**Thomas Haney Secondary**  NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

FOOD STUDIES 9/10 TA\_\_\_\_ Set \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Learning Guide 2

Breakfast: Easy, Quick and Portable

What if you just don’t have time for breakfast? You say that you work out at this early hour, or you like to sleep in, or you just can’t eat this early in the morning. If this sounds like you, you need a quick, easy and portable meal and this learning guide will show you how.

Learning Outcomes:

On completion of this learning guide you will be able to:

* Analyze individual eating habits and physical activity
* Demonstrate the ability to follow a recipe
* Demonstrate organization and co-operation in partner and group work
* Apply cooking principles to prepare basic quick-breads

Resources:

* 1. Textbook: Food for Life, Chpt 1, pg 4-20. Copies in THSS library or in the Foods Room.
  2. Online: Canada Food Guide at <https://food-guide.canada.ca/en/food-guide-snapshot/> and for analyzing eating and activity habits see [www.eatracker.ca](http://www.eatracker.ca).

### *Learning Activities*

* 1. Using the two above chart your food intake and activity level over 2 days. In eatracker you’ll have to register then enter your demographics because energy use varies with age, gender and physical activity.
  2. Compare your food habits to the tips and suggestions in the Canada Food Guide and in conclusion analyze your eating habits and physical activity and make goals for the next 6-12months.
  3. Watch a demonstration then make Bannock. Complete the “Product Assessment” found in this package.
  4. Bring all finished work to meet your teacher with and complete a final LG interview for a mark.

# Quick Bread Review Notes and Vocabulary

## Flour Proteins

Glutenin and gliadin + liquid + mixing = **Gluten**

The oven heat dries and hardens the gluten thus forming the permanent structure.

Gluten Strands- are **elastic** and are stretched by the leavening agent. **Mixing and pouring** the batter **develops** the gluten strands. **Overmixing** results in a tough, chewy product with **tunnels.**

## Leavening Agents

The **leavening action** results from tiny **gas** bubbles throughout the batter which **expand** with the oven heat and cause the product to rise. Baking dries and hardens the gluten, trapping the air bubbles and forming an airy structure. Too much baking powder or baking soda produces a product that is bitter and crumbly (gluten stretches too much).

Leavening agents are affected by: 1) temperature of the oven and 2) how tough the gluten is.

## Baking

-**coagulates the proteins** in flour and egg

## Browning occurs because:

-sugar carmelizes

-starch changes to sugar

-milk causes browning

## A HIGH QUALITY QUICK-BREAD IS

* + 1. Appearance: browned / bronzed and well cooked
    2. Texture: uniform air cells with no tunnels
    3. Tender: not tough or chewy
    4. Flavour: not bitter or too sweet

LG 2: Recipe #1 Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_TA

Set block\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Bannock

­­­­­­­­­­­­­­­­­­­­From the CBC Listens Program: “Unreserved”   
“The Inuit call it 'palauga,' it's 'luskinikn' to the Mi'kmaq, while the Ojibway call it 'ba`wezhiganag.' Whatever they call it, from north to south and coast to coast, just about every Indigenous nation across North America has some version of bannock. Most Indigenous families have their own unique recipes, which are passed down from generation to generation…  
Modern bannock, heavy and dense when baked — or light, fluffy and golden brown when fried — is usually made from wheat flour, which was introduced by Europeans, particularly Scots, who had their own flat cakes of unleavened barley or oatmeal dough called bannock.”

Recipe Source: Ms. Robsertson & Ms. Knott’s family recipes

**Dry Ingredients**  **Liquid Ingredients**

3/4 cups flour (175ml) ¾ to 1 cup water (175ml to 235ml)

1/4 tsp salt (1 ml)

1.5 tsp baking powder(7.5ml)  **Cooking Medium**

1/2 tsp sugar (2.5ml)Vegetable oil: pour into pan until 1/2 inch high

**Flavour-Add Ideas –** a fresh jam **or** nut-butter served on the side **and/or** butter/margarine   
*alternatively:* rolling the product in honey & crushed **or** nuts or sugar & cinnamon **or** citrus juice & sugar

## How to do it:

1. Mix dry ingredients.
2. Make a well in the middle. Slowly add ¾ cup of the water to the mix.
3. Continue adding the remaining water BUT only a dough is just formed. Set aside and let rest.
4. Flour the countertop. Roll the dough lightly and break into small balls.
5. Kneed lightly and flatten into disks. Do not over kneed!
6. Heat the oil on medium until it lightly smokes. Reduce heat to medium/low.
7. Shake each piece to remove extra flour (makes the oil turn brown if you don’t) and lightly stretch the bannock before lowering into the pan.
8. Make sure to place it away from you. Cook on each side for two minutes (turn over using tongs).
9. Remove from oil and place on a paper towel to cool.

# Product Assessment

LG2 Quickbreads Continued Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_TA\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Set Block:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

###### PART 1 – In-Lab Performance

###### 

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Self Mark of Lab  Experience: | 0 | 1 | 1.5 | 2 |
|  | Repeat at home! | Satisfactory Work | Great Job! | Outstanding Work |
| Lab Preparation | No recipe brought to class. | Recipe, but not followed or referred to during lab. | Ready to go at the bell: recipe, apron, hair tied, hands washed, jobs decided upon | Collect ingredients calmly and all at once. Evidence of pre-reading of recipe. |
| Time Management  & Cleanup | Cleaning up during next class. | Cleanup not started til 5min before end of class | Rushed cleanup; not done during lab | Done by end of class, throughout lab |
| Food Prep Skills | Tasks not equally shared | Used unsafe practices or tools | Unsure about tools and techniques | Skills practiced as demonstrated |
| Safety, Sanitation | Horseplay during lab; towels placed on head or face | Hands not washed after touching face/hair; dishes washed in cold water. | Hair not tied up, dangerous behavior with knives and with hot equipment | Apron worn, hair tied; elbow used when sneezing |
| Product | Not edible, uneaten or thrown into garbage. | Acceptable looking, no waste, leftovers given away to classmate or taken home. | Could be better in presentation; evidence of technique inconsistencies. | Like a magazine photo! No waste! If not consumed, taken home in own container! |
| TOTAL |  |  |  | /10 |

###### PART 2 – Reflection of Learning

Summary: In your own words describe what you learned about working in the kitchen this time:  
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My total mark: /20

Food & Activity Journaling!   
A look at food (and activity) focused self-reflection on where I am at.\*  
(\*Suggestion: You can always record your results in another format than   
the following suggested manner. Ex/ powerpoint, Graphic Journal, etc )

Part 1: Fill in the following table, include:

* 1. The **types** of food and **amounts** of food (e.g. 1 cup of corn flakes)
  2. The **type** of activity and **time duration** (e.g. 1 hour of swimming)

|  |  |  |  |
| --- | --- | --- | --- |
| Day tracked | Morning Eating & Activity | Afternoon Eating & Activity | Evening Eating & Activity |
| Day 1 \_\_\_\_\_\_\_\_\_\_ | Food eaten:  Activity done: | Food eaten:  Activity done: | Food eaten:  Activity done: |
| Day 2  \_\_\_\_\_\_\_\_\_\_ | Food eaten:  Activity done: | Food eaten:  Activity done: | Food eaten:  Activity done: |

Part 2: Go to eatracker.ca, register and add my stats, then do an analysis of how

I am doing.

Summarize your results from the tracker :

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Part 3: Go to the Canada Food Guide Snapshot online and determine future   
 goals and needs: A series of Questions  
 (<https://food-guide.canada.ca/en/food-guide-snapshot/>)

**Researchin’**

Based on the Food Guide, my daily eating should always include these types of foods (food groups):

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Also, I should avoid taking in too much of these in my foods:

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Other food-eating habits that are healthy include:

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**Reflectin’**

What food eating habits am I good at?

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What food eating habits do I need to work on, and form some goals around to improve?

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