

Lesson: **Title: Let's cook pancakes!**

Aims of Lesson :

- how to carefully follow recipe instructions to ensure successful food products
- how to adjust cooking temperature to ensure that food is evenly cooked
- how to make a cost analysis between fresh, frozen and canned ingredients
- how to adjust ingredients to suit the dietary requirements of consumers
- how to use flavouring ingredients and seasonings to enhance food components and create flavoursome meals
- how to use flavouring ingredients to present food attractively for service
- how to use cooking appliances and equipment appropriately and safely
- how to manage the physical environment of a kitchen – keep it clean, hygienic and safe

Information

Pancakes are thin, flat cakes made from a batter of flour, egg and milk that are cooked in a small amount of oil or butter in a frying pan. They may be served with a sweet or savoury filling.¹ Cooking pancakes is also a great way to learn about temperature control – how to cook food evenly and without burning it!

Knowing how to make a batter is a handy food skill that can also be universal used for making other foods such as muffins (sweet and savoury), Yorkshire pudding (traditionally served with roast beef), fruit and vegetable tempuras (fritters), pikelets (mini pancakes) and as coatings for fish and meat (such as Chinese sweet and sour pork)

The recipe we shall cook today is a variation to the standard pancake recipe – the standard recipe and the variation (Blueberry Pancakes) are located under **Skills**.

Knowledge

1. Compare the ingredient pancake variations using different types of milk and flour and complete shaded areas of the Table.

Table 1 Comparison of pancake ingredient variations

Ingredient	Variation	Reason for use
Milk	soy 'milk'	suitable for lactose-intolerant consumers
	low-fat	
Flour	gluten-free	suitable for gluten-intolerant consumers
	self-raising	
	plain	
	wholemeal self raising or plain	
	buckwheat	suitable for savoury pancakes –typical 'nutty' earthy flavour

2. Fresh, frozen or canned – how does food processing affect the price of blueberries? (if fresh are they local or imported?) Complete the Table 2. *Tip:* remember to adjust costing with content packaging weight.

Table 2 Price comparison of fresh, frozen and canned blueberries (\$/Kg)

Fresh Blueberries (\$ per 1 Kg)	Frozen Blueberries (\$ per 1 Kg)	Canned Blueberries (\$ per 1 Kg)

3. A friend has produced a lumpy, grey purple coloured batter. *Troubleshoot and explain* to your friend how they can ensure their blueberry pancakes are a success next time.

4. You plan to make pancakes but you do not find a whisk. Suggest an alternative utensil.

Skills

Standard Recipe

Ingredients for Pancakes (Serves 4)

1 cup (150g) flour *
pinch salt
1 ½ cups (375 ml) milk**
1 egg, *beaten*

*choose self-raising flour (for pancakes) OR plain flour (for crepes) OR gluten free flour (gluten intolerant)

** soy milk (lactose intolerant) or low-fat milk could be used in place of regular milk (4% fat)



Variation (Blueberry Pancakes)¹

1 cup (150g) self raising flour
½ teaspoon cinnamon or nutmeg
1 small tub (150ml) vanilla yoghurt
150 ml low fat milk
1 egg, *beaten*



oil spray, or 2 teaspoons vegetable oil

1 punnet blueberries (250g)

Tip: Choose fresh blueberries in summer only or use frozen or well-drained (on paper towels) canned blueberries for out of season or cheaper choice alternative

Method

1. *Sift* flour and selected spice into large bowl.
2. *Whisk* the yoghurt, milk and egg in a separate bowl. This is the yoghurt mixture.
3. *Make* a well (hole) in the centre of the flour and *pour* the yoghurt mixture into the well.
4. *Whisk* to gradually combine the yoghurt mixture into the flour (this prevents lumps).
5. Gently *fold* in the blueberries (or save half for topping).
Tip: mix carefully to prevent berries 'bleeding' into mixture, especially if using canned berries
6. *Heat* a non-stick frying pan over medium heat. *Spray* lightly with oil or *heat* 2 teaspoons oil and *distribute* evenly over the pan.
Tip: use a kitchen paper towel to *wipe out* excess oil
7. *Pour* 1/4 cup measures of the pancake batter into the pan and *cook* each side 1-2 minutes, or until golden.
8. *Repeat* the process with the remaining batter.
Tip: *Serving suggestion- garnish* (decorate) your pancake with berry coulis (pureed and strained), additional vanilla yoghurt, *sifted* icing sugar or *toasted* and slivered almonds.

¹ Cookery the Australian Way 7th Ed, p373

² Recipe adapted from Start Cooking 2008, p. 69

Resources

1. Visit the Go for your Life web site www.goforyourlife.vic.gov.au and find out about what it means to have a Gluten free and Lactose free diet.
2. Pancake variations – *check out* The Food Book on pp. 130-131

Berry Muffins (makes 12)**Ingredients**

1 tablespoon (Tb) butter, *melted*
1 ½ cup (225g) self raising flour
½ teaspoon cinnamon or nutmeg (optional)
½ cup (125g) caster sugar
¾ cup (190 ml) buttermilk
¾ cup (190 ml) oil
1 egg, *beaten*

100 g berries, fresh or frozen

Method

1. *Preheat* the oven to 180 degrees Celsius. If using cupcake cases, *drop* into each of the holes of the muffin pan. Otherwise, *melt* the butter by placing it in a cup and *placing* it in a microwave oven on low (50 per cent power) for 20 seconds. *Grease* each hole of the muffin pan with the melted butter.
2. *Using* measuring cups or scales, *measure* the flour, then *sift* it with the sugar and spices (if using).
3. In a medium bowl, *combine* the liquid ingredients – buttermilk, egg and oil and *whisk* to mix well.
4. *Stir* the berries into the liquid mixture.
5. *Make* a well in the dry ingredients, then *pour* in the liquid mixture. *Stir* lightly using a wooden spoon, but do not over-mix or the muffin mixture will become tough.
6. *Spoon* the mixture into the cupcake cases or greased muffin pan, *filling* each hole just over two-thirds full.
7. *Bake* for 20-25 minutes until the muffins are firm and golden brown. *Remove* the muffins from the oven. Allow them to *rest* for a few minutes in the pan, before *turning out* onto a wire rack to *cool*.

Recipe adapted from Stephanie Alexander (2006) Kitchen Garden Cooking Penguin Books



Teacher Notes Essential Checklist Covered

Knowledge	Information	Skills	Resources
1.1.8 how food processing and packaging affects the cost and nutritional value of raw food	2.1.4 compare fresh, frozen, canned and processed foods when purchasing and assessing suitability of those foods for recipes	3.1.4 evaluate and purchase food produce that is value-for-money, fresh, seasonal and ripe	4.1 .1 allow young people to cook food that they enjoyed eating
1.2.1 the basic traditional (frying) methods of cookery and how they affect nutritional value, energy use, preparation and cooking time of foods and product outcome	2.3.1 instructions to help individuals deconstruct and accurately follow recipes and produce successful meals and food products.	3.2.5 permit individuals the trial and error process of creating recipe variations from standard recipes so that they learn to improvise and problem solve with the resources available to them	4.1.2 allow young people to practise tasks, make mistakes and learn through trial and error
1.2.2 how to match food products with appropriate cookery methods to achieve best product outcome and value-for-money and meets the health and dietary demands of the consumers	2.3.2. descriptive and generic instructions once individuals understand a particular term	3.3.2 use tools and equipment safely and correctly when constructing meals	4.1.3 teach skills through recipes and meals relevant to young people's world and not through 'food science' themes in deference to curriculum
1.3.2 the essential items used in a kitchen and how to choose, use, clean, maintain and store them (Beginning)	2.3.3 descriptions to help individuals understand complex health terms (lactose intolerance, gluten intolerance)	3.3.3 use flavouring ingredients and seasonings to enhance food components and create flavoursome meals	4.1.9 match new food experiences with enjoyable social experiences
1.3.3 alternative items of equipment in situations where the most appropriate item of equipment is not available (Competent)		3.3.4 accurately weigh and measure ingredients for those recipes requiring accuracy of ingredient amounts	4.1.10 provide opportunities for young people to start with recipes that ensure success to build confidence
1.3.4 how different items of equipment can be adapted for different cooking or preparation purposes		3.3.5 use and adapt basic food processing 'universal' skills to extend culinary repertoire	4.2.2 encourage and provide opportunities for young people to practise food skills at home (preparing food that the whole family enjoys)
1.3.5 how to operate large (gas and electric cookers and microwave ovens) kitchen appliances		3.3.7 select temperature and adjust timing to control the cooking process	4.2.3 parents work alongside their children to learn new food skills and rituals that could be used at home (family members enjoying food that student prepares)
1.5.4 how to clean equipment, appliances, cooking and eating utensils		3.3.9 assess, tailor and match food preparation tasks with product outcomes so that food is attractively presented and looks appetising	
1.6.1 plan a variety of appetising meals that meet the dietary and sensory requirements of household members		3.3.10 manage and perform cleaning tasks	
1.9.1 that successful food product outcomes depends on careful reading and following of recipe instructions		3.4.2 use cooking appliances and equipment appropriately and safely	
1.9.2 why food product outcomes were not successful		3.4.3 prepare themselves for food preparation tasks	
1.9.3 how to rectify unsuccessful food product outcomes		3.4.7 manage the physical environment of a kitchen – keep it clean, hygienic and safe for users.	

