

W1	Learning Area	Cookery	Grade Level	9
	Quarter	Fourth	Date	

I. LESSON TITLE	Prepare Desserts
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)	Perform Mise en Place
III. CONTENT/CORE CONTENT	1.1 Importance of desserts in a meal. 1.2 Classify desserts according to types of ingredients used. 1.3 Identify characteristics of desserts.

IV. LEARNING PHASES AND LEARNING ACTIVITIES

I. Introduction (Time Frame: Day 1 (30 minutes))

In this lesson, you will learn the importance of desserts in a meal, the classifications and characteristics of desserts.

A meal is incomplete if it doesn't end with a dessert. A simple dessert like a slice of fresh fruits, cheese or any sweets makes up a complete meal. Desserts are packed with different nutrients depending on the ingredients used. Dessert foods often contain relatively high amounts of sugar and fats and, as a result, higher calorie counts per gram than other foods. Fresh or cooked fruit with minimal added sugar or fat is an exception.

Dessert is usually sweet course or dish (as exemplified by pastry or ice cream) usually served at the end of a meal.

People eat dessert for many reasons, These are some the reasons for eating desserts and sweets

- Dessert balances out a meal and gives "closure" to the meal.
- Eating dessert is an opportunity to experience different flavors and textures that you cannot get in other foods like vegetables, meats, and fruits.
- Dessert can be an opportunity to be creative. You can make interesting mixtures that you otherwise may not have thought of.

Learning Task 1 (All answers in Learning Tasks 1-3 should be placed on 1 whole sheet of paper)

A. Direction: Try to imagine your favorite dessert. Name it and give your reason for having this as one of your favorite by completing the open-ended statement below. Copy and write your answer on a separate sheet.

1. My favorite dessert is _____.
2. I love to eat this dessert because _____.

B. DESSERTS Hunting (Copy and answer)

Directions: Encircle the ten (10) desserts in the hunt box. To find them all you will have to look in every direction, horizontally, diagonally and backwards.

U	C	M	G	M	Q	S	V	Z	G
B	X	H	J	G	R	A	P	E	S
M	D	Q	E	L	P	P	A	B	E
N	S	T	R	E	S	S	E	D	S
I	F	R	K	O	S	T	W	C	S
T	E	G	G	P	I	E	X	E	U
A	O	S	H	E	R	B	E	T	O
L	E	C	H	E	F	L	A	N	M
E	Y	F	L	P	R	U	Y	F	H
G	M	A	E	R	C	E	C	I	J

Link: <https://docs.google.com/document/d/1lk6y6eykR7JDKkb-F87dkuqsXrHWNpjbdkCg9-45GWs/edit?usp=sharing>

D. Development (Time Frame: Day 2 (60 minutes))

Classification/types of desserts and their characteristics

A. Fruits

The simplest dessert and one of the best are fruits because they are nutritious, appetizing, and easy to prepare and serve.

Characteristics of good fruit desserts:

appetizing aroma, simple, slightly chilled



IV. LEARNING PHASES AND LEARNING ACTIVITIES

B. Cheese

Cheese is another excellent dessert that is ready to serve. It is made in all parts of the world from a variety of milks from cow, goat and sheep. Cheese differs depending on the kind of milk used, the kinds of cheese-making procedures, the seasonings and the ripening processes also distinguish its variety. Each variety has a definite character, a special appeal and particular uses.

The three general types of cheese based on consistency are:

Soft = a. unripened cheese	b. ripened by bacteria
Semi – hard = a. ripened by mold	b. ripened by bacteria
Hard = a. with gas holes	b. without gas holes

C. Gelatin Dessert

These are easily prepared, economical and vary in many ways. Gelatin is marketed in two forms. First, the unsweetened, granular type that must be softened in water before use, and the fruit gelatin to which flavor, color, and sugar have already been added.

D. Custard

Baked and soft custards vary in so many ways. Creamy, delicate, baked custards may be served in their baking cups or may be unmolded and served with fruit garnishes or with dessert sauces.

Characteristics of baked custard

firmness of shape
smooth, tender texture
rich and creamy consistency
flavor

Characteristics of soft custard

velvety smooth texture
rich flavor
has pouring consistency of heavy cream excellent

E. Puddings

Puddings are relatively simple to prepare and vary with sauces. These are classified as:

Cornstarch pudding, sometimes called blancmange

Rice pudding

Bread pudding

Characteristics of Pudding

attractive appearance
excellent consistency
well – blended flavor
firmness of shape
an accompanying sauce to add interest

F. Fruit Cobblers

These are not fruit pies. They have a depth of two or three inches and are topped with biscuit dough rather than being made with pie crust. They may be served either hot or cold.

G. Frozen Desserts

Ice cream- smooth frozen mixture of milk, cream, sugar, flavorings and sometimes eggs

Sherbet and Ices – made from fruit juices, water and sugar. American sherbet contains milk and cream and sometimes egg white. The egg whites increase smoothness and volume. Ice contains only fruit juice water, sugar and sometimes egg white.

Frozen Soufflés and Frozen Mousses

Made like chilled mousses and Bavarians, whipped cream, beaten egg whites or both are folded to give lightness and allow to be still frozen in an ordinary freezer.

Link: <https://youtu.be/gLiclDNUuoc>



IV. LEARNING PHASES AND LEARNING ACTIVITIES

E. Engagement: (Day 3: 60 minutes)

Learning Task 2:

Situation: Your parents will be celebrating their wedding anniversary this month. You want to surprise them by preparing two special desserts on their day. Which types of desserts are you going to prepare? Explain why you choose these desserts.

Your answer will be rated using the rubric below.

CRITERIA	10	8	6	4
Clear	Exceptionally clear and easy to understand	Generally clear and quite easy to understand	Lacks clarity and difficult to understand	Unclear cannot understand
Concise	The explanation is advance	The explanation is appropriate	The explanation is somewhat simple	The explanation is inadequate
Comprehensive	Thorough and comprehensive explanation	Substantial explanation	Partial or not comprehensive explanation	Misunderstanding or serious misconception on the explanation
Relevant	Highly relevant	Generally relevant	Somewhat relevant	Irrelevant

Link: <https://docs.google.com/document/d/1lk6y6eykR7JDKkb-F87dkuqsXrHWNpibdKcg9-45GWs/edit?usp=sharing> A.

Assimilation (Day 4 Time Frame: 60 minutes)

Learning Task 3: A. Multiple Choice

Direction: Read the following statements carefully and choose the answer that best describes the statement. Write the letter on your answer sheet.

- It is usually sweet course or dish (as exemplified by pastry or ice cream) usually served at the end of a meal.
A. appetizer B. salad C. sandwich D. dessert
- Which of the following is the reason for eating desserts?
A. Dessert balances out a meal and gives "closure" to the meal.
B. Eating dessert is an opportunity to experience different flavors and textures that you cannot get in other foods like vegetables, meats, and fruits.
C. Dessert can be an opportunity to be creative. You can make interesting mixtures that you otherwise may not have thought of.
D. All of the above
- The simplest dessert and one of the best are fruits because they are nutritious, appetizing and easy to prepare and serve.
A. Fruits B. Cheese C. Gelatin D. Custard
- These desserts vary in so many ways. Creamy, delicate, baked may be served in their baking cups or may be unmolded and served with fruit garnishes or with dessert sauces.
A. Fruits B. Cheese C. Gelatin D. Custard
- It is an excellent dessert that is ready to serve. It is made in all parts of the world from a variety of milks from cow, goat and sheep.
A. Fruits B. Cheese C. Gelatin D. Custard
- These are easily prepared, economical and vary in many ways. It is marketed in two forms, the flavored and unflavored.
A. Fruits B. Cheese C. Gelatin D. Custard
- These are not fruit pies. They have a depth of two or three inches and are topped with biscuit dough rather than being made with pie crust.
A. Custards B. Puddings C. Fruit Cobblers D. Frozen Desserts
- These desserts are ideal during hot seasons. Most popular kind of this is ice cream.
A. Custards B. Puddings C. Fruit Cobblers D. Frozen Desserts
- These are relatively simple to prepare and vary with sauces. Most of these are made up of cornstarch, rice and bread.
A. Custards B. Puddings C. Fruit Cobblers D. Frozen Desserts
- A quality dessert must have the following characteristics except for?
A. excellent flavor B. smooth and tender texture C. unattractive appearance D. appetizing aroma

IV. LEARNING PHASES AND LEARNING ACTIVITIES

B. Enumerate the following:

Characteristics of good fruit desserts

1. _____ 2. _____ 3. _____

Characteristics of baked custard

1. _____ 2. _____ 3. _____

Characteristics of soft custard

1. _____ 2. _____ 3. _____

Examples of Frozen Desserts

1. _____ 2. _____ 3. _____

Link: <https://docs.google.com/document/d/1lk6y6eykR7JDKkb-F87dkuqsXrHWNpibdKcq9-45GWs/edit?usp=sharing>

V. ASSESSMENT (Time Frame: _____)

(Learning Activity Sheets for Enrichment, Remediation, or Assessment to be given on Weeks 3 and 6)

Answer all the Learning Tasks.

Link: <https://docs.google.com/document/d/1lk6y6eykR7JDKkb-F87dkuqsXrHWNpibdKcq9-45GWs/edit?usp=sharing>

VI. REFLECTION (Time Frame: ____10 minutes____)

- Communicate your personal assessment as indicated in the Learner's Assessment Card.

Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below:

☆ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/ lesson.

✓ - I was able to do/perform the task. It was quite challenging, but it still helped me in understanding the target content/lesson.

? - I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

Learning Task	LP	Learning Task	LP	Learning Task	LP	Learning Task	LP
Number 1		Number 3		Number 5		Number 7	
Number 2		Number 4		Number 6		Number 8	

Link: <https://docs.google.com/document/d/1lk6y6eykR7JDKkb-F87dkuqsXrHWNpibdKcq9-45GWs/edit?usp=sharing>

VII. REFERENCES

DepEd Learners' Material in Technical-Vocational-Livelihood, Home Economics Cookery Manual 1 for Grade 9 pp. 166-169 First Edition: 2016
Authors: Aniceta S. Kong and Anecita P. Domo

Other reference:

<https://en.wikipedia.org/wiki/Dessert>

Links:

Lesson Proper: <https://youtu.be/gLjclDNUuoc>

LearningTasks: <https://docs.google.com/document/d/1lk6y6eykR7JDKkb-F87dkuqsXrHWNpibdKcq9-45GWs/edit?usp=sharing>

Prepared by:

Michelle B. Lopez

Checked by:

Rachael D. Lusterio

Melinda C. Sili

Jennifer U. Cruz

W2	Learning Area	TLE-Cookery	Grade Level	9
	Quarter	Fourth	Date	



I. LESSON TITLE	Prepare Desserts
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)	Identify ingredients for desserts TLE_HECK9-12PD-IVb-f-16
III. CONTENT/CORE CONTENT	<ol style="list-style-type: none"> Identify ingredients for desserts Recognize the quality description of ingredients for dessert.


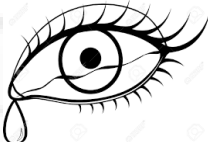
IV. LEARNING PHASES AND LEARNING ACTIVITIES


I. Introduction (Time Frame: 20 mins)

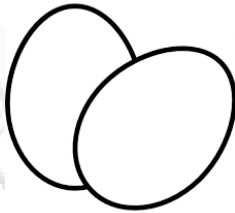
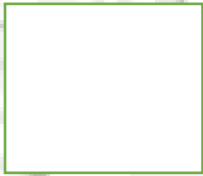
Learning Task 1: Two pictures as one



Guess the word behind the pictures/text. Connect the sound of the first picture to the second one to infer the word. Write your answer on a sheet of paper.

1.  + 

2.  + 

3.  + 0 + late

4.  + 

5.  + 

You got it right! Sugar, batter, chocolate, egg white are the ingredients we use in making desserts. And that will be our discussion for today. **INGREDIENTS FOR MAKING DESSERTS.**

Link for Learning Task 1: <https://docs.google.com/document/d/19gqMvbTwfuDsS9H76Eip7GwSmhEzQFqVpkXKMyw2vrw/edit>

IV. LEARNING PHASES AND LEARNING ACTIVITIES

D. Development (Time Frame: 40 mins)




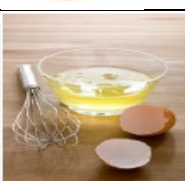
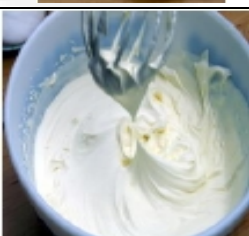
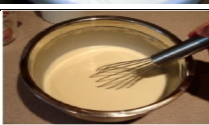
There are wide variety of ingredients that may be used in the preparation and cooking of cold and hot desserts. Some of the most common ingredients include:

- 1. Sugar** The common element linking virtually all desserts is sugar. It may be used to sprinkle over fruits, beaten into egg yolks for custard or into whites for meringue. Many desserts use sugar syrup, which involves boiling sugar and water to the desired temperature.
- 2. Gelatin** is used to set many cold molded desserts. It is the basis for jellies and is also used to set creams and mousses.
- 3. Egg yolk** may be mixed with flavorings, sugar and cream or milk to make custard or they may be whisked together over hot water to create a sabayon.
- 4. Egg white** when raw egg whites are beaten, air is trapped in the mixture in the form of bubbles. Egg whites beaten to soft peaks will support souffles and mousses while whites beaten to firm peaks are suitable for meringues.
- 5. Fruits** Ripe perfect fruits provide the basis for many desserts, with very little effort needed to make an attractive colorful display. Fruit may be pureed, baked or poached and can then be used for pies, souffles and puddings.
- 6. Cream** This ingredient is often used as a decoration or accompaniment for both cold and hot desserts but may also be used as one of the recipe ingredients. Whipped cream may also be used as an effective layer for trifle. Cream may be combined with rice, sugar and milk to make a delicious rice pudding.
- 7. Batter** This simple mixture of flour and water is used to make crepes and pancakes. Batter is also used to coat fruits for fritters.
- 8. Nuts** are available whole, ground, roasted or caramelized. They are an important part of dessert cookery as they provide flavor for creams and ice creams.
- 9. Chocolate** may be melted to easily blend into fillings and batters. It can also be poured over desserts such as cakes and puddings. When melted chocolate is cooled it can be shaped and molded into many attractive decorations.



QUALITY

Many recipes will specify the type and quality of the ingredients required. It is important that you observe these requirements if you are to achieve quality desserts.

Quality to look for when selecting dessert ingredients.

Ingredients		Quality Points
Sugar		<ul style="list-style-type: none"> Granulated Sugar is used in most recipes Castor sugar is best for meringues and some cakes because it dissolves more easily Confectioner's sugar or icing sugar is used mostly for dusting the tops of desserts. Brown sugar is commonly used in hot sauce as it produces a lovely rich caramel flavor.
Gelatin		<ul style="list-style-type: none"> Many desserts are prepared using commercial leaf or powdered gelatin. Gelatin may be plain or flavored and colored for effect
Egg yolk		<ul style="list-style-type: none"> Take eggs out of the refrigerator prior to use so they are at room temperature. This way they will whisk up better and incorporate more air.
Egg whites		<ul style="list-style-type: none"> Egg whites should be fresh and A grade quality. They may be purchased in bulk frozen or you may freeze them in small quantities if you have excess. If egg whites have not been cleanly divided and contain traces of yolk, they will not whip up to satisfactory foam. A pinch of salt helps the whites to whip up better.
Cream		<ul style="list-style-type: none"> The characteristics of cream will differ according to whether it is pure cream, double cream, reduced cream or cream that has had a stabilizer or gelatin added to it to make the texture seem thicker and to improve the whipping qualities. Creams vary in taste and texture so choose according to recipe specifications. Used only pasteurized cream. Pay particular attention to use-by dates.
Batter		<ul style="list-style-type: none"> Batters should be made from fresh ingredients. Batter is often rested at room temperature after it is made to reduce its elasticity so that it flows more freely over the pan. Batters can be flavored with vanilla and other spices.

IV. LEARNING PHASES AND LEARNING ACTIVITIES

Nuts		<ul style="list-style-type: none"> Nuts may be purchased natural or blanched Freshness is always important. Keep nuts well wrapped and store in refrigerator to prevent the oils in the nuts becoming rancid. If you require toasted nuts, toast them yourself to ensure the nuts are fresh in the first place.
Chocolate		<ul style="list-style-type: none"> Chocolate is available in various types, namely bittersweet, semi-sweet, white, dark and milk chocolate. Milk and white chocolate because of their milk content is more difficult to work with than dark chocolate.

E. Engagement (Time Frame: 30 minutes)

Learning Task 2

Matching Type: Match column A with column B to complete the sentence. Write the letter of your answer on a sheet of paper.

A	B
___ 1. Egg yolk	a. They are an important part of dessert cookery as they provide flavor for creams and ice creams.
___ 2. Chocolate	b. This ingredient is often used as a decoration or accompaniment for both cold and hot desserts, but may also be used as one of the recipe ingredients
___ 3. Cream	c. May be mixed with flavorings, sugar and cream or milk to make custard or they may be whisked together over hot water to create a sabayon.
___ 4. Egg white	d. May be melted to easily blend into fillings and batters. It can also be poured over desserts such as cakes and puddings.
___ 5. Nuts	e. When raw egg whites are beaten, air is trapped in the mixture in the form of bubbles. Egg whites beaten to soft peaks will support souffles and mousses while whites beaten to firm peaks are suitable for meringues.

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(For Learning Task 2)

Learning Task 3:

Identify the picture of the following dessert ingredients. Write your answer on a sheet of paper.

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

<https://docs.google.com/forms/d/1-fYANKbxnrXLLs3qYQO8JdZ6A7A7MKXgc0FniD7hJts/edit>

(For Learning Task 3)

A. Assimilation (Time Frame: 20 mins)

Learning Task 4:

Fill in the Blanks: Choose the appropriate word from the box to complete the sentence. Write your answer on a sheet of paper.

recipe specifications
milk
fresh
gelatin

rancid
elasticity
room temperature

pinch of salt
hot sauce
yolk

IV. LEARNING PHASES AND LEARNING ACTIVITIES

1. Brown sugar is commonly used in _____ as it produces a lovely rich caramel flavor.
2. Milk and white chocolate because of their _____ content is more difficult to work with than dark chocolate.
3. Batter is often rested at room temperature after it is made to reduce its _____ so that it flows more freely over the pan.
4. Creams vary in taste and texture so choose according to _____.
5. Keep nuts well wrapped and store in refrigerator to prevent the oils in the nuts becoming _____.
6. A _____ helps the whites to whip up better.
7. Batters should be made up from the _____ ingredients.
8. Take eggs out of the refrigerator prior to use so they are at _____. This way they will whisk up better and incorporate more air.
9. If egg whites have not been cleanly divided and contain traces of _____, they will not whip up to satisfactory foam.
10. _____ may be plain or flavored and colored for effect.

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V. ASSESSMENT (Time Frame: 20 minutes)

Learning Task 5

True or False: Read the sentence carefully. Write TRUE if the statement is correct, and write FALSE if the statement is incorrect. Write your answer on a sheet of paper.

- _____ 1. Granulated sugar is used mostly for dusting the tops of desserts.
- _____ 2. Egg whites beaten to soft peaks will support souffles and mousses while whites beaten to firm peaks are suitable for meringues.
- _____ 3. Batter is often stored in the refrigerator after it is made to reduce its elasticity so that it flows more freely over the pan.
- _____ 4. Chocolate is available in various types, namely bittersweet, semi-sweet, white, dark and milk chocolate.
- _____ 5. Do not use pasteurized cream.
- _____ 6. When melted chocolate is cooled it cannot be shaped and molded into many attractive decorations.
- _____ 7. Castor sugar is best for meringues and some cakes because it dissolves more easily.
- _____ 8. Gelatin is the basis for jellies and is also used to set creams and mousses.
- _____ 9. Ripe perfect fruits provide the basis for many desserts, with very little effort needed to make an attractive colorful display. Fruit may be pureed, baked or poached and can be used for pies, souffles and puddings.
- _____ 10. Batter cannot be flavored.

https://docs.google.com/forms/d/1fehgnn3Uacomox9k8wzgvBcL0X2WHj_r7CEsnQq7rvk/edit

VI. REFLECTION (Time Frame: 30 minutes)

- Communicate your personal assessment as indicated in the Learner's Assessment Card.

Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below:

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✓ - I was able to do/perform the task. It was quite challenging, but it still helped me in understanding the target content/lesson.

? - I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

Learning Task	LP	Learning Task	LP	Learning Task	LP	Learning Task	LP
Number 1		Number 3		Number 5		Number 7	
Number 2		Number 4		Number 6		Number 8	

VII. REFERENCES

Technical Vocational Livelihood Education -Cookery Module 1 Manual Development Team of the Cookery Manual by Aniceta S. Kong and Anecita P. Domo Management Team of the Cookery Manual Bureau of Curriculum Development Bureau of Learning Resources pages 170-173

https://www.google.com/search?q=clipart+images&rlz=1C1GCEA_enPH910PH910&oq=clipart+images&aqs=cchrome.69i59j0l9.7230j0j9&sourceid=chrome&ie=UTF-8

Prepared by:

Ma. Winnie T. Villanueva

Checked by:

Melinda C. Sili
Rachel D. Lusterio
Jennifer U. Cruz
Michelle B. Lopez

W3	Learning Area	TLE – Cookery	Grade Level	9
	Quarter	Fourth	Date	
I. LESSON TITLE		Prepare desserts		
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)		Select and prepare sweet sauces (TLE_HECK9- 12PD-IVb-f-16)		
III. CONTENT/CORE CONTENT		1. Select and prepare sweet sauces 2. Classify dessert sauces.		
IV. LEARNING PHASES AND LEARNING ACTIVITIES				
I. Introduction (Time Frame: <u>Day 1, 40 mins</u>) A dessert sauce is a sauce used for desserts. It is drizzled or poured atop various desserts, and is also used for plate decoration. Dessert sauce adds flavor, moisture, texture and color to desserts, may be cooked or uncooked, and is sometimes prepared as a hard sauce with the addition of alcoholic beverages. It is used in various manners to add flavor and enhance the visual presentation of desserts. Sauce – a flavored liquid blend of ingredients that adds flavor and enhances the appearance of the food. Fudge – a soft confection made of butter, sugar chocolate. Sauces can give an entirely different appearance, flavor, color, and moisture to desserts. 1. Rich sauce is well suited to simple dessert. 2. Light sauce is suited to a rich dessert. 3. Hot fudge is a delightful contrast to a cold cornstarch pudding or to vanilla ice cream. 4. Hot sauces are made just before they are to be used. 5. Cold sauces are cooked ahead of time, then cooled, covered and put into the refrigerator to chill. Thickening Agents for Sauces Thickening agents improve the quality of the sauces. 1. starch				

IV. LEARNING PHASES AND LEARNING ACTIVITIES

D. Development (Time Frame: Day 2, 40 mins)

Guidelines in Preparing Vanilla Custard Sauce

1. Use clean, sanitized equipment and follow procedure.
2. When combining the egg yolks and sugar, whip the mixture as soon as the sugar is added. Letting the sugar and egg yolks stand together without mixing create lumps.
3. Scald milk before combining with yolks.
4. Slowly beat the hot milk into the beaten eggs and sugar.
5. Place bowl with egg mixture in a pan of simmering water and stir constantly to prevent curdling.
6. To test for doneness, the mixture lightly coats the back of the spoon.
7. Immediately cool the sauce by setting the pan or bowl in ice water. Stir occasionally to cool evenly.
8. If the sauce curdles, immediately stir in one (1) to two (2) ounces cold milk, transfer the sauce to a blender, and blend at high speed

Storage of Sauces

Sauces should be kept in airtight containers and stored in a cool dry place away from moisture, oxygen, light and pests. Food made with starches that contain egg, milk, cream and other dairy products are prone to bacterial contamination and to food-borne illness. Sauces made with these ingredients should be kept out of the temperature danger zone. Thickened sauce should also be prepared, served and stored with caution. These products should be stored in the refrigerator and never left to stand at room temperature too long.

Sample recipe of sweet sauces:

Strawberry Sauce

Tools and Equipment:

- | | | | |
|-------------------------|------------------|--------------------|----------------|
| --casserole | -- knife | --measuring spoon | -- skillet |
| --gas or electric stove | --chopping board | -- measuring spoon | --wooden spoon |

Materials/ ingredients needed:

- $\frac{3}{4}$ cup sugar
- 1 $\frac{1}{2}$ tbsp cornstarch
- 1 cup strawberries, pitted, crushed
- 2 tbsp lemon juice

Procedure:

1. Combine the sugar and cornstarch
2. Stir the crushed fruit
3. Bring to a boil and stir constantly. Cook until clear.
4. Remove from fire. Add lemon juice and serve hot or cold.
5. This sauce may be stored in a covered jar and placed in the refrigerator.

Note: Any fruit or fruit juice may be substitute for strawberries

Chocolate Mousse

Tools and Equipment:

- | | | |
|------------------|------------------|-------------------------|
| --weighing scale | --utility tray | --electric mixer |
| --mixing bowl | --rubber scraper | --refrigerator/ chiller |

Materials/ingredients needed:

- 500 g bittersweet chocolate
- 125 g butter
- 180 g egg yolks
- 250 g egg whites
- 75 g sugar
- 250 ml heavy cream

Procedure:

1. Melt chocolate over hot water.
2. Remove from heat and add butter. Stir until the butter is melted and completely mixed in.
3. Add the egg yolks one at a time. Mixed in egg yolk completely before adding the next.
4. Beat the egg whites until they form peaks. Add the sugar and beat until the egg whites form stiff but moist peaks. Do not overbeat.
5. Fold the egg whites into chocolate.
6. Whipped the heavy cream until it forms soft peaks. Fold it into the chocolate mixture.
7. Spoon the mousse into serving dishes or use a pastry bag fitted with a star tube.
8. Chill the mousse well before serving.

IV. LEARNING PHASES AND LEARNING ACTIVITIES

E. Engagement (Time Frame: Day 3, 60 mins)

Learning Task 2.

SEQUENCING. Arrange the procedure in preparing a Strawberry Sauce. Write **A** for step 1, **B** for step 2, **C** for step 3 and so on down to the last step. Write your answer on a sheet of paper.

- _____ 1. Bring to a boil and stir constantly. Cook until clear.
- _____ 2. Combine the sugar and cornstarch
- _____ 3. This sauce may be stored in a covered jar and placed in the refrigerator.
- _____ 4. Remove from fire. Add lemon juice and serve hot or cold.
- _____ 5. Stir the crushed fruit

Performance Task: Write your own recipe of an uncommon fruit puree/ dessert sauce available in your environment. The rubric below will be used in grading your output. Write your answer on a sheet of paper.

CRITERIA	SCORE
Content (Tools/Equipment, Ingredients & Procedure)	10 points
Rareness of raw material used	10 points
Originality of the Recipe	10 points
Highest Possible Score	30 points

(Blended/ Online) Access the link for **Learning Task 2:** <https://bit.ly/3bihiE5>

Performance Task: <https://bit.ly/33xSMua>

A. Assimilation (Time Frame: Day 4, 30 mins)

Learning Task 3.

Fill in the blanks to complete the statement. Choose the correct answer on the box below. Write your answer on a sheet of paper.

1. Scald milk before combining with _____.
2. Use clean, sanitized _____ and follow procedure.
3. _____ beat the hot milk into the beaten eggs and sugar.
4. Place bowl with egg mixture in a pan of simmering water and stir constantly to prevent _____.
5. If the sauce curdles, immediately stir in one (1) to two (2) ounces _____, transfer the sauce to a blender, and blend at high speed

COLD MILK	YOLKS	CURDLING	EQUIPMENT	SLOWLY
-----------	-------	----------	-----------	--------

Learning Task 4.

Name sweet sauces suitable for the following desserts. Write your answer on a sheet of paper



1. Ice cream



2. Cheese cake



3. Cupcake



4. Pancake



5. Churros

(Blended/ Online) Access the link for **Learning Task 3:** <https://bit.ly/3o5y5Q1>

Learning Task 4: <https://bit.ly/3bjKZoi>

IV. LEARNING PHASES AND LEARNING ACTIVITIES

V. ASSESSMENT (Time Frame: Day 5, 30 mins)

Learning Task 5.

MODIFIED TRUE OR FALSE. Write **TRUE** if the statement is correct, if not change the underlined word/s to make the statement correct. Write your answer on a sheet of paper.

- _____ 1. Hot sauces are cooked ahead of time, then cooled, covered and put into the refrigerator to chill.
- _____ 2. Hot fudge is a delightful contrast to a cold cornstarch pudding or to vanilla ice cream.
- _____ 3. Cold sauces are made just before they are to be used.
- _____ 4. Rich sauce is well suited to rich dessert
- _____ 5. Light sauce is suited to a simple dessert

Learning Task 6.

MULTIPLE CHOICE. Read the following questions carefully and choose the letter of the correct answer.

1. This is a flavored liquid blend of ingredients that adds flavor and enhances the appearance of the food.
A. Appetizer B. Sauce C. Dessert D. Stock
2. Which of the following sauces is suited to simple dessert?
A. Cold sauce B. Hot fudge sauce C. Light sauce D. Rich sauce
3. This is a delightful contrast to a cold cornstarch pudding or vanilla ice cream.
A. Hot fudge B. Hot sauce C. Rich sauce D. Light sauce
4. The following are thickening agents for sauce, EXCEPT:
A. Baking powder B. Cornstarch C. Cream D. Flour
5. Which of the following containers is used to store sauces?
A. Airtight jar B. Medium-sized bowl C. Plastic bottle D. Small plastic bag

(Blended/ Online) Access the link for **Learning Task 5:** <https://bit.ly/3tyF0ID>

Learning Task 6: <https://bit.ly/3eHP1cl>

VI. REFLECTION (Time Frame: Day 5, 30mins)

- Communicate your personal assessment as indicated in the Learner's Assessment Card.

Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below:

☆ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/ lesson.

✓ - I was able to do/perform the task. It was quite challenging, but it still helped me in understanding the target content/lesson.

? - I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

Learning Task	LP	Learning Task	LP	Learning Task	LP	Learning Task	LP
Number 1		Number 3		Number 5		Number 7	
Number 2		Number 4		Number 6		Number 8	

VII. REFERENCES

DepEd Learners' Material in Technical – Vocational – Livelihood, Home Economics (Cookery) Manual 1 for Grade 9 Junior High School pp 180-185, 188-190

https://en.wikipedia.org/wiki/Dessert_sauce

Prepared by:

Rachael D. Lusterio

Checked by:

Mercy Ann G. Giere
Melinda C. Sili
Jennifer U. Cruz
Michelle B. Lopez

W4	Learning Area	TLE – Cookery	Grade Level	9
	Quarter	Fourth	Date	
I. LESSON TITLE		Prepare desserts		
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)		Prepare Variety of desserts and sauces using sanitary practices (TLE_HECK9- 12PD-IVb-f-16)		
III. CONTENT/CORE CONTENT		1. Discuss tips in preparing desserts 2. Prepare/make sample dessert recipe like gelatin and fruit dessert observing sanitary and safety practices. 3. Follow workplace safety procedures		
IV. LEARNING PHASES AND LEARNING ACTIVITIES				
I. Introduction (Time Frame: <u>Day 1, 60 mins</u>) Dessert is a course that concludes a meal. The course consists of sweet foods, such as confections, and possibly a beverage such as dessert wine and liqueur.				
Tips on how to maintain the good quality gelatin dessert <ul style="list-style-type: none">• Observe the correct proportion of gelatin and liquid. Too much gelatin makes a stiff, rubbery product while too little makes a soft product that will not form the desired shape.• To dissolve unflavored gelatin, stir it in cold liquid to avoid lumping and let it stand for 5 minutes to absorb water. Then heat it until dissolves, or add hot liquid and stir until dissolved.• To dissolve sweetened, flavored gelatin, stir it into boiling water. It will not lump because the gelatin granules are held apart by sugar granules.• For quick setting, dissolve the gelatin to half of the volume of liquid and the other half is cold water to lower the temperature. For even faster setting, add crushed ice in an equal volume of cold water, stir until the ice is melted.• Do not add raw pineapple and papaya to gelatin desserts because these fruits contain enzymes which dissolves gelatin.• Canned fruits and other juicy items must be well drained before adding because they will water down the gelatin.				
To unmold gelatin if it is firm: <ul style="list-style-type: none">- Loosen it by dipping a small-pointed knife in warm water and running the tip of it around the top edge of the molded gelatin.- Dip the mold into hot water for 1 – 2 seconds- Quickly moisten tips of the fingers and gently pull gelatin away from edge- Refrigerate gelatin desserts.				
Tips on how to maintain the good quality fruit cocktail <ul style="list-style-type: none">• Use fruits that are pleasantly tart and not too sweet.• Cut fruits into desired shapes.• Broken or less attractive pieces of fruit should be placed on the bottom of the dessert while more attractive pieces arranged on top.• Some fruit discolor when cut and should be dipped into an acid such as tart or fruit juice.• Drained canned fruits well before mixing them in the salad.				
Learning Task I. MODIFIED TRUE or FALSE. Write true if the statement is correct, if not change the underlined word/s to make the statement correct. Write your answer on a sheet of paper.				
_____ 1. Do not add <u>raw</u> pineapple and papaya to gelatin desserts because these fruits contain enzymes which dissolve gelatin.				
_____ 2. } Broken or less attractive pieces of fruit should be placed on the <u>top</u> of the desserts				
_____ 3. } while more attractive pieces arranged on <u>bottom</u> .				
_____ 4. To dissolve <u>flavored</u> gelatin, stir it in cold liquid to avoid lumping and let it stand for 5 minutes to absorb water.				
_____ 5. Some fruit discolor when cut and should be dipped into an <u>acid</u> such as tart or fruit juice.				
A. List down 5 sanitary and safety practices that you do when you are preparing dessert at home.				
(Blended/ Online) Access the link for Learning Task 1- https://bit.ly/3ukqamzH Activity A- https://bit.ly/2Slnswt				

D. Development (Time Frame: Day 2, 60 mins)

SAMPLE DESSERT RECIPE

❖ GELATIN DESSERT

Equipment/tools needed:

- Casserole
- measuring cup
- measuring spoon
- gas or electric stove
- knife
- chopping board
- wooden spoon
- refrigerator/chiller
- molder

Materials/ingredients needed

- 4 slices ripe mangoes (scoop the flesh)
- 2 bars gulaman, torn into pieces
- ½ cup pineapple (diced)
- ½ c. milk (evaporated or fresh milk)
- 1 pc. banana (neatly cut)
- 2 cups water

Procedure

1. Boil sugar and gulaman in two cups water.
2. Remove from fire, strain through a sieve.
3. Add milk and put half of the mixture in a wet mold.
4. Put in a cool place to jell.
5. When partly jelled, arrange fruits in mold and pour the remaining gulaman.
6. Chill until firm. Serve cold.

❖ FRUIT DESSERT (Fruit Cocktail)

Equipment/tools needed:

- casserole
- measuring cup
- measuring spoon
- gas or electric stove
- refrigerator/chiller
- chopping board
- wooden spoon
- knife

Materials/Ingredients needed:

- 2 c ripe papaya, peeled and cubed 1 t citric acid
- 1 t calamansi juice
- 1 tbsp almond extract 1 tbsp honey
- 4 slices canned pineapple, tidbits 2/3 c sugar
- 1 c water

Procedure

1. Cook cubed papaya in syrup made of 2/3 c. sugar and ½ c. water. Add ½ tsp. citric acid.
2. When cooked, add ¼ almond extract.
3. Cook singkamas similarly. Combine all the fruits and mix well.
4. Chill before serving. For dressing, use honey-calamansi juice mixture.
5. Add mixture to fruits before serving

❖ CHOCOLATE SAUCE

TOOLS AND EQUIPMENT:

- Casserole
- measuring cup
- measuring spoon
- gas or electric stove
- chopping board
- wooden spoon
- skillet
- knife

Materials/ingredients needed

- 4 squares (4 oz.) unsweetened chocolate
- 1½ cups sugar
- 2 cups hot water
- 1 T light corn syrup
- 2 T cold water
- 2 T cornstarch
- 1 T butter
- 1½ t vanilla
- Pinch salt

PROCEDURE

1. Cut the chocolate into small pieces. Melt on top of the double boiler.
2. Gradually add the hot water, stirring until the mixture is well blended.
3. Dissolve the cornstarch in cold water and combine with the chocolate mixture.
4. Add sugar, corn syrup and salt. Mix until well blended.
5. Boil for 10 minutes or until the starch is thick and smooth.
6. Add butter and vanilla.
7. Let cool. Place in a covered jar and store in the refrigerator

Workplace Safety Procedures in Cookery

1. Handling Chemicals – These involves procedures on how to handle chemicals in the workplace where these are used.
2. Lifting and moving objects – are procedures that pertain to how objects are to be lifted and moved safely and without strain to the person or worker.
3. Slips, trips and falls – are safety procedures that should be in place to prevent slips, trips, and fall accidents in the workplace.
4. Housekeeping – are procedures that pertain to how housekeeping activities should be done while keeping in mind safety, health and well-being of workers in a facility or workplace.
5. Electrical equipment – these are safety procedures that pertain to the installation, repair and maintenance of electrical equipment.

IV. LEARNING PHASES AND LEARNING ACTIVITIES

- B.** Write an essay about the importance of following workplace safety procedures when making desserts.
Your answer will be rated using the rubric below.

CRITERIA	10	8	6	4
Clear	Exceptionally clear and easy to understand	Generally clear and quite easy to understand	Lacks clarity and difficult to understand	Unclear cannot understand
Comprehensive	Thorough and comprehensive explanation	Substantial explanation	Partial or not comprehensive explanation	Misunderstanding or serious misconception on the explanation
Relevant	Highly relevant	Generally relevant	Somewhat relevant	Irrelevant

(Blended/ Online) Access the link for Activity B - <https://bit.ly/3edVmfd>

E. Engagement (Time Frame: Day 3, 60 mins)

Performance Task

Create a recipe book of different desserts and dessert sauces. Include the following:

- Picture of dessert/dessert sauces
- Materials/ ingredients
- Equipment/tools
- Procedure

The rubric below will be used in grading your output.

DIMENSION	CRITERIA
35%	Content and concise information
30%	Creativity
20%	Organization
15%	Neatness
100%	

(Blended/ Online) Access the link for Performance task - <https://bit.ly/3egq1sj>

A. Assimilation (Time Frame: Day 4, 60 mins)

Learning Task 2:

COMPLETE ME. Complete the given recipe.

❖ FRUIT DESSERT (Fruit Cocktail)

Materials/Ingredients needed:

- 2 cup **(1)**_____, peeled and cubed 1 t citric acid
- 1 teaspoon calamansi juice
- 1 tbsp **(2)**_____, extract
- **(3)**_____, honey
- 4 slices canned pineapple, **(4)**_____.
- **(5)**_____, sugar
- 1 cup water

❖ CHOCOLATE SAUCE

Materials/ingredients needed

- 4 squares **(6)**_____unsweetened chocolate
- 1½ cups sugar
- 2 cups hot water
- 1 T light **(7)**_____
- 2 T cold water
- 2 T **(8)**_____
- 1 T butter
- **(9)**_____ vanilla
- **(10)**_____ salt

(Blended/ Online) Access the link for Learning Task 2 - <https://bit.ly/3fnMLuU>

IV. LEARNING PHASES AND LEARNING ACTIVITIES

V. ASSESSMENT (Time Frame: Day 5, 30 mins)

(Learning Activity Sheets for Enrichment, Remediation, or Assessment to be given on Weeks 3 and 6)

Learning Task 3:

SEQUENCING

Arrange chronologically the steps in preparing the following desserts. Write A for step 1, B for step 2 and so on down to the last step. Write your answer in a sheet of paper.

I. Gelatin dessert

- _____ 1. Put in a cool place to jell.
- _____ 2. Chill until firm. Serve cold.
- _____ 3. Add milk and put half of the mixture in a wet mold.
- _____ 4. Remove from fire, strain through a sieve.
- _____ 5. When partly jelled, arrange fruits in mold and pour the remaining gulaman.
- _____ 6. Boil sugar and gulaman in two cups water.

II. Fruit dessert

- _____ 1. Add mixture to fruits before serving
- _____ 2. Chill before serving. For dressing, use honey-calamansi juice mixture.
- _____ 3. When cooked, add ¼ almond extract.
- _____ 4. Cook cubed papaya in syrup made of 2/3 c. sugar and ½ c. water. Add ½ tsp. citric acid.
- _____ 5. Cook singkamas similarly. Combine all the fruits and mix well.

III. Chocolate sauce

- _____ 1. Cut the chocolate into small pieces. Melt on top of the double boiler.
- _____ 2. Let cool. Place in a covered jar and store in the refrigerator.
- _____ 3. Add sugar, corn syrup and salt. Mix until well blended.
- _____ 4. Add butter and vanilla.
- _____ 5. Dissolve the cornstarch in cold water and combine with the chocolate mixture.
- _____ 6. Boil for 10 minutes or until the starch is thick and smooth.
- _____ 7. Gradually add the hot water, stirring until the mixture is well blended.

(Blended/ Online) Access the link for Learning Task 3 - <https://bit.ly/3xNgX5K>

VI. REFLECTION (Time Frame: Day 5, 30mins)

- Communicate your personal assessment as indicated in the Learner's Assessment Card.

Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below:

☆ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/ lesson.

✓ - I was able to do/perform the task. It was quite challenging, but it still helped me in understanding the target content/lesson.

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Learning Task	LP	Learning Task	LP	Learning Task	LP	Learning Task	LP
Number 1		Number 3		Number 5		Number 7	
Number 2		Number 4		Number 6		Number 8	

VII. REFERENCES

DepEd Learners' Material in Technical – Vocational – Livelihood, Home Economics (Cookery) Manual 1 for Grade 9 Junior High School pp 176- 181
<https://en.wikipedia.org/wiki/Dessert>
https://en.wikipedia.org/wiki/Filipino_cuisine#Desserts

Prepared by:

Jadee Mariz C. Alejandro

Checked by:

Rachael D. Lusterio
 Melinda C. Sili
 Jennifer U. Cruz
 Michelle B. Lopez

W5	Learning Area	TLE - Cookery	Grade Level	9
	Quarter	Fourth	Date	

I. LESSON TITLE	Prepare Desserts
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)	Plate/Present Desserts TLE_HECK9-12PD-IVg-17
III. CONTENT/CORE CONTENT	1. Accompaniments for desserts 2. Factors and techniques in plating and presenting desserts

IV. LEARNING PHASES AND LEARNING ACTIVITIES

I. Introduction (Day 1: 30 minutes)

Plating dessert is an important task by a chef just like Picasso did in his blank canvas. The art of plating a dessert begins with a blank dish and plate and ends with a beautifully constructed masterpiece of plate. Plating is an integral part of any dessert.

Accompaniments, Garnishes and Decorations for Desserts

1. Dessert Syrup – flavored simple syrup are used to moisten cakes. Flavorings maybe extracts like vanilla and liquors like rum. Add flavorings after the syrup is set cold, flavor is lost if added to hot syrup. Lemon or orange rind may also add flavor to syrup.

2. Cream Anglaise -stirred vanilla custard sauce; consist of milk, sugar, egg yolks and vanilla stirred over low heat until lightly thickened.

3. Pastry Cream - contains starch as well as eggs, resulting in a much thicker and more stable product. It is used as a cake and pastry fillings for cream pies and pudding. With additional liquid, it is used as custard sauce.

4. Custards - consist of milk, sugar, eggs, and flavorings. (Whole eggs are used for greater thickening power). Used as pie fillings, as a dessert by itself and as a basis for many bake puddings.

Learning Task 1: Direction: Arrange the jumbled letters to complete the statement. Write your answer on the blank provided or separate sheet of paper.

- | | |
|---------------|---|
| (IESMPL) | 1. Flavored _____syrup use to moisten cakes. |
| (EIEDBL) | 2. Everything on the dessert plate should be _____and delicious. |
| (AEPLT) | 3. _____ is the frame of the presentation. |
| (EUETXTR) | 4. _____ is critical to food presentation, as well as enjoyment. |
| (EOAEDCRT) | 5. Never _____ a plate with something inedible. |
| (AIGRNSH) | 6. Ensure the _____ complements and enhances the dish. |
| (UEBL) | 7. _____ is a natural appetite suppressant, since it can make food look unappetizing. |
| (EOLMN) | 8. _____ or orange rind may also add flavor to syrup. |
| (EAUIUBTFL) | 9. If your dessert is _____, it doesn't need a lot of garnishes. |
| (AAEPLT) | 10. Textures and flavors hit the _____ at different times. |

Link for ODL/Blended Learners: <https://forms.gle/bXJ4M2Rw1oRg8QhZ>

Link for editors: https://docs.google.com/forms/d/12eMm4YYYsMjPN5rclolctpl_t5565nOrmyms5raAi-M/edit?usp=sharing

D. Development (Day 2: 30 mins.)

Art of Dessert Plating

Desserts should turn heads in the dining room. Garnishing and plating desserts should be an afterthought. It should be an integral part of how you build your recipe.

Four Garnishes that adds attraction

1. Fruit Garnish
2. Nut Garnish
3. Chocolate Garnish
4. Cookie Garnish

Guidelines in plating dessert:

1. Make garnishes edible. Everything on the dessert plate should be edible and delicious.
2. Keep it clean and simple. Don't crowd the plate. If your dessert is beautiful, it doesn't need a lot of garnishes. And keep the rim of the plate clear, so the servers don't touch the food when they place the desserts in front of the customers.
3. Make your garnishes relate to the dessert on the plate. The only time you should garnish with fresh mint is if you're serving mint ice cream. Don't put it on just because you think the dessert needs color. If you have a brown dessert,

IV. LEARNING PHASES AND LEARNING ACTIVITIES

like apples in puff pastry, then make sure all of those elements are executed well—puff pastry should look beautiful and crisp.

4. Layer flavors and textures in your dessert. Textures and flavors hit the palate at different times. Ask yourself, "How can I make this better?" If the answer is a little lemon zest, then add it as a garnish. All the components on the plate should build on the dessert, making it better.
5. Try different plates. Various sizes and shapes. The right plate can add or enhance the theme really well.

Plating and presenting tips and techniques

There are many factors and techniques to consider in food plating that affect the overall appearance of a dessert. Applying one of the tips may enhance presentation.

- ✓ **The plate** – when plating desserts, the choice of plate is critical to the final presentation. Remember, the plate is the frame of the presentation. There are many sizes, shapes, and colors available. Choosing the right size of plate is important because food should not be crowded on the plate.
- ✓ **Color** – always consider color as an important part of plate presentation. Always try to have a variety of colors on the plate.
 - Green** is fresh and cool and can be soothing.
 - Red** is passion and excitement.
 - Black** is sophisticated and elegant.
 - Blue** is a natural appetite suppressant, since it can make food look unappetizing.
- ✓ **Texture** – texture is critical to food presentation, as well as enjoyment. Contrasting hard and soft, smooth and coarse, adds visual interest to your food, and it will enhance your customers' enjoyment of the food.
- ✓ **Keep things clean.** Remember that neatness counts. Food should be contained within the rim of the plate, yet it should not be crowded in the center. Take a look at the plate and ask yourself if it is pleasing to the eye. It should not look sloppy and dirty.
- ✓ **Garnish to Impress.** Garnishes and decorations can enhance your plate presentation. Choose garnishes that are appropriate to the ingredients. For example, using chocolate curls for chocolate cake.

Here are some other techniques to keep in mind when garnishing:

- ❖ Never decorate a plate with something inedible
- ❖ Ensure the garnish complements and enhances the dish.
- ❖ Choose garnishes that have the correct size; they should be easy to eat

E. Engagement (Day 2: 40 minutes)

Learning Task 2: Direction: Identify the different garnishes used based on the picture shown below. Write your answer on the blank or on a separate sheet of paper.



1. _____



2. _____



3. _____



4. _____

Link for ODL/Blended Learners: <https://forms.gle/CYtRMHqWMUoUAKh6>

Link for editors: <https://docs.google.com/forms/d/1-hP8was-z14HyF16UrHHBilSJrE6KCLekexoQ-M5RM/edit?usp=sharing>

Learning Task 3: Direction: Identify the following statements. Choose the correct answer inside the box below. Write your answer on a separate sheet of paper.

BLUE	TEMPERATURE	CREAM ANGLAISE	CUSTARD	PLATING
DESSERT SYRUP	GARNISHES	PASTRY CREAM	PLATE	RED

1. It is the frame of presentation in plating dessert.
2. Used as pie fillings, as a dessert by itself and as a basis for many bake puddings.
3. In plating, this color means passion and excitement.
4. Stirred vanilla custard sauce; consist of milk, sugar, egg yolks and vanilla stirred over low heat until lightly thickened.
5. Hot and cold are always pleasing to the plate if frozen elements are combined with a warm sauce.
6. It can enhance your plate presentation.

IV. LEARNING PHASES AND LEARNING ACTIVITIES

7. Contains starch as well as eggs, resulting in a much thicker and more stable product.

8. This color is a natural appetite suppressant, since it can make food look unappetizing.

9. It is an important task by a chef.

10. Flavored simple syrup used to moisten cakes.

Link for ODL/Blended Learners: <https://forms.gle/mpFDYMoCVepZCKT17>

Link for editors: <https://docs.google.com/forms/d/1zfD22s0QkRDvvuWfOoKYvjgreO-jV6geONtpZnJJlw/edit?usp=sharing>

A. Assimilation (Day 3: 30 minutes)

Learning Task 4: Direction: Read the following statements carefully. Choose the best answer from the given choices. Write the letter of your answer in your answer sheet.

- ____ 1. Plating dessert is an important task by a ____ just like Picasso did in his blank canvas.
a. chef b. carpenter c. policeman d. nurse
- ____ 2. ____ is an integral part of any type of desserts.
a. garnishing b. plating c. decorating d. cooking
- ____ 3. ____ and decorations can enhance your plate presentation.
a. decorations b. flowers c. leaves d. garnishes
- ____ 4. Hot and ____ are always pleasing to the plate if frozen elements are combined with a warm sauce.
a. few b. hot c. cold d. little
- ____ 5. Everything in the plate must be ____ even the garnish.
a. edible b. hot c. new d. few
- ____ 6. Be sure to play with color and ____.
a. garnish b. ingredients c. procedure d. flavors
- ____ 7. ____ is the final component of a plated dessert.
a. plate b. garnish c. color d. texture
- ____ 8. Keep the presentation neat, ____ and simple.
a. clear b. clean c. few d. messy
- ____ 9. The main item of a plated dessert is the actual ____ itself.
a. dessert b. appetizer c. sandwich d. salad
- ____ 10. Soft desserts can be garnished using ____ components.
a. crunch b. sauce c. hard d. condiments
- ____ 11. It is the degree of hotness and coldness of the food.
a. texture b. flavor c. temperature d. color
- ____ 12. Balancing the flavors is always pleasing to the palate.
a. flavor b. color c. texture d. plate
- ____ 13. The plate must be appealing to the eye.
a. color b. cleanliness c. flavor d. texture
- ____ 14. Which is not fitted for a chocolate cake?
a. chocolate curl b. butter curl c. vanilla curl d. sauce
- ____ 15. Never decorate a plate with something ____.
a. appealing b. inedible c. delicious d. appetizing

Link for ODL/Blended Learners: <https://forms.gle/XPFBMopu6nvlDXBt5>

Link for editors: https://docs.google.com/forms/d/1FplOExddtVO_8P8sbr7d4vY0p5-ylZc3pnS5zRTZt_1/edit

V. ASSESSMENT (Day 4: 60 minutes)



Learning Task 5: Direction: Draw an  Ice Cream if the statement is true and draw a  Pie if the statement is false. Write your answer on a separate sheet of paper.

- ____ 1. Everything on the dessert plate should be inedible and delicious.
- ____ 2. Food should be contained within the rim of the plate and crowded in the center.
- ____ 3. The main item of a plated dessert is the actual dessert itself.
- ____ 4. The garnish should complement the food.
- ____ 5. Always try to have a variety of colors on the plate.
- ____ 6. Garnish is the final component of a plated dessert yet gives an important impact to the presentation.
- ____ 7. Everything in the plate must be edible even the garnish.
- ____ 8. Ensure the garnish complements and enhances the dish.
- ____ 9. Choose garnishes that are appropriate to the ingredients.
- ____ 10. Be sure to play with colors and flavors.

IV. LEARNING PHASES AND LEARNING ACTIVITIES

Link for ODL/Blended Learners: <https://forms.gle/GU7JNAQk9LMjrKtB9>

Link for editors: <https://docs.google.com/forms/d/14pTmCP1EhdYqYHclAblztLFRsp4GbrwJkDpE-ogSHs/edit?usp=sharing>

Learning Task 6: Direction: Draw or illustrate a dessert using your available materials at home considering the factors and techniques in food plating that affect the overall appearance of a dessert. Identify and explain the factors and techniques applied in the illustration. Illustrate your output on a bond or oslo paper.

Criteria/ Score	5	3	1
Factors	Identified and explained all the 5 factors applied in the illustration	Identified and explained at least 3 factors applied in the illustration	Identified and explained at least 1 factor applied in the illustration
Techniques	Illustrate and explain all the three techniques applied in garnishing dessert	Illustrate and explain at least 2 techniques applied in garnishing dessert	Illustrate and explain at least 1 technique applied in garnishing dessert
Creativity	The illustration is pleasant to the eye and has outstanding appearance	The illustration is pleasant to the eye and has very satisfactory appearance	The illustration is pleasant to the eye and has satisfactory appearance
Highest Possible Score	15 points		

VI. REFLECTION (Day 4: 10 minutes)

- Communicate your personal assessment as indicated in the Learner's Assessment Card.

Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below:

☆ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/ lesson.

✓ - I was able to do/perform the task. It was quite challenging, but it still helped me in understanding the target content/lesson.

? - I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

Learning Task	LP	Learning Task	LP	Learning Task	LP	Learning Task	LP
Number 1		Number 3		Number 5		Number 7	
Number 2		Number 4		Number 6		Number 8	

VII. REFERENCES

DepEd Learners' Material in Technical-Vocational-Livelihood, Home Economics Cookery Manual 1 for Grade 9 pp. 166-169 First Edition: 2016
Authors: Aniceta S. Kong and Anecita P. Domo pp. 182-184

Prepared by:

Lourdes A. Santos
Aldrin G. Agustin

Checked by:

Rachael D. Lusterio
Melinda Sili
Jennifer U. Cruz
Michelle B. Lopez

W6	Learning Area	TLE- COOKERY	Grade Level	9
	Quarter	FOURTH	Date	

I. LESSON TITLE	Storing Desserts
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)	Keep desserts in appropriate conditions to maintain their quality and taste TLE_HECK9-12PD-IVh-18
III. CONTENT/CORE CONTENT	1. Guidelines in storing desserts. 2. Safety and hygienic practices in storing desserts.

IV. LEARNING PHASES AND LEARNING ACTIVITIES

I. Introduction (Day 1: 30 minutes)

Presentation

Storing Hot and Cold Desserts

As many dessert contain egg and dairy product, they present a potential health hazard if not stored properly.

Proper storage means cooled dessert must be covered with plastic or placed in lidded container before storing in cool room.

Guidelines in Storing Desserts

- Dessert containing uncooked eggs should be handled with extreme care, as raw eggs is a medium in which dangerous bacteria such as salmonella can thrive. This means you need to be really careful with food like chocolate mousse and uncooked cheese cake that contain egg white for a gelatin.
- Egg custard contain protein, which provides good food for bacteria. If custards are not heated and cooled properly and quickly, bacteria that are present in the custard can grow quickly, to dangerous numbers.
- Any dessert that is not required for immediately consumption must be cooled rapidly and stored in the cool room required
- If you plan to prepare dessert hot until service, make sure that the temperature of the food is over 65°C. Never leave an egg mixture in Baine - Marie (water bath) for a while and should be discard at the end of service.
- If milk and cream are used in dessert like trifle and custard, they must not left to stand at room temperature for any length of time. They should be kept in the refrigerator until the last possible moment to prevent the risk of food poisoning.
- Many desserts have limited storage life. Make sure you check with your supervisor and follow organizational requirement.

Learning Task 1. Arrange Me:

Direction: Below are jumbled letters in relation to storing desserts. Write the correct spelling opposite the scrambled letters.

Write your answers in Learning Task 1-4 in a whole sheet of paper.

- LLOPHANECE = _____
- DRATSUC = _____
- TORSING = _____
- SSEDERST = _____
- HINGLLCI = _____
- ALLENOMALS = _____
- RIEMA- NIAB = _____

LINK : https://docs.google.com/document/d/1b3_XNpv8a6UEdD5aef9rk7UzRtKa68Kt_Uw3QPr6m7o/edit

D. Development (Day 1: 30 minutes)

Packaging Materials for Storing Desserts



1. Glass container



2. Plastic container



3. Plastic/ cellophane



4. Aluminum foil



5. Packaging tape



6. Boxes

IV. LEARNING PHASES AND LEARNING ACTIVITIES

Equipment Needed



Chiller



Refrigerator



Freezer

Sanitary Practices when Storing Desserts

1. Handle the food properly to prevent spoilage and contamination.
2. Wash utensils and equipment thoroughly.
3. Keep away from food when you are ill.
4. Store foods and ingredients properly.
5. Safeguard the food during distribution and service.

Storing Techniques

1. Refrigerate - to keep cold or cool below 40°F
2. Cold Storage - the process of storing food by means of refrigeration at 23°C.
3. Chilling - to refrigerate or to reduce the temperature of food below 8°C.
4. Freezing - application of low temperature that changes the state of water in the food from liquid to ice.

Learning Task 2. Matching Type: Match the storing techniques in Column A to its definition in Column B. Write the letter of the correct answer on your answer sheet.

COLUMN A

1. Proper storage
2. Chilling
3. Cold storage
4. Refrigerate
5. Freezing

COLUMN B

- a. to keep food cold or cool below 40°F
- b. to refrigerate or to reduce the temperature of food below 8°C
- c. application of low temperature that changes the state of water in the food from liquid to ice
- d. the process of storing food by means of refrigeration
- e. cooled desserts must be covered with plastic or placed in lidded container before storing in the cool room.

LINK: https://docs.google.com/document/d/1b3_XNpv8a6UEdD5aef9rk7UzRtKa68Kt_Uw3QPr6m7o/edit

E. Engagement (Day 2: 60 minutes)

Learning Task 3. Fill Me

Direction: Fill in the blanks with the correct answer. Choose your answer from the box below.

Proper storage	contamination	limited	Baine-Marie	temperature
salmonella	Safeguard	hot	spoilage	refrigerator

1. _____ means cooled desserts must be covered with plastic or placed in lidded containers before storing in the cool room.
2. Desserts containing uncooked eggs should be handled with extreme care as a raw egg is a medium in which dangerous bacteria such as _____ can thrive.
- 3-4. If you plan to keep a pre-prepared dessert _____ until service, make sure that the temperature of food is over 65°C. Never leave an egg mixture in a _____ for any length of time.
- 5-6. If milk and cream are used in desserts like trifle and custards, they must not be left to stand at room _____ for any length of time. They should be kept in the _____ until the last possible moment to prevent the risk of food poisoning.
7. _____ food during distribution and service.
8. Many desserts have _____ storage life.
- 9-10. Handle the food properly to prevent _____ and _____.

LINK: https://docs.google.com/document/d/1b3_XNpv8a6UEdD5aef9rk7UzRtKa68Kt_Uw3QPr6m7o/edit

IV. LEARNING PHASES AND LEARNING ACTIVITIES

A. Assimilation (Day 3: 60 minutes)

Learning Task 4. Brochure Making

Materials Needed:

- Bond paper
- Pictures from old magazines/ newspaper/leaflets
- Coloring materials (crayons, colored pencil, color pastel, etc.)
- Pencil/ ruler/eraser
- Paste/ glue

Procedure in Making Brochure

1. Fold bond paper in half/third
2. Select and cut pictures from old magazines, newspaper and leaflets.
3. Paste cut pictures in bond paper.
4. Be creative when making your own design.

Scoring Rubric for Brochure Making

SCORE	CRITERIA
5	Artistically and creatively done with full illustrations and pictures
4	Artistically and creatively done with some illustrations and pictures
3	Properly done with some illustrations and pictures
2	Properly done with few illustrations and pictures
1	Done untidily with few illustrations and pictures

LINK : https://docs.google.com/document/d/1b3_XNpv8a6UEdD5aef9rk7UzRtKa68Kt_Uw3QPr6m7o/edit

V. ASSESSMENT (Day 4: 30 minutes)

Learning Task 5

Multiple Choice: Read the statements carefully and choose the letter of the correct answer.

1. The purpose of storing dessert is to
 - a. increases its volume
 - b. soften food tissue
 - c. enhance freshness and quality
 - d. a to c
2. To reduce the temperature of food is
 - a. Chilling
 - b. Cold Storage
 - c. Refrigerate
 - d. Freezing
3. If you plan to prepare dessert hot until service, make sure that the temperature of the food is over
 - a. 55°C
 - b. 65°C
 - c. 75°C
 - d. 45°C
4. The common bacteria found in dessert containing uncooked eggs is
 - a. E. coli
 - b. Listeria
 - c. Salmonella
 - d. Norovirus
5. An equipment used in storing desserts to prevent bacterial infections from foods.
 - a. Freezer
 - b. Chiller
 - c. Refrigerator
 - d. a to c

LINK : https://docs.google.com/document/d/1b3_XNpv8a6UEdD5aef9rk7UzRtKa68Kt_Uw3QPr6m7o/edit

VI. REFLECTION (Day 4: 10 minutes)

- Communicate your personal assessment as indicated in the Learner's Assessment Card.

Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below:

☆ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/ lesson.

✓ - I was able to do/perform the task. It was quite challenging, but it still helped me in understanding the target content/lesson.

✗ - I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

Learning Task	LP	Learning Task	LP	Learning Task	LP	Learning Task	LP
Number 1		Number 3		Number 5			
Number 2		Number 4					

VII. REFERENCES

DepEd Learners' Material in Technical – Vocational – Livelihood, Home Economics (Cookery) Manual 1 for Grade 9 Junior High School pp 185- 186
<https://youtu.be/0p2ZdcQNQHc>

Prepared by:

Rowena S. Adaniel

Checked by:

Rachael D. Lusterio
 Melinda C. Sili
 Jennifer U. Cruz
 Michelle B. Lopez

W7	Learning Area	TLE – Cookery	Grade Level	9
	Quarter	Fourth	Date	

I. LESSON TITLE	Select packaging materials
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)	1. Define packaging, its importance, and functions. 2. Select packaging materials in accordance with enterprise standards TLE_HECK9PF-IVi- 19
III. CONTENT/CORE CONTENT	1. Define packaging, its importance, and functions. 2. Select packaging materials in accordance with enterprise standards

IV. LEARNING PHASES AND LEARNING ACTIVITIES	
<p>I. Introduction (Day 1 :40 minutes)</p> <p>In this lesson, you will learn the importance and functions and types of packaging materials. The main aims of packaging are to keep the food in good condition until it is sold and consumed, and to encourage customers to purchase the product.</p> <p>Learning Task No. 1 Direction: Draw the packaging materials of the following desserts on a bond paper.</p> <ol style="list-style-type: none"> Chocolate mousse Nata de coco Mango graham Suman Custard cake 	
<p>D. Development (Day 2: 40 minutes)</p> <p>Package Prepared Foods</p> <p>Food packaging - is enclosing the food in a material for physical, chemical, biological protection and tampering resistance.</p> <ul style="list-style-type: none"> - It provides nutrition information on the food being consumed. - The main aims of packaging are to keep the food in good condition until it is sold and consumed, and to encourage customers to purchase the product. <p>Correct packaging is essential to achieve both these objectives.</p> <p>Packaging should provide the correct environmental conditions for food starting from the time food is packed until the time of consumption. A good package should therefore perform the following functions:</p> <ul style="list-style-type: none"> • Provide a barrier against dirt and other contaminants thus keeping the product clean. • Prevent losses. For example, packages should be securely closed to prevent leakage. • Protect food against physical and chemical damage. For example, the harmful effects of air, light, insects, and rodents. <p>Each product has its own needs.</p> <ul style="list-style-type: none"> • Package design should provide protection and convenience in handling and transport during distribution and marketing. • Help the customers to identify the food and instruct them how to use it correctly. • Persuade the consumer to purchase the food. • Cluster or group together small items in one package for efficiency. Powders and granular materials need containment. • Marketing - The packaging and labels can be used by marketers to encourage potential buyers to purchase the product. • Correct packaging prevents any wastage (such as leakage or deterioration) which may occur during transportation and distribution. <p>Types of Packaging materials In many developing countries the most used food packaging materials include:</p> <ul style="list-style-type: none"> • Leaves • vegetable fibers • wood • papers, newsprint • earthenware • glass • plastics • metals <p>Leaves</p>	

IV. LEARNING PHASES AND LEARNING ACTIVITIES



Banana leaves are often used for wrapping certain types of food (e.g., suman). Corn husk is used to wrap corn, paste or unrefined block sugar, and cooked foods of all types are wrapped in leaves. They do not however protect the food against moisture, oxygen, odors, or micro-organisms, and therefore, not suitable for long-term storage.

Vegetable Fibers

These include bamboo, banana, coconut, and cotton fibers. These natural materials are converted into yarn, string or cord which will form the packaging material. These materials are very flexible, have some resistance to tearing and are lightweight for handling and transportation. Being of vegetable origin, all these materials are biodegradable and to some extent re-usable. As with leaves, vegetable fibers do not provide protection to food which has a long shelf-life since they offer no protection against moisture pick-up, microorganisms, or insects and rodents.

Wooden Crate

Wooden shipping containers have traditionally been used for a wide range of solid and liquid foods including fruits, vegetables, tea and beer. Wood offers good protection, good stacking characteristics and strength. Plastic containers, however, have a lower cost and have largely replaced wood in many applications. The use of wood continues for some wines and spirits because the transfer of flavor compounds from the wooden barrels improves the quality of the product.

Paper



Paper is an inexpensive packaging material. It is however highly absorptive, easily torn, and offers no barrier to water or gases. The degree of paper re-use will depend on its former use, and therefore, paper that is dirty or stained should be rejected. Newsprint should be used only as an outer wrapper and not be allowed to come into direct contact with food, as the ink used is toxic.

Earthenware



Earthenware pots are used worldwide for storing liquids and solid foods such as curd, yoghurt, beer, dried food, and honey. Corks, wooden lids, leaves, wax, plastic sheets, or combinations of these are used to seal the pots.

Glass



Glass has many properties which make it a popular choice as a packaging material:

Advantages of using glass as packaging materials.

- Glass can withstand heat treatments such as pasteurization and sterilization.
- Does not react with food.
- Protects the food from crushing and bruising.
- Resistant to moisture, gases, odors, and microorganisms
- Re-usable, re-sealable and recyclable
- Transparent, allowing products to be displayed.
- Colored glass may be used either to protect the food from light or to attract customers.

Disadvantages of using glass as packaging materials.

- glass is heavier than many other packaging materials and this may lead to higher transport costs.
- it is easy to fracture, scratch and break if heated or cooled too quickly.
- potentially serious hazards may arise from glass cracks or fragments in the food.

Preparation of glass containers

- | | | |
|------------------|-----------------------|-----------|
| • Inspection | • Washing. | • Rinsing |
| • Sterilization. | • Sealing and capping | • Cooling |

Plastics

IV. LEARNING PHASES AND LEARNING ACTIVITIES



The use of various plastics for containing and wrapping food depends on what is available. Plastics are extremely useful as they can be made in either soft or hard forms, as sheets or containers, and with different thickness, light resistance, and flexibility. The filling and sealing of plastic containers is similar to glass containers.

Flexible films are the most common form of plastic.



Flexible films have the following properties:

- Cost is relatively low.
- Good barrier properties against moisture and gases.
- Heat sealable to prevent leakage of contents.
- Have wet and dry strength.
- Easy to handle and convenient for the manufacturer, retailer, and consumer.
- Little weight to the product.
- Fit closely to the shape of the product, thereby wasting little space during storage and distribution.

Metal

Metal cans have a number of advantages over other types of containers:

- Metal cans provide total protection of the contents.
- Metal cans are tamper proof.
- Metal cans are convenient for presentation.

Disadvantages of metal food packaging materials:

- heavier than other materials, except glass, and therefore have higher transport costs.
- the heat treatment associated with the use of metal cans is not suitable for small-scale production.

E. Engagement (Day 3: 40 minutes)

Learning Task No. 2

Direction: Read the statement carefully. Put a check if it tells a function of a packaging material and cross if it is an importance. Write your answer on a separate sheet of paper.

1. Persuade the consumer to purchase the food	
2. Provide a barrier against dirt and other contaminants	
3. Prevent losses.	
4. Help the customers to identify the food and instruct them how to use it correctly	
5. Protect food against physical and chemical damage.	

Learning Task No. 3

Direction: Write the advantages and disadvantages of the following packaging materials. Write your answer on a separate sheet of paper.

Types of packaging Materials	Advantage/s	Disadvantage/s
1. Leaves		
2. Vegetable Fibers		
3. Wooden Crate		
4. Paper		
5. Earthenware		
6. Glass		
7. Plastic		
8. Metal		

A. Assimilation (Day 3: 20 minutes)

Learning Activity No. 4

IV. LEARNING PHASES AND LEARNING ACTIVITIES

Direction: Identify the packaging material described in the following statements. Write your answers on a separate sheet of paper.

1. It is an inexpensive packaging material. It is however highly absorptive, fairly easily torn, and offers no barrier to water or gases.
2. These are extremely useful as they can be made in either soft or hard forms, as sheets or containers, and with different thickness, light resistance, and flexibility.
3. It is used worldwide for storing liquids and solid foods such as curd, yoghurt, beer, dried food, and honey. Corks, wooden lids, leaves, wax, plastic sheets, or combinations of these are used to seal the pots.
4. These include bamboo, banana, coconut, and cotton fibers. These natural materials are converted into yarn, string or cord which will form the packaging material.
5. It has many properties which make it a popular choice as a packaging material. They are re-usable, re-sealable and recyclable.

Assessment (Day 4: 50 minutes)

Learning Activity No. 5

Direction: Collect or take picture of ten (10) packaging materials and compile it like a book using any kind of paper, decorating materials, glue, and coloring materials. You may cut out the pictures from the magazine or newspaper. Your output will be rated using the rubric below.

SCORE	CRITERIA
50	Properly compiled complete 10 pictures in a very attractive manner.
40	Properly compiled 6-9 pictures in an attractive manner.
30	Properly compiled 3-5 pictures in a simple manner
20	Compiled less than 3 pictures in disorganized manner.

VI. REFLECTION (Day 4: 10 minutes)

- Communicate your personal assessment as indicated in the Learner's Assessment Card

Personal Assessment on Learner's Level of Performance Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below:

- ★ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/ lesson.
- ✓ - I was able to do/perform the task. It was quite challenging, but it still helped me in understanding the target content/lesson.
- ? - I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

Learning Task	LP	Learning Task	LP	Learning Task	LP	Learning Task	LP
Number 1		Number 3		Number 5		Number 7	
Number 2		Number 4		Number 6		Number 8	

VII. REFERENCES

K to 12 Basic Education Curriculum, Technology and Livelihood Education, LM, Grade 9
Cookery, pp. 187-199

Prepared by:

Hazel S. Camilon
Aldrin G. Agustin

Checked by:

Rachael D. Lusterio
Melinda C. Sili
Jennifer U. Cruz
Melinda S. Abraham

W8	Learning Area	COOKERY	Grade Level	9
	Quarter	Fourth	Date	

I. LESSON TITLE	PACKAGE FOOD ITEMS
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)	1. Package food items in compliance with Occupational Health and Safety Procedures 2. Adopt appropriate packaging method according to enterprise standards 3. Label food according to industry standards TLE HECK9-12PF-IVj-20
III. CONTENT/CORE CONTENT	Food safety on storing and transporting foods Methods of food packaging

IV. LEARNING PHASES AND LEARNING ACTIVITIES

I. Introduction (Time Frame: 30 minutes)

Food Safety on Storing and Transporting Foods

Food Packaging has been defined by Paine (1962) as the "art, science and technology of preparing goods for transport and sale". More specifically, it is a way of making sure that product reaches the end user in good condition at the least cost to the producer. In effect, a packaging material provides the means of transporting a product from one place to another with maximum protection at the least cost. Food is packed in terms of quality, shelf life, microbial condition and portion control. Spoilage of food is caused by poor packaging of food.

Learning Task 1

PACKAGE HUNTING

Directions: Encircle the 10 packaging materials in the hunt box. To find them all you have to look in every direction, vertically, horizontally and diagonally. Write your answer on a sheet of paper.

V	O	D	G	F	A	S	C	V	A	V
E	A	L	U	M	I	N	U	M	A	G
G	P	G	E	J	K	L	N	F	V	H
E	P	L	A	S	T	I	C	O	E	N
T	R	E	Y	D	T	H	Y	I	T	M
A	D	A	U	A	S	N	B	L	B	F
B	G	V	E	J	A	R	K	W	N	R
L	V	E	R	E	F	M	L	E	J	Y
E	B	S	T	D	H	H	A	R	K	T
F	N	T	G	T	G	L	A	S	S	G
I	U	R	H	H	J	J	D	H	M	H
B	O	X	E	S	K	Y	W	O	O	D
E	F	G	D	T	H	T	Y	U	T	Y
R	H	A	D	F	G	G	A	R	T	Y
C	E	L	L	O	P	H	A	N	E	T

Choose 5 words from the puzzle and define in your understanding. Write your answer on a sheet of paper.

- 1.
- 2.
- 3.
- 4.
- 5.

D. Development (Time Frame: 60 minutes)

Food is packed in terms of quality, shelf life, microbial condition and portion control. Spoilage of food is caused by poor packaging of food. Below are some factors in the spoilage of food:

- a. pH of food**- This simply indicates the inverse amount of hydrogen ion available in the food system. This is oftentimes associated with acidity of food. Thus, foods with high amounts of hydrogen ion have low pH (pH below 4.0) and therefore have high acidity.
- b. Moisture content** – This is related to the physical state of the food itself. Products with very high moisture could be those in liquid form, while those with very low free moisture could be dried or frozen. This product component is very important relative to food spoilage. The higher the moisture content, the greater the chances for microbial growth and chemical changes.
- c. Amount and nature of fat content** – The chemical processes also accelerate breakdown of fats on food. Thus, products with high fat content like oils, butter, soft cheese, fried foods and the like tend to spoil fast when inadequately packaged. Exposure to the atmosphere causes rapid oxidation breaking down the fat into free fatty acids in food. The faster the breakdown, the greater the chances of development of rancidity.
- d. Enzyme system** – It is a chemical processes like fermentation and hydrolysis which occur in high moisture food, especially in the presence of oxygen of ambient tropical temperature. When foods undergo these processes, they change in texture, flavor, odor and color. Under these conditions, the product may already be considered spoiled.

e. Initial Microbial load – This is the number of microorganism already present in food prior packaging.

Classification of packaging according to use:

- A. As a primary package – this type of package is meant to directly contain the product. Hence, it gets direct contact with the goods. Thus, this package is expected to meet all the requirements for safety and protection of the consumers like tetra packs or canned food packages.
- B. As a secondary package- this is utilized to contain a specified number of unit packs, thus, it may contain a dozen tetra packs or 2 dozens of tin cans or a gross of candies and so on. This major function is to allow for the unit packs to be carried in bulk.
- C. As a tertiary package- when transporting in bulk, the secondary package may have to be packed again for greater protection and for bulk transfer. Use of tertiary package is normally for bulk transport or storage in large warehouses.

Occupational and health Safety procedures in Packaging foods:**Steps on how to package meat before freezing.**

1. Divide your meat into your set serving sizes
2. Get a plastic zip bag big enough to hold the portion size plus a little extra room for the meat to expand from the freezing process.
3. Put the meat into the bag, then flatten.
4. Squeeze as much of the air as you can get out, then close the zip.
5. Date the bag so you know how long it's been in your freezer

Method of Food Packaging

1. Home Canned Foods – one of the oldest and most common methods of food packaging in homes is the use of home canning. Fruit and vegetables are placed in glass jars and sealed in the jars by heating the jars and then placing a rubber stoppered jar top on the jar. The seals also need to be airtight to prevent the growth of bacteria.
2. Freezing and chilling food - another common method of packaging food is freezing and chilling. Freezing can be done with a variety of methods. Most often, vegetables are the ones frozen, although berries and other fruits can also be frozen.
3. Canned foods- canning foods as a method of food processing have been around since the 19th century, foods that are canned commercially are cooked prior to being placed in the can in order to prevent E coli contamination. Canned foods come in a wide variety, ranging from meat to vegetables to fruit.
4. Foil packaging – one of the innovative methods of commercial food packaging is foil wrapping. Foil wraps are often pouches that are filled and then the bottom and top of the pouch is sealed with a heat seal similar to those used with commercial frozen packaging. It allows the food to be sealed in the package without losing any residual moisture that may still be in the food.

Labelling of Package Food

The following must appear on the label:

1. Name under which the product is sold
2. List of ingredients
3. Quantity of certain ingredients
4. Net quantity
5. Date of minimum durability
6. Any special storage instructions or conditions use

IV. LEARNING PHASES AND LEARNING ACTIVITIES

7. Name or business name and address of the manufacturer or packages of a seller

E. Engagement (Time Frame: 60 mins)

Learning Task 2

Directions: Identify the following methods of food packaging. Write your answer on a separate sheet of paper.

- _____ 1. A method of food processing to prevent E coli contamination.
- _____ 2. One of the oldest and most common methods wherein the seals need to be airtight to prevent the growth of bacteria.
- _____ 3. Another common method of packaging food such as vegetables and fruits, although berries and other fruits can also be frozen.
- _____ 4. An art, science and technology of preparing goods for transport and sale.
- _____ 5. The innovative method in a form of pouches and sealed with a heat seal similar to those used with commercial frozen packaging.

Learning Task 3

Directions: Illustrate how food is packed using any of discussed methods of food packaging then indicate your own food package label. Write your illustration on a short bond paper.

SCORE	Criteria
10	Very creatively done and able to label all the parts correctly
8	Very creatively done and able to label 2-3 parts correctly
6	Creatively done and able to label 2-3 parts correctly
4	Done less creatively and able to label 1 part correctly
2	Untidily done and no label

A. Assimilation (Time Frame: 60 mins)

Learning Task 4

Direction: Give at least 3 food products that can be packed using the given methods. Write your answer on a sheet of paper.

Canned Foods	Home Canned Foods	Foil Packaging	Freezing Food
1.	1	1	1
2	2	2	2
3	3	3	3

Learning Task 5:

Direction: Sequencing. Arrange the steps on how to package meat before freezing. Write A for the 1st step, B for the 2nd step, C for 3rd step and so on. Write your answer in a sheet of paper.

- _____ 1. Divide your meat into your set serving sizes.
- _____ 2. Put the meat into the bag, then flatten.
- _____ 3. Get a plastic zip bad big enough to hold the portion size plus a little extra room for the meat to expand from the freezing process.
- _____ 4. Date the bag so you know how long it's been in your freezer.
- _____ 5. Squeeze as much of the air as you can get out, then close the zip.

IV. LEARNING PHASES AND LEARNING ACTIVITIES

V. ASSESSMENT (Time Frame: 30mins)

Learning Task 6:

Lorna celebrated her birthday. A lot of foods were left. Lorna tasked Liezyl to pack some food for their relatives. How will Liezyl pack the leftover foods that her relatives will take home safely? Write your essay on a sheet of paper.

CRITERIA	10	8	6	4
Clear	Exceptionally clear and easy to understand	Generally clear and quite easy to understand	Lacks clarity and difficult to understand	Unclear cannot understand
Comprehensive	Thorough and comprehensive explanation	Substantial explanation	Partial or not comprehensive explanation	Misunderstanding or serious misconception on the explanation
Relevant	Highly relevant	Generally relevant	Somewhat relevant	Irrelevant

Blended/ Learning Task 1-5: <https://docs.google.com/document/d/1yyDte94iJQI-sHiCokVHCH1fN2LCeWnr-yhpAOSJ1FQ/edit>

VI. REFLECTION (Time Frame: 20mins)

- Communicate your personal assessment as indicated in the Learner's Assessment Card.

Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below:

☆ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/ lesson.
 ✓ - I was able to do/perform the task. It was quite challenging, but it still helped me in understanding the target content/lesson.
 ? - I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

Learning Task	LP	Learning Task	LP	Learning Task	LP	Learning Task	LP
Number 1		Number 3		Number 5		Number 7	
Number 2		Number 4		Number 6		Number 8	

VII. REFERENCES

DepEd Learners' Material in Technical-Vocational-Livelihood, Home Economics Cookery Manual 1 for Grade 9 First Edition: 2016 Authors: Aniceta S. Kong and Anecita P. Domo pp. 191-194

Prepared by:

Liezyl D. Valiao
Ma. Charlyn M. Saycon

Checked by:

Rachel D. Lusterio
Melinda C. Sili
Jennifer U. Cruz
Michelle B. Lopez