

**Lesson:** Title: Use of Microwave Ovens as a Cooking Appliance

**Aims of Lesson:**

- how to negotiate food purchases through personal consultation with food suppliers and vendors (choosing potatoes suitable for mashing, steaming, roasting, making gnocchi, salads)
- how to carefully follow recipe instructions to ensure successful food products
- how to use microwaving as a method of cookery and how nutritional value, energy use, preparation and cooking time of foods and product outcome are affected
- how alternative items of equipment can be used in situations where the most appropriate item of equipment is not available (no microwave oven)
- how to use microwave ovens appropriately and safely
- how to manage the physical environment of a kitchen – keep it clean, hygienic and safe

**Information**

1. Read the attached sheet Dobson’s Potatoes which summarises the different types of potatoes and their culinary uses.

**Knowledge**

2. Suggest one variety of potato (eg. Sebago, Nicola, Chat etc) that would be suitable for microwaving and using in this recipe. Justify **why** you selected this potato.
3. Suggest **three** foods **suitable** for cooking in the microwave oven? Explain your reasons for selecting these foods.
4. Select **three** foods **unsuitable** for cooking in a microwave oven. Explain your reasons for selecting these foods.
- 5.



**Design** and produce a *scrumptious stuffed potato* suitable for cooking in a microwave oven.

Write your potato variety here \_\_\_\_\_

Write down your Stuffed Potato recipe map below

	Vegetable	Liquids	Flavouring ingredients	Meat
Stuffed potato ingredients				
Ingredient Quantity				

5. Write up a work plan. See example below...

Time	Important Steps	Equipment	Safety considerations
8.45am	Wash and dry hands, put on apron, tie hair back	Apron, hair tie	Care with hot water when washing hands
8.50 am	Collect ingredients from bench	Large bowl, tongs, knife	Hold knife with blade facing down

Complete timing and listing steps for entire process from beginning to serving your potato.

**Hint:** remember to include washing and cleaning up.

My Work Plan: Design a Scrumptious Cooked Potato

Time	Important Steps	Equipment	Safety considerations

6. **Production** Record the results of your baked product in the Table below

<b>Appearance</b> Colour, shape, size	<b>Texture</b> what does it feel in your mouth? Soft and Creamy? Crunchy?	<b>Taste</b> Taste? Salty, savoury, spicy?

7. **Evaluate** *Comment* on your final baked product with reference to the information in 6.

8. If you were to make the stuffed potato again, *what* changes would you make to the recipe?

9. *Plot* the ingredients of your stuffed potato recipe on The Healthy Living Pyramid  
*Rate* your product according to one of the following – not very healthy, healthy, very healthy.  
*Justify* your answer.

**Resources**

1. Nutrition Australia is a non-government organisation responsible for developing the Healthy Living Pyramid. Click on the link to read more  
<http://www.nutritionaustralia.org/national/resource/healthy-eating-pyramid>
2. More about microwave ovens and their safe use. Click on the link to read more  
<https://www.betterhealth.vic.gov.au/health/healthyliving/food-safety-when-cooking>

**Next week:** Student –directed activity- *Research* a recipe that is suitable for microwaving and may be prepared and cooked within 40 minutes. *Visit* the following recipe site for more information

<http://www.taste.com.au/recipes/search.php?keywords=microwave&publication=&gclid=CNHap6nr4KUCFQrhbgodwlw01Q>

**Skills Design a Scrumptious Stuffed Potato**

The following recipe can be served as an afternoon tea snack or as a tasty light dinner served with a green salad.

**Ingredients you must include**

- √ 1 medium potato
- √ 1 tsp milk
- √ 1 tsp butter
- √ ground pepper

**Select THREE fillings**

- √ 1 Tb shredded tasty cheese
- √ red or green capsicum, *diced* into 0.5cm pieces
- √ sweet corn kernels
- √ peas
- √ champignons, *diced* into 0.5cm pieces
- √ carrot, *grated* coarsely

**Select ONE meat (optional)**

- √ ½ slice ham, *chopped* finely
- √ ½ slice chicken loaf, *chopped* finely
- √ 1 slice salami, *chopped* finely
- √ 2 tsp canned tuna or salmon

**Method**

1. *Collect* and *prepare* all ingredients.
2. *Wash* potato in cold water and *pat* dry with clean tea towel.
3. *Pierce* potato all over with a fork. Take care when using fork.  
*Wrap* firmly in kitchen paper.
4. *Place* in microwave oven. Cooking time depends on size of potato, number of potatoes to be cooked and the power wattage of the microwave oven appliance.  
For 4 potatoes, *cook* on high for 10 minutes  
For 2 potatoes, *cook* on high for 6 minutes  
For 1 potato, *cook* on high for 4 minutes
5. *Test* potato with skewer to see if it is soft. If still hard, *cook* for another 30 seconds.
6. *Leave* potato in its paper wrapper for 2 minutes. Take care when removing paper from potato – beware of steam.
7. *Cut* potato lengthwise in half.  
*Use* a melon baller to *spoon* out the inside of the potato.  
*Leave* 1 cm of flesh around potato edges.  
*Place* potato flesh in a separate bowl.
8. *Combine* milk, butter, pepper, potato flesh and then *mash* together.
9. *Add* selected fillings to potato mixture and *combine* together.
10. Carefully *spoon* mixture back into potato skins.
11. *Place* the potato halves on a small plate.

12. *Microwave* on high for 1 minute.
13. **Optional** – *sprinkle* with extra grated cheese and *place* your scrumptious stuffed potato under a heated grill and *grill* until golden brown.
14. *Garnish* with parsley sprig.

## Teacher Notes

### Essential Checklist Covered

Knowledge	Information	Skills	Resources
1.1.1 how to recognise and purchase quality and value-for-money food produce through personal shopping,	2.2.1 use informed personnel who assist consumers with produce selection, variety and culinary use	3.1.1 make informed decisions to plan, prepare and cook quick healthy meals and snacks instead of buying take away dishes or convenient pre-prepared food products	4.1 .1 allow young people to cook food that they enjoyed eating
1.1.3 how to negotiate food purchases through personal consultation with food suppliers and vendors	2.2.2 (use) accurate information about how to access, select, prepare, cook and store fresh food produce through supermarket, primary producer and market web sites	3.1.4 evaluate and purchase food produce that is value-for-money, fresh, seasonal and ripe	4.1.2 allow young people to practise tasks, make mistakes and learn through trial and error
1.2.1 using modern (microwaving) 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.	3.2.2 permit individuals to work individually so that they develop independence when preparing food	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
1.3.3 alternative items of equipment in situations where the most appropriate item of equipment is not available	2.3.2. descriptive and generic instructions once individuals understand a particular term	3.2.4 expose individuals to positive real and simulated independent living experiences	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		3.2.5 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	
1.3.5 how to operate large (gas and electric cookers and microwave ovens) kitchen appliances		3.4.2 use cooking appliances and equipment appropriately and safely	
1.5.4 how to clean equipment, appliances, cooking and eating utensils		3.3.3 use flavouring ingredients and seasonings to enhance food components and create flavoursome meals	
1.9.1 that successful food product outcomes depends on careful reading and following of recipe instructions		3.3.7 Adjust timing to control the cooking process	
		3.4.7 manage the physical environment of a kitchen – keep it clean, hygienic and safe for users.	