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What is in this guide?

This Trainer Guide to Activities accompanies the Learner Workbook for the unit *SITHCCC101 Use food preparation equipment* in the SIT12 Hospitality Training Package.

The Trainer’s Guide contains:

* a summary of the LLN requirements of the unit
* advice on carrying out an activity where it may not be obvious from the design of the activity itself. When the design of an activity speaks for itself, comments are on possible variations, enhancements or extensions of the activity that would ensure it is useful for learners with lower LLN skills
* possible answers where this may assist the trainer to understand the intent of the activity
* resources to support the activities, such as role play cards or sample documents.

Many activities assume that learners have access to a workplace or simulated workplace. If this is not the case, trainers should adapt or omit the activity. If learners are in different workplaces, they could compare the different ways things are done.

LLN requirements of the unit

*SITHACS303 Provide accommodation reception services*

|  |  |
| --- | --- |
| Skill | Applications |
| Reading | * Read and understand food preparation lists and standard recipes * Read and understand manufacturer instructions for equipment and cleaning agents |
| Speaking and listening | * Report on unsafe or faulty equipment |
| Writing | * Report on unsafe or faulty equipment |
| Numeracy | * Calculate the number of portions * Weigh and measure ingredients using measures and scales * Use thermometers |
| Digital literacy | None |

Guide to the activities

Activity 1 The recipes

This activity is individual and workplace specific. It introduces learners to the recipes in the Recipe Book.

Encourage learners to browse through the Recipe Book.

Activity 2 Mise en place at your workplace

This activity is workplace specific. If learners are in different workplaces, they might compare practices.

Activity 3 Your workplace equipment

This activity is workplace specific. If learners are in different workplaces, they might compare equipment used in the workplace.

Activity 4 What could go wrong?

Give learners time to think about this before asking for information.

Give positive reinforcement to individuals who volunteer ideas.

Ask quiet people early so all the obvious ideas are not gone, but not first so it is not too challenging for them.

Put their ideas onto the whiteboard so learners can copy into their own workbook.

Some suggestions have been given, but you and the learners may come up with many more.

|  |  |
| --- | --- |
| Problem | What could have caused the problem? |
| 1. Poor quality food | *Knives not sharp, so that food did not cut cleanly.*  *Food processor not working properly so the food did not blend well together.* |
| 1. Contaminated food | *Equipment was not cleaned after use.* |
| 1. Accidents | *Equipment was faulty but was not checked before use.* |
| 1. Spills | *The wrong sized bowls were chosen to mix ingredients, so they spilled out onto the bench.* |
| 1. Damage to the equipment | *The equipment was used for the wrong purpose e.g. a digital scale which only weighs up to 5 kg was used to try to weigh 10 kg potatoes.* |
| 1. Waste of food | *Food was damaged because the wrong equipment was used, so had to be thrown out.* |

Activity 5 Select kitchen equipment

Assist learners as required e.g. ask questions such as “How will you measure the flour?”

|  |  |
| --- | --- |
| Piece of equipment | What you will use it for |
| Knife | Cut onion rings |
| *Scales* | *Measure – self-raising flour, cornflour* |
| *Measuring jug* | *Measuring – soda water, mayonnaise* |
| *Flour sifter* | *Sift – flours together* |
| *Whisk* | *Whisk – egg and soda water, whisk in flour* |

Activity 6 Learning in your workplace

This activity is workplace specific. If learners are in different workplaces, they might compare practices.

Use the activity to move into a more general discussion about how people learn in different ways, and their own learning styles.

Activity 7 Reading instructions

A sample set of instructions is provided in the Appendix. Copy this for the learners.

Alternatively, you could provide a set of instructions for equipment they will be using in their own workplace.

Elicit from the learners what could happen if they did not follow the instructions e.g. injury to self or others, damage to the equipment, poorly prepared food.

Activity 8 Types of knives

You could also bring samples of knives from the workplace and ask what they are used for in their kitchen.

|  |  |
| --- | --- |
| 2 | Slice bread or rolls |
| 4 | Fillet a fish |
| 6 | Chop a whole chicken into pieces |
| 8 | Peel an apple |
| 3 | Carve a ham or roast |
| 5 | Slice onions |
| 7 | Bone a leg of lamb |
| 1 | Sharpen a knife |

Activity 9 Using knives at work

This activity is workplace specific. If learners are in different workplaces, they might compare practices.

They could explain safe use of knives to another learner, and then you could ask for volunteers to tell the rest of the group.

Activity 10 Knife safety

Have learners work in small groups first. Then ask each group to contribute some suggestions against each point.

Some suggested answers are provided below, but you and the learners may come up with others.

| ALWAYS … | WHY? |
| --- | --- |
| 1. Wash a knife before you use it. | *To prevent cross contamination. You can’t see germs.* |
| 1. Wipe a knife dry with the blade pointing away from your hand. | *So you don’t cut your hand.* |
| 1. Check the knife is dry before you  use it. | *So the knife does not slip and cut your hand.* |
| 1. Choose the correct knife for the job. | *A knife that is too big will be hard to control.*  *A knife that is too small may slip if cutting something large, hard or thick.* |
| 1. Keep knives stored safely when not being used. | *Someone may accidently cut themselves if the knives are left around on benches.* |
| 1. To walk with a knife, carry it pointing toward the ground and close to your body. | *So it won’t injure you if you trip.*  *So you won’t accidently cut someone who is passing you.* |
| 1. If your knife falls off the bench, step away. Do not try to catch it. | *You may cut your hand if you try to catch it.* |
| 1. To give a knife to someone, place it on the bench and let them pick it up. | *Otherwise one of you will be holding the blade, which can cut you.* |

| NEVER … | WHY? |
| --- | --- |
| 1. Never run with a knife. | *If you fall over you could cut or stab yourself or someone else.* |
| 1. Never play with knives. | *You can easily cut yourself or someone else.* |
| 1. Never throw a knife. | *You could cut someone or even injure their eye.* |
| 1. Never hand a knife to someone. | *One of you will be holding the blade, which could cut you.* |
| 1. Never leave a knife on a bench with the blade facing upwards. | *You or someone else could accidently put their hand on it.* |
| 1. Never leave a knife on a bench when it is not being used. | *Someone may accidently cut themselves if the knives are left around on benches.* |
| 1. Never place a knife into a sink of washing water and walk away. | *Someone could accidentally cut themselves because they don’t know the knife is there.* |
| 1. Never leave a knife unattended next to a washing up area. | *It may get covered by a cloth or slide into the sink under the soap suds.* |
| 1. Never cover a knife e.g. with a kitchen cloth. | *You may cut yourself because you don’t know it is there.* |

Activity 11 What is wrong?

The knife on the bench is blade upwards. You could accidentally cut yourself on it.

Activity 12 Weight – How much do you need

**Q1 - Danish apple cake**

|  |  |
| --- | --- |
| Ingredient | Amount |
| butter | *175 g* |
| castor sugar | *175 g* |
| self-raising flour | *175 g* |
| Golden Delicious apples | *500 g* |

**Extension activity**

Bring the ingredients and weigh them out or ask learners to weigh them out so they can see what the amounts mean.

**Q2 – Weights on scales**

|  |  |
| --- | --- |
| Scale | Weight |
| 1 | *326 g* |
| 2 | *200 g* |
| 3 | *167 g* |
| 4 | *450 g* |
| 5 | *1 kg* |

**Extension activity**

Bring in some scales and have leaners weigh various items and read the scales.

Activity 13 Volume – How much do you need?

**Q1 –**

|  |  |
| --- | --- |
| Ingredient | Amount |
| Ground cinnamon | *1 tsp* |
| White sugar | *1 tbsp* |

**Q2 –**

|  |  |
| --- | --- |
| Ingredient | Amount |
| Soda water | *250 ml* |
| Mayonnaise | *50 ml* |

**Q3 –**



Soda water 250 ml

Mayonnaise 50 ml

Activity 14 How much is in the jug?

The amounts shown on the jug are:

*500 ml*

*410 ml*

*350 ml*

*275 ml*

*120 ml*

*50 ml.*

**Extension activity**

To develop a sense of volume and the skill of estimating, to check volume has been read correctly (i.e. not mix up 20 ml with 200 ml), bring in a collection of empty containers that learners are familiar with e.g.

* soft drink can
* small juice box
* 600 ml bottle of water
* litre carton or bottle
* half litre milk carton.

Fill them with water and then pour the water into a measuring jug.

Activity 15 Calculate the ingredients

**Danish apple cake**

|  |  |
| --- | --- |
| **Ingredients for 1 cake** | **Ingredients for 3 cakes (multiply by 3)** |
| 175 g butter, softened | *525 g* |
| 175 g castor sugar | *525 g* |
| 3 eggs | *9 eggs* |
| 175 g self-raising flour | *525 g* |
| 500 g Golden Delicious apples | *1.5 kg* |
| 1 tsp ground cinnamon | *3 tsp* |
| 1 tbsp white sugar | *3 tbsp* |

Activity 16 Calculate portions

You will get 8 portions of minestrone soup from 2 litres (1 portion is 250 ml).

Do the maths with the learners, using the whiteboard and their calculators.

2 litres = 2000 ml

Divide 2000 by 250 = 8

Activity 17 Equipment for the kitchen

**Parmesan crumbed chicken breast**

Learners may not mention all the items. Take them through the recipe, asking, “What do you need to do this?”

Consider asking learners to actually gather the items.

|  |  |
| --- | --- |
| **RECIPE: Parmesan crumbed chicken breast** | |
| **Equipment** | **What it will be used for** |
| *Chef’s knife* | *Remove crusts from bread*  *Remove skin from chicken breasts*  *Chop tomato*  *Chop parsley* |
| *Grater* | *Grate parmesan cheese* |
| *Measuring spoon* | *Measure mixed herbs* |
| *Scales* | *Weigh parmesan cheese* |
| *Whisk* | *Whisk eggs* |
| *Saucepan* | *Cook tomato concassé* |
| *Food processor* | *Make breadcrumbs* |
| *Baking tray* | *Bake breadcrumbs* |
| *Mallet or rolling pin* | *Flatten chicken breasts* |
| *Tray or plate* | *To put chicken breasts on until ready to cook* |
| *Frying pan* | *Cook chicken* |

Activity 18 Parts of the food processor

(Different brands and workplaces may use different names.)

1 – lid

2 – bowl

3 – motor

4 – controls

5 – blade.

Activity 19 Using a grater

|  |  |
| --- | --- |
| **Task** | **Number/s** |
| Slice carrots | *3* |
| Grate lemon rind finely | *2* |
| Zest orange rind | *4* |
| Grate hard cheese | *1* |
| Grate parmesan cheese finely | *2* |

Activity 20 What else do you need it for?

Learners may not mention all the items. Take them through the recipe, asking, “What do you need to do this?”

|  |  |  |
| --- | --- | --- |
| Equipment | Recipes | What is it used for? |
| Grater | *Minestrone soup* | *Grate parmesan cheese* |
| Chef’s knife | *Onion rings in tempura batter*  *Minestrone soup*  *Vegetable spring rolls*  *Steak sandwich*  *Beer battered fillet of fish*  *Fruit smoothie* | *Cut onion rings*  *Cut vegetables and bacon*  *Cut vegetables*  *Cut vegetables*  *Cut lemon and parsley*  *Cut fruit* |
| Measuring spoon | *Minestrone soup*  *Vegetable spring rolls*  *Beer batter*  *Danish apple cake*  *Fruit smoothie* | *Measure parsley*  *Measure oil, ginger, garlic, soy*  *Measure baking powder*  *Measure cinnamon, sugar*  *Measure sugar* |
| Whisk | *Onion rings in tempura batter*  *Beer batter* | *Whisk egg and soda water*  *Whisk in flour*  *Whisk beer into flour* |

Activity 21 Equipment for the vegetable spring rolls

|  |  |
| --- | --- |
| RECIPE: *Vegetable spring rolls* | |
| Equipment | What it will be used for |
| *Measuring spoons* | *Measure oil, ginger, garlic, soy* |
| *Scales* | *Weigh vegetables* |
| *Chef’s knife* | *Cut vegetables* |
| *Garlic crusher* | *Crush garlic* |
| *Grater* | *Grate ginger* |
| *Pastry brush* | *Brush edges of wrappers* |
| *Utensils* | *For lifting rolls in and out of oil, placing mixture onto wrappers* |

**Extension activity**

Consider asking learners to actually gather the items.

Activity 22 Cutting different shapes and sizes

| Recipe | Ingredient | Type of cut |
| --- | --- | --- |
| **Minestrone soup** | *Spring onions*  *Cabbage*  *Carrots*  *Mushrooms* | *Finely sliced*  *Fine chiffonnade*  *Fine julienne*  *Finely chopped* |
| **Fruit smoothie** | *Various fruit* | *Diced* |
| **Danish apple cake** | *Apples* | *Sliced thinly* |
| **Parmesan crumbed chicken breast** | *Tomato* | *Concassé* |
| **Onion rings in tempura batter** | *Onions* | *Rings* |

Activity 23 Equipment for the beer battered fillet of fish

|  |  |
| --- | --- |
| RECIPES: Beer battered fillet of fish, Beer batter | |
| Equipment | What it will be used for |
| *Scales* | *Weigh flour* |
| *Measuring jug* | *Measure beer and beer batter* |
| *Chef’s knife* | *Cut lemon* |
| *Deep fryer lifter* | *Lift fish from hot oil* |
| *Sifter* | *Sift flour, baking powder and salt* |
| *Whisk* | *Whisk beer into flour* |
| *Strainer* | *Strain batter* |

Activity 24 Measuring the beer

Mark the jug at 250 ml for the beer.

Activity 25 Equipment for the cake

|  |  |
| --- | --- |
| RECIPE: Danish apple cake | |
| Equipment | What it will be used for |
| Scales | Weighing butter, caster sugar, self-raising flour, apples |
| *Teaspoon* | *Measure cinnamon* |
| *Tablespoon* | *Measure white sugar* |
| *Cake tin* | *Put cake in to bake* |
| *Electric mixer* | *Beat mixture, beat in eggs* |
| *Sieve* | *Sifting flour* |
| *Spoon* | *Folding in flour* |
| *Vegetable peeler* | *Peel apples* |
| *Apple corer* | *Core apples* |
| *Cook’s knife or vegetable knife* | *Cut and thinly slice apples* |
| *Skewer (thin pointed metal stick)* | *Test cake* |

**Extension activity**

Consider asking learners to actually gather the items.

Activity 26 Mixer attachments

1. Paddle
2. Dough hook
3. Balloon whisk.

|  |  |
| --- | --- |
| **Task** | **Number** |
| 1. Mix cake mixture | 1 |
| 1. Mix pastry for a pie | 2 |
| 1. Whip egg whites for meringue | 3 |
| 1. Cream butter and sugar | 3 |
| 1. Whip cream | 3 |

Activity 27 Safety tips for the mixer

Learners can discuss this in pairs first, then contribute ideas to the main group. Prompt learners if necessary.

Write suggestions on a whiteboard so learners can copy into their own workbooks.

Some suggestions are given, but you and your learners may come up with others.

|  |  |
| --- | --- |
| **Safety tips** | **Why?** |
| Turn the mixer off before lifting the beaters out of the bowl. | *Otherwise the food might splatter everywhere.* |
| Tie your hair back if it is long. | *So it doesn’t get caught in the mixer.* |
| Don’t wear long sleeves or loose scarves. | *So they don’t get caught in the mixer.* |
| Don’t put your fingers into the bowl while the mixer is running. | *So you don’t cut your fingers or hand.* |
| Don’t put utensils such as spoons or spatulas into the bowl while the mixer is running. | *So you don’t damage the equipment, injure yourself or cause the food to splatter everywhere.* |

Activity 28 Equipment for the fruit smoothie

|  |  |
| --- | --- |
| **RECIPE: Fruit smoothie** | |
| **Equipment** | **What it will be used for** |
| *Chef’s knife* | *Chop fruit* |
| *Measuring cup* | *Measure yogurt and milk* |
| *Measuring spoon* | *Measure sugar* |
| *Peeler* | *Peel fruit* |
| *Blender* | *Blend ingredients* |

Activity 29 Parts of a blender

Different brands and workplaces may use different names.

|  |  |
| --- | --- |
| **Number** | **Part** |
| 2 | Jar |
| 4 | Base and motor |
| 5 | Controls |
| 1 | Lid |
| 6 | Blades |
| 3 | Jar base |

Activity 30 What can go wrong?

**Using a blender**

Learners can discuss this in pairs first, then contribute ideas to the main group. Prompt learners if necessary.

Write suggestions on a whiteboard so learners can copy into their own workbooks.

Some suggestions are given, but you and your learners may come up with others.

|  |  |
| --- | --- |
| **Trainee did this** | **What happened?** |
| 1. Sandra put a spatula into the jar to scrape down the sides while the blender was running. | *The spatula caught in the whizzing blades and hit her in the eye.*  *Food splattered everywhere*  *The motor made a grinding noise*. |
| 1. Jay forgot to put the lid on when he was pureeing hot pumpkin soup. | *Pumpkin soup splattered everywhere. It burnt his skin in spots.* |
| 1. Alison put 3 big chunks of pineapple in the jar to puree for a cake. | *They wouldn’t blend properly and choked the blades.*  *The motor made a grinding noise*. |
| 1. Paddy filled the jar to the top with milk and strawberries so he could make 3 smoothies at once. | *The blender overflowed once he turned the motor on as the ingredients expanded.* |

Activity 31 What can go wrong?

This is an adaptation of a real event and news article. Use it as stimulus for a discussion about the dangers of chemicals in a food handling workplace in particular.

Activity 32 Chemical safety rules

This activity is individual and workplace specific. It will encourage learners to think about use of chemicals and other cleaning products in their workplace, and whether they have been trained and know how to use them safely.

Activity 33 Cleaning the food processor

**Cleaning the food processor**

This exercise will help learners read and interpret instructions.

A sample procedure has been given in the Learner Workbook. However, you could substitute it with one from the learners’ workplace.

They could hurt themselves when:

* taking food processor apart and putting it together again
* handling and washing blades
* using detergents and sanitisers incorrectly
* washing if the water is too hot.

To prevent themselves getting hurt, they should:

* make sure they follow the instructions
* ask if they don’t know what to do
* use cleaning agents correctly
* use correct temperature for the water.

Activity 34 Reading an instruction booklet

**Quixo Food Processor booklet**

Elicit the information from the learners e.g. ask questions such as “Which section talks about safety?”

1 Which page or pages would you look at for information on how to use the food processor safely?

*Page 2*

2 You are not sure whether the bowl can go in the dishwasher or not. What page would you look at to find out?

*Page 14*

3 You have a large, hard piece of parmesan cheese which you need to grate. Where will you look for advice on how to do this correctly?

*Page 8*

4 Chef has asked you to take the parts of the food processor out of the dishwasher and assemble it. You have never done it before. Which page will you look at to get some help?

*Page 4*

5 Your trainer will give you a copy of Important Safety Advice from page 2 of the booklet Some of it is hard to understand e.g. No. 15. Choose 2 other pieces of Important Safety Advice. Can you write them more simply?

A sample set of instructions is provided in the Appendix. Copy this for the learners. *You may need to help learners. Check work and help them rewrite. Swap their rewritten instructions with another learner to see if they are easy to understand*

*Share answers with the larger group at the end.*

Activity 35 Reporting damaged equipment 1

This activity is workplace specific. If learners are in different workplaces, they might compare practices.

Activity 36 Reporting damaged equipment 2

This is not the right decision, as you could electrocute yourself because of the frayed cord. If a piece of equipment is damaged, you must report it to your supervisor.

This may lead into a discussion about personal responsibility for workplace safety.

Activity 37 Fill in a Maintenance Request Log

If possible, use a Maintenance Request tag from the learners’ own workplace.

Ask learners to complete the tag, then give it to someone else to check.

Appendix Resources for Activity 7 & 34

**Quixo Food Processor**

**IMPORTANT SAFETY ADVICE**

**1. READ ALL INSTRUCTIONS.**

2. The processing blade and slicing/grating discs are extremely sharp. Use caution when handling and storing these parts. Always store the processing blade with the protective cover provided.

3. To avoid injury, never place cutting blade or disc on base without first putting the bowl properly in place.

4. Keep hands, as well as spatulas and other utensils, away from moving blades or discs while processing food to prevent the possibility of severe personal injury or damage to the food processor. A plastic scraper may be used but must be used only when the food processor is not running.

5. To protect against risk of electrical shock, do not immerse the power cord, power plug or motor base in water or any other liquid.

6. Always unplug from outlet when not in use, before putting on or taking off parts, before removing food from bowl and before cleaning. To unplug, grasp plug and pull from electrical outlet. Never pull cord.

7. Do not push food into the food chute with your fingers or other utensils. Always use the food pusher provided.

8. Care should be taken when removing the food from the processing bowl by ensuring the OFF button has been pressed to switch the motor off and the appliance is switched off at the power outlet and the power cord is unplugged before removing the lid from the processing bowl. The processing bowl should then be unlocked from the motor body before attempting to remove the processed food.

9. Do not operate any appliance with a damaged cord or plug, or after appliance has been dropped or damaged in any manner.

10. Do not let the power cord hang over the edge of a bench or table, touch hot surfaces or become knotted. Fully unwind the power cord before use.

11. Do not place hands or fingers in the processing bowl of the food processor unless the motor and blade have come to a complete stop.

12. Ensure the surface is level, clean and free of water and other substances. Do not place the food processor near the edge of a bench or table during operation. Vibration during operation may cause the appliance to move.

13. Ensure the OFF button has been pressed and the appliance is switched off at the power outlet and the power cord is unplugged when not in use, if left unattended and before disassembling, cleaning or storing.

14. To keep its powerful motor well ventilated, fans in the food processor base provide a stream of cooling air. To ensure proper ventilation of the motor during heavy use, place the machine so there is at least 10 cm of clear space on all sides.