.co.uk/skillswise/numbers/measuring/lwc/tutor.shtml>

#### **Restaurant menus**

SKYCITY

<http://www.skycitydarwin.com.au/Restaurants/Welcome.html>

Char Restaurant

<http://www.charrestaurant.com.au/p2/menus/>

Hilton Hotel

<http://www.hiltonsydney.com.au/meet/planningAConference/cateringBanquetMenus/foodMenus.aspx>

Sepia Restaurant

<http://www.sepiarestaurant.com.au/page/menu.html>



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## ICT for Learning

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