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What is in this guide?

This Trainer Guide to Activities accompanies the Learner Workbook for the unit *SITHCCC202 Produce appetisers and salads* 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

*SITHCCC202 Produce appetisers and salads*

|  |  |
| --- | --- |
| Skill | Applications |
| Reading | * Read food preparation lists * Read standard recipes * Read date codes and stock rotation labels * Read Plain English versions of manufacturer instructions for safe use of equipment |
| Speaking and listening | None |
| Writing | * Write notes on recipe requirements and calculations |
| Numeracy | * Calculate ingredient amounts required * Weigh and measure ingredients * Calculate the number of portions * Determine cooking times and temperatures |
| Digital literacy | None |

Guide to the activities – Part 1

Activity 1 Recipes at The Gums

This activity is workplace specific. If learners are in different workplaces, they might compare menus, flavours and preferences.

Questions 3 is personal preference, and is designed to encourage learners to engage with the food.

Activity 2 Food safety in your kitchen

This activity is individual and workplace specific and can be used as a revision of food safety requirements in the kitchen.

Activity 3 Making Coleslaw salad

Encourage learners to use the pictures in the workbook as well as the recipe in the Recipe Book to answer the questions.

1 What ingredients did he use?

*Carrots, cabbage, onions, apples, parley, mayonnaise*

2 What shapes and sizes did he cut the vegetables?

*Julienne, chiffonnade, finely sliced, fine julienne, chopped*

3 What did he use to bind (combine) the ingredients together?

*Mayonnaise*

4 What order did he do the tasks in?

1 – Assemble and prepare vegetables

2 – Construct the salad

3 – Serve the salad

5 What food safety techniques did he use?

*Used clean cutting board and utensils  
used tongs to fond in mayonnaise  
covered salad and refrigerated until required*

Activity 4 Read a standard recipe

The purpose of this activity is to practise identifying the different parts of a recipe and making practical sense of them. What is each part of the recipe telling learners to do?

Some suggested answers re provided.

| **Name of the dish** | **Potato salad** | **Spinach and feta cheese triangles** |
| --- | --- | --- |
| **Portions** | *2 serves* | *6 portions* |
| **Yield** |  | *6 triangles* |
| **Ingredients & quantity**  **What ingredients will you need to get out?** | *Potatoes, floury 160 g*  *Mayonnaise 30 ml*  *Parsley or other herb 1 tbsp* | *Spinach 30 g*  *Feta cheese 20 g*  *Bacon 15 g*  *Onion 15 g*  *Nutmeg pinch*  *Filo pastry 1 sheet*  *Clarified butter 20 ml* |
| **Equipment**  **What equipment will you need to get out?** | *knife, chopping board, saucepan, bowl* | *Knife, chopping board, mixing bowl, pastry brush, baking tray* |
| **Methods of preparation**  **Examples: cutting, chopping, mixing, blending, processing, or marinating** | *Chop parsley*  *Wash potatoes* | *Wash and chop spinach*  *Dice onion*  *Chop bacon finely* |
| **Methods of cooking**  **Examples: boiling, steaming, grilling, frying or baking** | *Steam potatoes* | *Wilt spinach*  *Sweat onion and bacon*  *Bake triangles* |
| **Cooking time** | *Until tender* | *Until golden brown* |
| **Storage**  **(If the food will not be used immediately)** | *Cover and refrigerate until required* | *Not given in recipe*  *Ask for some ideas* |

Activity 5 Mise en place

Use the photo to develop a discussion about good mise en place.

On the right of the colander is the sink and tap. The chef probably organised his bench this way so he could rinse and drain his salad greens conveniently and with least mess.

Activity 6 Chopped parsley

This activity helps build an understanding of the benefits of planning before you start.

1 Which recipes in the Recipe Book need chopped parsley?

*coleslaw salad*

*potato salad*

*Caesar salad*

*warm lamb salad with yoghurt dressing*

*Italian dressing*

*tartare sauce*

*sauce verte*

*sour cream dressing*

2 How could you save time preparing this ingredient?

*Add up how much you need altogether and chop it all at once, then store it until needed.*

Activity 7 Putting tasks in order

This activity helps build an understanding of the benefits of planning before you start.

Activity 8 Measuring accurately

**Q 1**

This activity is designed to set the scene for the importance of weighing, measuring, counting and portioning. It will demonstrate the difference between guessing and measuring items accurately.

**Bring a range of food items, such as:**

|  |  |
| --- | --- |
| * butter (how much is 100 gm?) | * green beans (40 gm in Nicoise salad) |
| * a block of cheese to cut pieces from (how much would weigh 100 gm) | * potatoes (how many would weigh 1 kg? 160 gm in potato salad) |
| * water (100 ml in couscous) | * couscous (100 gm in salad) |
| * vinegar (50 ml in vinaigrette) | * apple (50 gm in Waldorf salad) |
| * oil (60 ml in Caesar salad) | * half a carrot whole/ half a carrot grated |
| * mayonnaise (30 ml for coleslaw) | * cucumber (60 gm in Greek salad) |
| * lemon juice (10 ml in Italian dressing) | * gherkin (25 gm in tartare dressing) |
| * a bowl of cooked rice | * jar of olives. |

**Bring a range of containers**, e.g. jar, bottle, cup, plate. Have a clear glass or jug with no calibration markings to pour liquids into.

**Ask questions such as:**

* *How much do you think this weighs? (solid carrot) What about this? (cup of grated carrot)*
* *How many do you think are in here? (jar of olives)*
* *How much do you think is in here? (lemon juice in a jug)*
* *Pour 60 ml into this glass (e.g. oil, vinegar)*
* *Cut 25 gm off this gherkin for me*
* *Cut 50 gm off this apple for me*
* *Spoon out 100 gm of butter*
* *How many cups are in this? (e.g. cooked rice)*

Learners estimate number, weight, size, volume and fill in the table.

Then count, weigh or measure the items and check their accuracy.

**Questions 2 and 3** are designed to lead learners to the realisation that it is not alright to estimate in cooking.

Activity 9 Calculating ingredients

This activity gives learners a worked example as a model, followed by 3 problems for them to work out. Provide as much support as individuals need in the beginning.

Provide more opportunities for practice by creating other problems based on the ones provided in the workbook.

**Q1** **Vinaigrette dressing**

Adjust the quantities of the ingredients so you have the correct amounts.

|  |  |  |  |
| --- | --- | --- | --- |
| **Ingredients** | **Standard quantity** | **x 4** | **Adjusted quantity** |
| Vegetable oil | *150 ml* | x 4 | *600 ml* |
| White vinegar | *50 ml* | x 4 | *200 ml* |
| Dijon mustard | *5 gm* | x 4 | *20 gm* |
| Salt | *pinch* | x 4 | *4 pinches* |
| White pepper | *pinch* | x 4 | *4 pinches* |

**Q. 2** **Tartare sauce** Adjust the quantities of the ingredients so you have the correct amounts.

|  |  |  |  |
| --- | --- | --- | --- |
| **Ingredients** | **Standard quantity** | **÷ 2** | **Adjusted quantity** |
| Mayonnaise | *500 ml* | ÷ 2 | *250 ml* |
| Chopped capers | *25 gm* | ÷ 2 | *12.5 gm* |
| Chopped gherkin | *50 gm* | ÷ 2 | *25 gm* |
| Chopped herbs | *1 tbsp* | ÷ 2 | *½ tbsp* |

**Q. 3** **Potato salad** Adjust the quantities of the ingredients so you have the correct amounts.

|  |  |  |  |
| --- | --- | --- | --- |
| **Ingredients** | **Standard quantity** | **x 25** | **Adjusted quantity** |
| Potatoes | *160 g* | x 25 | *4,000 g = 4 kg* |
| Mayonnaise | *30 ml* | x 25 | *750 ml* |
| Chopped herbs | *1 tbsp* | x 25 | *25 tbsp* |

**Q4**

What problems could you have if you didn’t measure, weigh and count the ingredients correctly?

*Recipe may not work properly, not enough food cooked leading to unhappy customers, too much food cooked leading to waste*

Activity 10 Calculate portions

20 ml of vinaigrette dressing per portion

1 litre of dressing will yield 50 portions

1000 ÷ 20 = 50

Activity 11 Checking dates

A practical activity for learners to look at ‘use-by’ dates and ‘daydots’ used in commercial kitchens.

Activity 12 Hand tools and utensils

|  |  |
| --- | --- |
| 1. Spatula | 5. Whisk |
| 2. Palette knife | 6. Peeler |
| 3. Grater | 7. Scoop |
| 4. Scissors | 8. Tongs |

Activity 13 Which knife?

|  |  |
| --- | --- |
| 1. Carbon steel | 5. Cook’s knife |
| 1. Serrated bread knife | 6. Cleaver |
| 1. Ham carving knife | 7. Boning knife |
| 1. Filleting knife | 8. Turning knife |

Activity 14 Select kitchen equipment

Learners should check the recipes and discuss needs and possibilities, not guess.

|  |  |
| --- | --- |
| Recipes | Equipment to prepare |
| Caesar salad | *Garlic crusher*  *Measuring spoon*  *Measuring jug*  *Lemon squeezer*  *Grater*  *Chef’s knife, bread knife*  *Frying pan*  *Colander*  *Peeler for shaving parmesan*  *Whisk*  *Lettuce dryer* |
| Vegetable spring rolls | *Measuring spoon*  *Scales*  *Chef’s knife*  *Garlic crusher*  *Frying pan*  *Pastry brush* |

Activity 15 Instructions for equipment

Find some manufacturer’s instructions for learners to look through, e.g. food processor, blender, mixer. Many manufacturers have instructions for their electrical equipment available on the Internet.

To help learners identify some important safety guidelines, tell them to look for headings such as **Safety guidelines for use, Caution, Important.**

Invite learners to read out or highlight information they consider important, and then condense it into a list of key generic items on the whiteboard. The list may include warnings and guidelines like these, which are from food processor instructions:

* *Handle the metal blade and discs carefully. The cutting edges are very sharp.*
* *If you wash blades and discs by hand, do it carefully. Avoid leaving them in soapy water, where they may disappear from sight.*
* *Keep hands, as well as spatulas and other utensils, away from moving blades or discs.*
* *Keep spatulas and other utensils away from moving parts. Only use a plastic scraper when the food processor is not running.*
* *To protect against risk of electrical shock, do not put base in water or other liquid.*
* *Always unplug when not in use.*
* *Always unplug before putting on or taking off parts and before cleaning.*
* *Never insert food by hand when slicing or shredding. Always use food pusher.*
* *Make sure motor has completely stopped before removing the lid.*
* *Do not operate any appliance with a damaged cord or plug, or after appliance has been dropped or damaged in any way.*
* *Do not let cord hang over edge of workbench or touch hot surfaces.*
* *To ensure proper ventilation of the food processor motor, place the machine so there are at least 4 inches of clear space on all sides.*

Activity 16 The wrong eqiupment

Encourage learners to visualise the consequences of apparently small misjudgements.

Some responses have been suggested but the list is not comprehensive.

| **What the employee did wrong** | **What problem could result?** | **What the employee should have done** |
| --- | --- | --- |
| Didn’t sharpen their knife before work. | *Vegetables sliced unevenly*  *took longer*  *Resulting food looks unattractive* | *Make sure knife is sharp* |
| Mixed the dressing in a bowl that was too small. | *Some ingredients could spill onto bench and the floor*  *Couldn’t mix it in thoroughly* | *Use the right size chopping board*  *Cut smaller amounts at a time* |
| Cut bacon and then lettuce on the same chopping board without washing it in between. | *Cross-contamination*  *Bacon fat on the lettuce, affects flavour and texture in mouth of diners* | *Wash utensils between use*  *Use separate utensils for certain products, e.g. a special chopping board for cutting chicken, which is high in bacteria* |
| Didn’t tighten the screws when putting the meat slicer together. | *May not function properly*  *Could damage the equipment*  *Could injure the person using it* | *Know and follow instructions for assembling equipment*  *Check it is assembled properly*  *Ask for instructions if don’t know what to do*  *Stop operating if realise it is not working properly* |
| Put a spatula into the blender without turning the blender off. | *Could damage the equipment*  *Could injure the person using it* | *Know and follow instructions for use of the equipment*  *Ask if not sure* |
| Use the food processor to grate cheese that was too hard. | *Could damage the equipment* | *Know and follow instructions for use of the equipment*  *Ask if not sure* |

Activity 17 Cleaning fruit and vegetables

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

Activity 18 Peeling, cutting and trimming

1. What words can you find to describe cutting methods?

*Segment, chop, julienne, slice, chiffonnade, crush, dice. tear, shave*

2. What words can you find to describe peeling and trimming?

*Peel, remove skin, seed, pit, halve, remove stalks.*

Activity 19 Shapes and sizes

This activity asks learners to identify the particular requirements of different recipes.

|  |  |  |
| --- | --- | --- |
| **Recipe** | **Ingredients** | **Size & Shape** |
| 1. Waldorf salad | celery  apple  walnuts | julienne  julienne  chopped |
| 1. Coleslaw salad | *carrots*  *cabbage*  *apples*  *celery*  *onions* | *fine julienne*  *fine chiffonnade*  *fine julienne*  *finely sliced*  *finely sliced* |
| 1. Niçoise salad | *green beans*  *iceberg lettuce* | *1 cm diamonds*  *chiffonnade* |
| 1. Caesar salad | *bread croutons*  *bacon* | *1cm x 1cm cubes*  *julienne* |

Activity 20 What fruit and vegetables

|  |  |  |  |
| --- | --- | --- | --- |
| **Recipe** | **Vegetables, fruit** | **Cut shape and size** | **How stored?** |
| Nicoise salad | Lettuce | Chiffonade | In water in a refrigerator crisp up – drained once leaves are crisp. |
| *Green beans* | *1 cm diamonds* | *In plain water* |
| *Olives* | *pitted and torn* | *In covered bowl* |
| *Potatoes* | *torn* | *In plain water* |
| *Tomato* | *concassee* | *In covered bowl* |
| Spinach and feta cheese triangles | *Spinach* | *Roughly chopped* | *In water in a refrigerator to crisp up – drained once leaves are crisp.* |
| *Onion* | *Finely diced* | *In covered bowl* |

Activity 21 Which cooking method?

Identify the cooking or food preparation methods and equipment are used in a range of recipe.

|  |  |  |
| --- | --- | --- |
| **Recipe** | **Cooking or preparation method** | **Equipment you need** |
| 1. Tomato, bocconcini and basil salad | Blanche and refresh tomatoes | saucepan, bowl of iced water, slotted spoon, peeling knife |
| 1. Sauce verte | *Blanche watercress* | *Saucepan, slotted spoon* |
| 1. Couscous and roast vegetable salad | *Pour boiling water over couscous*  *Grill spring onions and asparagus*  *Roast red capsicum* | *Bowl*  *Grill*  *Oven for roasting* |
| 1. Warm lamb salad with yoghurt dressing | *Seal lamb, cook until medium rare* | *Frying pan, tongs* |
| 1. Sweet chilli lemon sauce | *Bring palm sugar and hot water to boil* | *Saucepan* |

Activity 22 Which cooking methods have you used?

This task is designed to encourage learners to reflect on their level of experience and what they have yet to learn.

Guide to the activities – Part 2

Activity 23 What salad is that?

Learners can choose any of the salads in the Recipe Book. Discuss answers together so the definitions become clear to everyone.

Questions 2 and 3 are workplace specific. Learners could compare answers and experiences.

Activity 24 What ingredients?

This activity asks learners to identify the different types of ingredients and see the different combinations that are possible.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Recipe | Salad green | Herbs or sprouts | Fruit or vegetables | Other ingredients |
| **Caesar salad** | cos lettuce | parsley |  | bread bacon  parmesan anchovies |
| **Nicoise salad** | *iceberg lettuce* |  | *green beans*  *potatoes*  *tomato* | *black olives* *eggs*  *tuna* |
| **Warm lamb salad with yoghurt dressing** | *roquette leaves* | *basil leaves*  *parsley*  *bean shoot sprouts* | *lemon juice* | *lamb fillet or back strap*  *paprika* *black pepper*  *salt* *garlic*  *yoghurt* *olive oil* |
| **Couscous and Roast Vegetable Salad** |  | *coriander*  *basil* | *lemon juice*  *spring onions*  *zucchini*  *asparagus*  *red capsicum* | *couscous* *olive oil*  *salt*  *black pepper* |

Activity 25 Salads in your workplace

This activity is workplace specific.

Activity 26 How much vinegar or oil?

Some learners may have more trouble with numeracy activities than others. Provide them with more practice and support until they feel confident and are competent.

|  |  |  |  |
| --- | --- | --- | --- |
| **One part is …** | **1 part vinegar** | **and** | **3 parts oil** |
| 1/3 cup | 1/3 cup | and | 1 cup |
| 100 ml | 100 ml | and | ***300 ml*** |
| ***1/4 cup*** | ***1/4 cup*** | and | 3/4 cup |
| 1 tbspn | 1 tbspn | and | ***3 tbspns*** |

Activity 27 Using a dairy based dressing

Warm lamb salad

|  |  |
| --- | --- |
| Dairy product used? | *Yoghurt* |
| Acid used? | *Lemon juice* |
| Other ingredients to flavour the dressing? | *Parsley, garlic, salt and pepper* |
| How do you make the dressing? | *Mix together the yoghurt, parsley, garlic, lemon and seasonings* |

Activity 28 Dressings at The Gums Resort

Learners can choose any of the salads in the Recipe Book. Discuss answers together so learners see that many dressings are variations on the two basic recipes.

Activity 29 Food storage at your workplace

This activity is workplace specific. Compare notes and discuss reasons for suitability of different storage locations for various ingredients.

Activity 30 How many portions?

1. You have 40 people booked for lunch. How much mayonnaise do you need to make?

*25 ml x 40 people =1,000 ml = 1 l*

2. Look at the recipe for *Italian dressing* in the Recipe Book.

a. How much in total does the recipe make?

*150 ml*

b. How many portions will you get from the recipe? Follow the general rule for portion size.

*150 ÷ 25 = 6*

c. You need to make enough Italian dressing for 30 people. How much should you make?

*25 ml x 30 people = 750 ml*

Activity 31 Dressing salads

Drizzle, stir through to bind, mix through, toss through)

|  |  |
| --- | --- |
| **Salad** | **Method of dressing** |
| Nicoise Salad | *Drizzle* |
| Grilled asparagus and blood orange salad | *Drizzle* |
| Coleslaw salad | *Fold through* |
| Potato salad | *Fold through* |
| Caesar salad | *Lightly toss through* |
| Nicoise Salad | *Drizzle* |
| Greek salad | *Fold through* |
| Waldorf salad | *Drizzle* |
| Warm lamb salad with yoghurt dressing | *Moisten* |
| Couscous and Roast Vegetable Salad | *Drizzle* |

Activity 32 Taste and texture

Bring in a range of foods for learners to taste that offer a range of tastes and textures.

Ask learners to describe the taste and texture, using the words in their workbook. Guide them as required.

Activity 33 Constructing a salad

|  |  |  |
| --- | --- | --- |
|  | **Caesar salad** | **Niçoise salad** |
| **4. Garnish** | *Shaved parmesan* | *Seared tuna* |
| **3. Dressing** | *Mayonnaise flavoured with mustard and anchovy* | *Lemon vinaigrette* |
| **2. Body** | *Bacon, croutons* | *Green beans, black olives, new potatoes, tomato, soft boiled eggs* |
| **1. Base** | *Baby cos lettuce* | *Iceberg lettuce, chiffonnade* |

Activity 34 Make a salad

This is a practical activity that draws together all the skills and knowledge learners have covered so far. The checklist is a method for them to check their own organisation, workflow and coverage of tasks.

Activity 35 Appetisers at your workplace

This activity is workplace specific and aims to identify variety of possible appetisers.

Activity 36 What are these canapés made from?

|  |  |  |  |
| --- | --- | --- | --- |
| **Canapé** | **Base** | **Body** | **Garnish** |
| 1 | seaweed rice cracker | smoked salmon mousse | caviar |
| 2 | *toast square* | *chicken liver pate* | *thyme sprig* |
| 3 | *tomato shell* | *creamy blue cheese* | *rosemary sprig* |
| 4 | *toast round* | *pesto* | *shredded parmesan* |
| 5 | *corn chip triangle* | *avocado mousse* | *cucumber slice, parsley sprig* |

Activity 37 Designing canapés

There are no right and wrong answers here. Encourage learners to discuss how to combine flavours, colours and textures. Share ideas within small groups and between groups.

Encourage learners to think of the individual canapés, but also of how they would look combined on a platter, and whether they offer a range of choices to the guest.

Activity 38 Make some canapés

This is a practical activity that draws together the skills and knowledge learners have covered so far. The checklist is a method for them to check their own organisation, workflow and coverage of tasks.

Activity 39 Savouries

There are no right and wrong answers here. Encourage learners to discuss how to combine flavours, colours and textures. Share ideas within small groups and between groups.

Activity 40 Make some savouries

This is a practical activity that draws together the skills and knowledge learners have covered so far. The table is a method for them to plan their preparation and combination of work tasks.

Activity 41 Appetisers from other countries

This is a practical activity that draws together the skills and knowledge learners have covered so far. The table is a method for them to plan their preparation and combination of work tasks.