



# Jazz in the kitchen

## INTRODUCTION

### **Module topic: Food and drink experience**

This theme explores basic food preparation, hygiene and safety practices. Children will explore different food preferences and use their senses to explore food and drinks they may not have the opportunity to try at home.

### **Key messages**

- 1) We like foods and drinks for different reasons.
- 2) We need to be clean and safe when handling and preparing food

### **This module will assist young children to:**

- Identify healthy food practices of difference families and cultural groups.
- Identify different physical and sensory qualities (taste, colour, smell, texture) of a range of food and drinks.
- Identify and demonstrate with guidance, basic food safety and hygiene practices.
- Experience basic healthy food preparation skills.

All activities, images and recipes are provided and/or adapted courtesy of the Health Department of Western Australia, the *Refresh.ED Food and Nutrition Teaching Resources* (Refresh.ED) project, and the *Supporting Nutrition for Australian Childcare* (SNAC) project (<http://snacwa.com.au/>), except where attributed to other sources or obtained, to the best of our knowledge, free of copyright.

## LINKS TO THE NATIONAL QUALITY STANDARD

The National Quality Standard (NQS) sets the national benchmarks for early childhood education and care, and also for outside school hours care in Australia. When implemented in the early childhood education and care setting, this module meets the following requirements of the NQS:

QUALITY AREA	STANDARD	ELEMENT
<b>Quality area 1</b>		
Educational program and practice	<b>1.1 The educational program enhances each child's learning and development.</b>	1.1.1 1.1.2 1.1.3
	<b>1.2 Educators facilitate and extend each child's learning and development.</b>	1.2.1 1.2.2 1.2.3
<b>Quality area 2</b>		
Children's health and safety	<b>2.1 Each child's health and physical activity is supported and promoted.</b>	2.1.1 2.1.2
	<b>2.2 Each child is protected</b>	2.2.1 2.2.2 2.2.3
<b>Quality area 3</b>		
Physical environment	<b>3.2 The service environment is inclusive, promotes competence and supports exploration and play-based learning</b>	3.2.1 3.2.2 3.2.3
<b>Quality area 5</b>		
Relationships with children	<b>5.1 Respectful and equitable relationships are maintained with each child.</b>	5.1.1 5.1.2
	<b>5.2 Each child is supported to build and maintain sensitive and responsive relationships.</b>	5.2.1 5.2.2
Supportive relationships with families	<b>6.1 Respectful relationships with families are developed and maintained and families are supported in their parenting role.</b>	6.1.1 6.1.2
<b>Quality area 6</b>		

# Jazz in the kitchen

Collaborative partnerships	6.2 Collaborative partnerships enhance children's inclusion, learning and wellbeing.	6.2.1 6.2.2
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## LINKS TO THE EARLY YEARS LEARNING FRAMEWORK

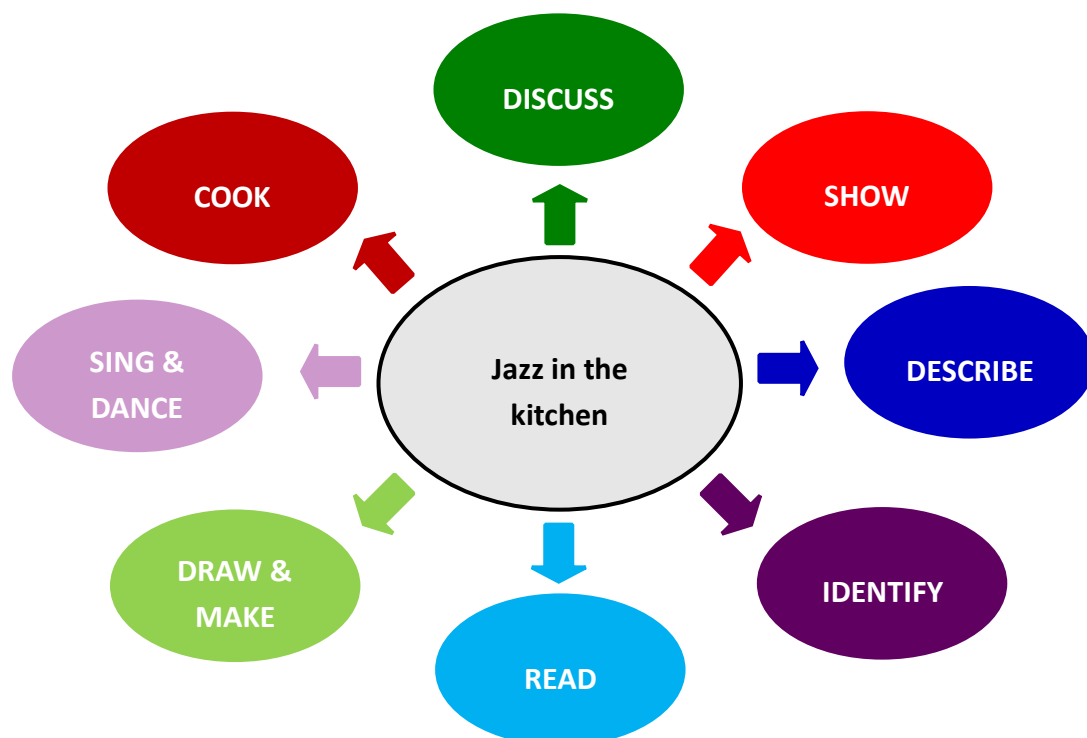
The Early Years Learning Framework (EYLF) consists of five Outcomes to assist educators to enhance and develop a foundation for successful learning in children from birth to five years of age. The relevance of the *Jazz in the Kitchen* learning activities to the EYLF can be seen in the matrix below:

EARLY YEARS LEARNING FRAMEWORK OUTCOMES	DISCUSS	SHOW	DESCRIBE	IDENTIFY	READ	DRAW & MAKE	SING & DANCE	COOK
<b>Outcome 1</b> Children have a strong sense of identity	✓	✓	✓	✓	✓		✓	✓
<b>Outcome 2</b> Children are connected with and contribute to their world		✓	✓	✓	✓	✓	✓	✓
<b>Outcome 3</b> Children have a strong sense of well-being	✓	✓	✓	✓	✓	✓	✓	✓
<b>Outcome 4</b> Children are confident and involved learners	✓	✓	✓	✓	✓	✓	✓	✓
<b>Outcome 5</b> Children are effective communicators	✓	✓	✓	✓	✓	✓	✓	✓

## MODULE STRUCTURE

This module consists of eight learning activities. Each learning activity consists of a 'why/what/how' instruction and feedback record sheet, activity sheet, parent letter and supporting activity sheet (if applicable). Timings for each activity are up to you, however an indication (**S**=short, **M**=medium, **L**=long) gives an indication of the time investment, which can be further determined by looking at the individual activity requirements. The topics for each learning activity are;

- Discuss** - Let's cook!
- Show** - Our kitchen rules
- Describe** - Mystery bag
- Identify** - Kitchen utensils
- Read** - 'Jazz in the kitchen'
- Draw & Make** - No germs here!
- Sing & Dance** - Wash away
- Cook** - Hands-on cookies



## OVERVIEW

Some learning activities require prior preparation, so please refer to the **RESOURCES REQUIRED** list below. Activity sheets are already included in each separate learning activity. When planning for these activities:

# Jazz in the kitchen

- Check children do not have any allergies or sensitivities to foods or plants used.
- Ensure foods and drinks are culturally acceptable.
- Refer to foods and drinks from other cultures whenever possible.
- Model and talk about food hygiene and safety practices

RESOURCES REQUIRED	DISCUSS	SHOW	DESCRIBE	IDENTIFY	READ	DRAW & MAKE	SING & DANCE	COOK
<i>Let's Cook activity sheet</i>	✓							
<i>Our kitchen rules activity sheet</i>		✓						
A variety of unusual foods, such as eggplant, turnip, broad beans, snow peas, nashi pear, and lychees			✓					
A large opaque bag or a medium sized box			✓					
A variety of safe, easy to handle, kitchen utensils				✓				
<i>Jazz in the Kitchen</i> story—included in activity resources					✓			
Dishwashing detergent, sugar, acrylic paints, kitchen plates or saucers (or suitable alternative)						✓		
Butcher's paper						✓		
<i>This is the way we wash away</i> song sheet							✓	
Cookie ingredients and dough recipe, downloadable from <a href="http://www.taste.com.au/recipes/25557/basic+cookie+dough">http://www.taste.com.au/recipes/25557/basic+cookie+dough</a>								✓
Baking trays, bowls, utensils, and access to a kitchen oven.								✓

#### STEP 4: COMPLETE THE ACTIVITY - How did it go?


#### STEP 5: FOLLOW-UP AFTER ACTIVITY

Did the children enjoy it?

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Did you enjoy it?

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Did you have enough information?

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What would you do differently next time?

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Anything else?





## Jazz in the kitchen — ‘DISCUSS’

### STEP 1 WHY

Children can learn about food preparation and eating vocabulary, thereby enhancing their emerging autonomy and developing knowledgeable and confident self-identities. Children can take increasing responsibility for their health and physical well-being. Children can develop dispositions for learning such as confidence and enthusiasm through vocabulary enlargement. Children can interact verbally and non-verbally for a range of purposes, and transfer knowledge from one concept to another.

### STEP 2 WHAT

Introduce food preparation and eating vocabulary to the children using the *Let's cook* activity sheet and group discussion.













### STEP 3 HOW

#### **DISCUSS:**

- Show the children the words and pictures from the *Let's cook* activity sheet - attached.
- Discuss food preparation and eating vocabulary with the children, guided by the activity sheet.
- Point out when some of the new food preparation and eating vocabulary terms are used in the discussion.

# Jazz in the kitchen— ‘DISCUSS’

## Let's cook! Activity sheet wash away

	<b>Wash</b> Wash		<b>DRY</b> Dry
	<b>Peel</b> Peel		<b>CHOP</b> Chop
	<b>SLICE</b> Slice		<b>GRATE</b> Grate
	<b>stir</b> Stir		<b>BOIL</b> Boil
	<b>pour</b> Pour		<b>SLURP</b> Slurp
	<b>Yum</b> Yum		<b>BURP</b> Burp





# What did I learn today...?

Hello!

At childcare, your child is learning about foods and nutrition and how they are important for healthy living and a healthy body.

“Why....” is every child’s favourite question, and asking questions is one of the ways children learn about the world in which they live in. The natural curiosity of a child leads to opportunities for learning in their everyday life. As a parent or caregiver, you have more chances than anyone else to teach your child by answering questions, playing with your child and by setting a healthy example for your child.

You can use everyday events as valuable learning times for your child. Keep it fun! Discover what they have learned at childcare and take time to talk to them about it. Below are some suggestions and resources for building on what your child has learned this week at childcare. These can be used during story time, play time, at mealtimes and when preparing food or cleaning up.

Please feel free to share resources you find helpful with other parents and caregivers as they could support the activity and extend your child’s learning environment.

**Today I learnt ...**

**COOKING WORDS**

## Optional At-home Activity:

1) While preparing your next family meal, explain to your child what you are doing while preparing the food e.g ‘I am CHOPPING the carrots. Why do you think I am chopping them? Next I am going to SLICE the bread - this makes it easier to eat.’

You may also like to have your child wash potatoes, mash pumpkin, etc. depending on their abilities, while talking about what they are doing.

**STEP 4: COMPLETE THE ACTIVITY - How did it go?**


**STEP 5: FOLLOW-UP AFTER ACTIVITY**

Did the children enjoy it?

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Did you enjoy it?

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Did you have enough information?

--

What would you do differently next time?

--

Anything else?


## Jazz in the kitchen - ‘SHOW’

### STEP 1 WHY

Children feel safe, secure and supported while developing their emerging autonomy and sense of agency through learning new things. Children develop a sense of belonging to groups and communities and an understanding of right and responsibilities necessary for active community participation. Children can take increasing responsibility for their own health and physical well-being. Children can transfer and adapt simple hygiene practices they have learned from one concept to another. Children express ideas and interact verbally and non-verbally for a range of purposes.

### STEP 2 WHAT

Model simple hygiene practices and facilitate learning about kitchen rules.

### STEP 3 HOW

#### SHOW:

- Using the *Our Kitchen Rules* activity sheets attached, show children the basic hygiene and safety rules for handling and preparing food.
- Model each of the hygiene practices for the children, and then get them to copy it. A hand washing guide is also attached
- Use the prompt questions to stimulate discussion about rules in the kitchen.

### STEP 1

**Always wash your hands well with soap and water**

**WHEN do we do this?**

**HOW do we do this?**

## Jazz in the kitchen — ‘SHOW’



### STEP 2

Always wash fruits and vegetables with water to get any dirt and germs off the food.

**WHEN** do we do this?

**HOW** do we do this?

## Jazz in the kitchen — ‘SHOW’



### STEP 3

Always get an adult to help with cutting up and cooking the food.

**WHEN** do we do this?

**HOW** do we do this?



## Jazz in the kitchen — ‘SHOW’



## Jazz in the kitchen — ‘DRAW & MAKE’

### Correct handwashing technique

Everything we touch is capable of transferring bacteria, hence it is vital to have clean hands whilst preparing and cooking food.

The correct hand washing technique consists of 4 simple steps:

1. Wet hands with soap and water;
2. Rub together well to build up a good lather with soap. Do this for at least 20 seconds and ensure to rub between fingers and under nails;
3. Rinse well under running water; and
4. Dry hands thoroughly with a clean towel or blower for at least 20 seconds.

The following video, demonstrates the correct technique for hand washing.  
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## What did I learn today...?



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You can use everyday events as valuable learning times for your child. Keep it fun! Discover what they have learned at childcare and take time to talk to them about it. Below are some suggestions and resources for building on what your child has learned this week at childcare. These can be used during story time, play time, at mealtimes and when preparing food or cleaning up.

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**Today I learnt about...**

**KITCHEN RULES FOR HYGIENE  
AND FOOD PREPARATION**

### Optional At-home Activity:

1) Work with your child to cut out the *My Kitchen Rules* activity sheet attached. Discuss each picture with your child and, using a separate piece of paper, glue the pictures in the correct order. Display the completed kitchen rules in your kitchen or on your fridge.



## MY KITCHEN RULES

Cut out each picture. Glue the pictures in order to show your kitchen rules about being safe and clean when you cook and eat food.



I cut up the vegetables.  
My Dad cooks the hot food.



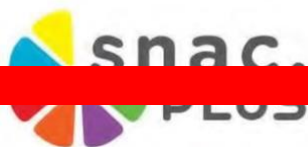
I wash the vegetables.



I wash my hands.  
Dad washes his hands too.



I eat the stirfry I made  
with Dad.



# Jazz in the kitchen—

## STEP 1 WHY

Children develop their emerging autonomy  
respect. Child can learn to take increasing r  
and emotional well-  
while developing skills such as inquiry, hy  
adapt and places. Children can express ide  
reasons

-being, and become strong in their social being. Children devel  
as curios

## STEP 2 WHAT

Provide a range of foods that the children  
identify, or to guess the

what they have learnt from one concept to another and resource their own learning

## STEP 3 HOW

### DESCRIBE:

☐

☐ eggplant, turnip, broad beans, i  
pear, and lychees.

☐ Have children take turns to feel and

Set up a mystery bag or box with foods that the children may not hav

bag/box. guess w

☐ food.

Encourage children to describe the smell, texture, shape and size of t

☐ Keeping  
in mind any  
food allergies,  
bitter?

ut it (e.g. name, how it is usually eaten, if it needs cooking, the season it gro

children a sample to taste. Is it sweet, salty, sour or

## STEP 4: COMPLETE THE ACTIVITY - How did it go?

## STEP 5: FOLLOW-UP AFTER ACTIVITY

Did the children enjoy it?

Did you enjoy it?



# What did I learn today...?

Did you have enough information?

What would you do differently next time?

Anything else?

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Hello!

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## Today I learnt about... DESCRIBING SOME NEW FOODS

### **Optional At-home Activity:**

1) Take your child to a fruit and vegetable market. Ask them to choose some of their favourite fruits and vegetables, and also to choose one or two new ones to try. Prepare some of the fruits and vegetables for a snack and try them together. Talk to your child about the taste (e.g. sweet, sour, bitter, salty) and texture (e.g. hard, soft, pulpy, dry) of each one. Ask the child if they like the new tastes and explore the reasons for their answer by asking 'Why?'.

Adapted from the National Food Management Institute "CARE connection" program.



## Jazz in the kitchen — ‘IDENTIFY’

### STEP 1 WHY

Children develop their sense of emerging autonomy, while supporting the development of knowledgeable and confident self-identities. Children learn to interact with others with fairness and respond to diversity with respect. Children take increasing responsibility for their own health and physical well-being. Children develop dispositions for learning such as curiosity and imagination, as well as skills and processes such as inquiry, experimentation and problem solving, and transfer knowledge from one concept to another. Children interact verbally and non-verbally for a range of purposes.

### STEP 2 WHAT

Facilitate children’s knowledge of various kitchen utensils and their uses.

### STEP 3 HOW

#### IDENTIFY:

- ♦ Set up a kitchen in a corner of the room.
- ♦ Make a display of a range of cooking utensils such as a whisk, chopping board, egg flip, wooden spoon, slotted spoon, egg separator, and mixing bowl.
- ♦ Ask the children if they know what any of the items are used for, and if they can name them.
- ♦ For those unknown items, discuss with the children the what the utensil is used for, model how it is used, and give it the correct name.
- ♦ Allow the children hands-on time to explore the utensils safely.

### STEP 4: COMPLETE THE ACTIVITY - How did it go?


### STEP 5: FOLLOW-UP AFTER ACTIVITY

Did the children enjoy it?
Did you enjoy it?
Did you have enough information?
What would you do differently next time?
Anything else?

Hello!

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## Today I learnt about... KITCHEN TOOLS AND UTENSILS

### Optional At-home Activity:

- 1) Using the *What’s in my kitchen* activity page, look at the pictures of kitchen utensils and tools with your child and talk about what each is used for. Then go to your kitchen and ask your child to find and name any utensils that you have in your kitchen that are also on the activity page. Give your child the opportunity to practice using the utensils **IF SAFE TO DO SO.**
- 2) With your child look at and explore the utensils and tools found in your kitchen. Talk with your child about what they are used for, and explain how they work. Give your child the opportunity to practice using the utensils **IF SAFE TO DO SO.**

Adapted from the National Food Management Institute “CARE connection” program.

# What did I learn today...?

# What did I learn today...?

What's in my kitchen?



<b>STEP 4: COMPLETE THE ACTIVITY - How did it go?</b>
<b>STEP 5: FOLLOW-UP AFTER ACTIVITY</b>
Did the children enjoy it?
Did you enjoy it?
Did you have enough information?
What would you do differently next time?
Anything else?

## My healthy choice— ‘READ’

### STEP 1 WHY

Children develop their emerging autonomy, resilience and autonomy and learn to respond with diversity with respect. Child can learn to take increasing responsibility of their health and physical well-being, and become strong in their social and emotional well-being. Reading and discussing a story helps children develop dispositions for learning such as curiosity, cooperation, enthusiasm and reflexivity while developing skills such as inquiry and investigation. Children can transfer and adapt what they have learnt from one concept to another and resource their own learning through connecting with people and places. Children engage with a range of texts and gain meaning from those texts, and can express ideas using a range of media.

### STEP 2 WHAT

Read the attached story *Jazz in the Kitchen* and talk about with the children about aspects of food experiences.

### STEP 3 HOW

#### READ:

- Read the *Jazz in the Kitchen* story to the children taking time to discuss the illustrations on each page.
- Highlight food preparation hygiene such as washing hands before handling food, having clean utensils, bench and chopping boards, and rinsing fruit and vegetables to get rid of germs, dirt and chemicals.
- Ask: *What should you always do before you start to cook?*  
*Who can show me what chopping looks like? Slicing? Grating? Stirring? Measuring?*  
*Did you like the foods that Jazz cooked?*  
*Is it okay if we don't all like the same foods or drinks?*





## Jazz in the kitchen — ‘READ’

Jazz wants to be a chef who cooks for sports players and famous movie stars when he grows up.





Jazz wants to own a restaurant where kids can eat anything they want - so long as it's healthy and good for them.



Jazz already knows how to cook fried rice, pizza, pineapple pancakes and spaghetti bolognese but he doesn't know how to make lentil soup.



Jazz knows how to use the oven for baking and the saucepan for boiling but he doesn't know how to use the blender.



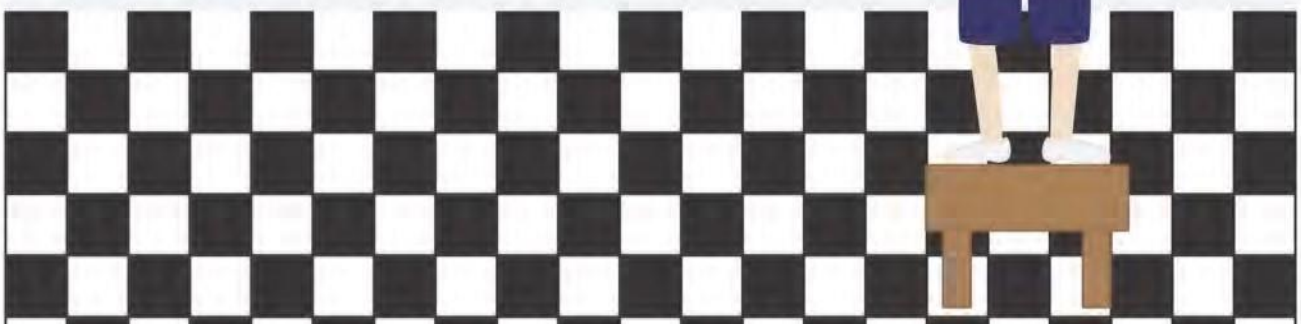
Jazz knows how to wash, peel and dice but he doesn't know how to grate.

wash your  
hands before  
you eat  
or cook.





Jazz knows the names of lots of food and drinks.  
Do you?

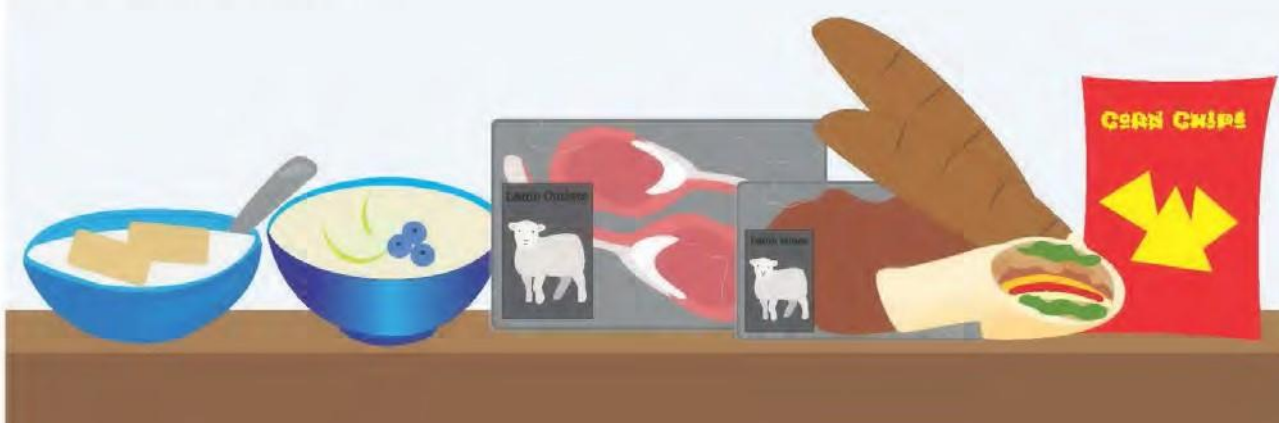


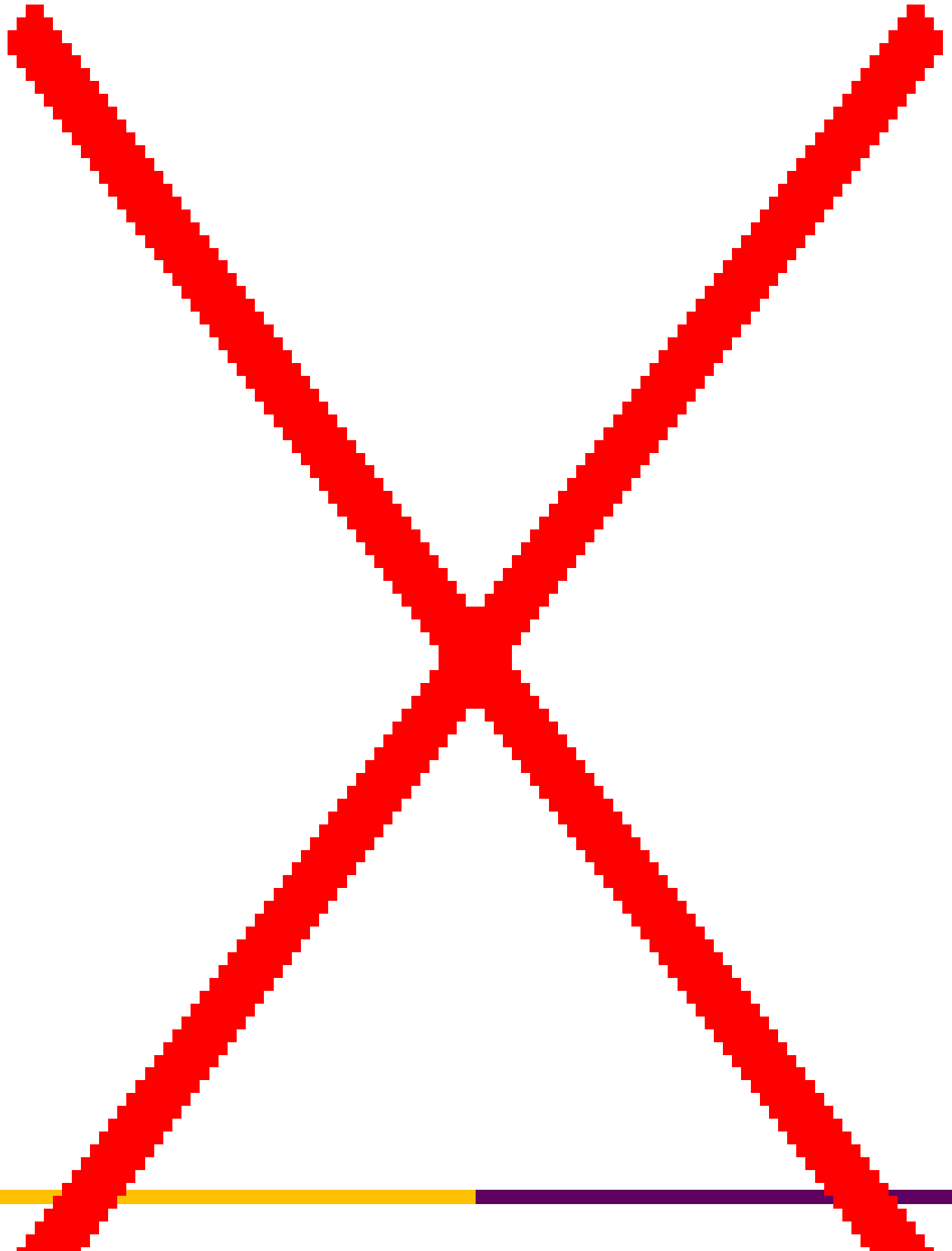


But Jazz has a problem. Jazz doesn't

What plants or animals do these foods come from?

- Weetbix
- Porridge
- Honey
- Yoghurt
- Chops
- Mince
- Bread roll
- Corn chips
- Pita bread









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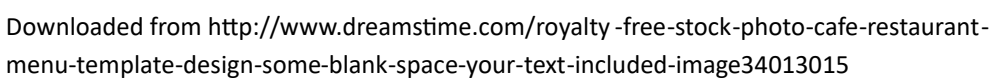
Please feel free to share resources you find that other parents and caregivers could use to support the activity.

**Today I learnt about...**

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**Optional At-home Activity:**

1) Plan a simple menu (main meal and dessert) with your child. You may like to write up a menu card (template attached) for each member of the family. Talk with your child about the ingredients needed and plan a visit to the shops to buy any items you may not already have. Prepare the meal, ensuring to wash hands, have clean work surfaces and use clean utensils—have your child assist you in the preparation when possible (depending on their abilities). To make the meal even more and ‘restaurant-like’ you may like to have your child help you set and decorate the dinner table for a special occasion.





## Jazz in the kitchen — ‘DRAW & MAKE’

### STEP 1 WHY

An understanding of personal hygiene practices helps children develop an understanding of the reciprocal rights and responsibilities of belonging to a group and community, while supporting their need for safety and security. Children take increasing responsibility for their health and physical well-being. Children can learn and transfer what they have learned to other concepts, and can express and make meaning using a range of media

### STEP 2 WHAT

Practice hand washing and make bubble prints with the children using detergent and non-toxic acrylic paints to reinforce basin hand washing routine, and display in appropriate places as reminders.

### STEP 3 HOW

#### DRAW & MAKE:

- ♦ Show children the correct hand washing technique and explain to them when they should use it, i.e. before eating, after playing, when hands look dirty, after using the toilet. Give the children the opportunity to practice this technique.
- ♦ Combine 3 cups of dishwashing detergent, 7 cups of warm water, and 1 cup of sugar in a bowl. Mix thoroughly - This will make enough bubble mix for 20-30 children.
- ♦ Add two parts of bubble mix to one part acrylic paint in a saucer—one for each child is possible.
- ♦ Have the children use a straw to gently blow bubbles in their saucer. When the saucer is full of bubbles, gently press a sheet of paper on top to make a bubble print.
- ♦ Have the children dip their hands in a different colour paint and print their handprint around

### STEP 4: COMPLETE THE ACTIVITY - How did it go?


### STEP 5: FOLLOW-UP AFTER ACTIVITY

Did the children enjoy it?

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Did you enjoy it?

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Did you have enough information?

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What would you do differently next time?

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Anything else?

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## Jazz in the kitchen — ‘DRAW & MAKE’

### Correct handwashing technique

Everything we touch is capable of transferring bacteria, hence it is vital to have clean hands whilst preparing and cooking food.

The correct hand washing technique consists of 4 simple steps:

1. Wet hands with soap and water;
2. Rub together well to build up a good lather with soap.  
Do this for at least 20 seconds and ensure to rub between fingers and under nails;
3. Rinse well under running water; and
4. Dry hands thoroughly with a clean towel or blower for at least 20 seconds.

The following video, demonstrates the correct technique for hand washing.  
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Please feel free to share resources you find helpful with other parents and caregivers as they could support the activity and extend your child’s learning environment.

**Today I learnt about...**

**WASHING MY HANDS**

**Optional At-home Activity:**

1) Place the bubble print that your child has made in a suitable place (bathroom, laundry, etc) to remind them about washing their hands. Ask your child to show you the correct hand washing technique they have learned (attached).

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## Jazz in the kitchen — ‘SING & DANCE’

### STEP 1 WHY

Children learn to interact with others, develop their self-identity and feel safe and supported in expression of their feelings. Children can also develop respect for others, and develop their emotional well-being while being creative and expressing their ideas through music and interacting with other children. Children can take increasing responsibility for their health and physical well-being, and interact verbally and non-verbally in a musical space. Children can transfer what they have learned from one concept to another.

### STEP 2 WHAT

Provide an open area (indoors or outdoors) with plenty of space for children to move around, and teach the children basic hand washing skills through music and modelling.

### STEP 3 HOW

#### SING & DANCE:

- ♦ Teach the children *This is the way we wash away* song, sung to the tune of *Here we go round the mulberry bush*.
- ♦ Discuss the lyrics, highlighting the need to have clean hands, utensils, and surfaces when preparing food.
- ♦ Discuss how germs can make us sick, where they come from, and how they are small and we cannot see them.

### STEP 4: COMPLETE THE ACTIVITY - How did it go?


### STEP 5: FOLLOW-UP AFTER ACTIVITY

Did the children enjoy it?

--

Did you enjoy it?

--

Did you have enough information?

--

What would you do differently next time?

--

Anything else?






## Jazz in the kitchen — 'SING & DANCE'

**This is the way we wash away**

Sung to the tune of 'Here we go round the mulberry bush'

This is the way we wash our hands,  
Wash our hands, wash our hands,  
This is the way we wash our hands,  
Before we start our cooking.

This is the way we wash our food,  
Wash our food, wash our food,  
This is the way we wash our food,  
Before we start our cooking.

This is the way we wash our hands,  
Wash our hands, wash our hands.  
This is the way we wash our hands,  
Before we start our eating.





## What did I learn today...?

Hello!

At childcare, your child is learning about foods and nutrition and how they are important for healthy living and a healthy body.

“Why....” is every child’s favourite question, and asking questions is one of the ways children learn about the world in which they live in. The natural curiosity of a child leads to opportunities for learning in their everyday life. As a parent or caregiver, you have more chances than anyone else to teach your child by answering questions, playing with your child and by setting a healthy example for your child.

You can use everyday events as valuable learning times for your child. Keep it fun! Discover what they have learned at childcare and take time to talk to them about it. Below are some suggestions and resources for building on what your child has learned this week at childcare. These can be used during story time, play time, at mealtimes and when preparing food or cleaning up.

Please feel free to share resources you find helpful with other parents and caregivers as they could support the activity and extend your child’s learning environment.

**Today I learnt about...      GERMS AND FOOD**

### Optional At-Home Activity:

1) Attached is a copy of the hand-washing rhyme you child has learnt today at childcare. Place it on your refrigerator, or near your kitchen sink and sing the song and perform the actions with your child before preparing or eating a meal. Encourage everyone in the family to do this.

# Jazz in the kitchen — ‘SING & DANCE’

## This is the way we wash away

Sung to the tune of 'Here we go round the mulberry bush'

This is the way we wash our hands,

Wash our hands, wash our hands,

This is the way we wash our hands,

Before we start our cooking.

This is the way we wash our food,

Wash our food, wash our food,

This is the way we wash our food,

Before we start our cooking.

This is the way we wash our hands,

Wash our hands, wash our hands.

This is the way we wash our hands,

Before we start our eating.



# Jazz in the kitchen



## STEP 1 WHY

Children can transfer and adapt their learning through connection with the world. They can also learn problem solving and skills of communication through following a recipe. Children discover their own strengths and can make progress towards being responsible.

## STEP 2 WHAT

Obtain a suitable recipe and utensils for making biscuits. Refer to the Help Sheet *Children* for further guidance.

## STEP 3

### HOW

### COOK:

- **CAUTION:**  
This activity can take up to 30 minutes of refrigeration, and 15 minutes cooking.
- Use a range of ingredients as they are added to the bowl.
- Give each child some dough to briefly handle and explore. Talk about the texture, smell and taste of the raw dough.
- Watch the children during cooking.
- Be aware of children with any allergies to ingredients.
- Be hot and could cause a burn.
- Use a range of ingredients, to the raw dough and the finished product.

Be aware of children with any allergies to ingredients.

Make dough using suitable ingredients. Have the children assist with the mixing.

Have the children create their own biscuit, or cut out shapes, and bake.

Discuss the safety aspects of baking biscuits and CAUTION the children about the heat.

Serve for afternoon tea, and discuss how the taste and texture of the biscuits.

## STEP 4: COMPLETE THE ACTIVITY - How did it go?

#### STEP 5: FOLLOW-UP AFTER ACTIVITY

Did the children enjoy it?

Did you enjoy it?

Did you have enough information?

What would you do differently next time?

Anything else?

2

## Jazz in the kitchen — 'COOK'

### Cheese Munchies

#### Ingredients

4 tbsp. unsalted butter, softened

2 cups grated cheese

1/4 teaspoons salt

2 cups plain wholemeal flour (or use half wholemeal/half white) Gluten-free flour can be used however the finished texture will be much softer.

4 tbsp. water

#### Step 1

Using an electric mixer, beat butter, cheese and salt for a few minutes or until a soft ball forms. .

#### Step 2

Turn mixer to low and add the flour slowly until mixture is crumbly. Add the water and a moist dough ball should form.

#### Step 3

Wrap the ball in plastic wrap and refrigerate for 45 minutes. Use this time to talk with the children about the mixing process.

#### Step 4

Preheat the oven to 180C and line several baking trays with baking paper.

#### Step 5

Remove dough from fridge and unwrap. Flour the work surface and roll the dough until about 1cm thick. Cut out shapes and place them on the baking trays.



Prick each biscuit with a fork.

## Step 6

**Bake for 15-20 minutes until golden brown and cool on trays for 5 minutes before transferring to a wire cooler to cool completely. Biscuits will keep for 3-5 days in an airtight container.**

Adapted from <http://onehandedcooks.com.au/recipe/cheesy-crackers/#zmk7iQyPY513PUxx.97>



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**Today I learnt about...**

**MAKING BISCUITS**

**Optional At-home Activity:**

- 1) Ask your child to retell the biscuit making activity, (measuring the ingredients, mixing, rolling out and baking) and to describe the differences between the biscuits before and after baking.
- 2) Together with your child, choose a recipe and work through it together. Describe the steps as you go, and encourage your child to anticipate the next step and the outcome of the process, e.g. ‘First we measure the ingredients and add them to the bowl. What do you think is the next thing we should do?’ Check out the SNAC website for healthy ideas at <http://snacwa.com.au/category/nutrition/> .