

# Table of Delights

## LESSON PLAN FOR HONEY FROZEN NOUGAT

KEY STAGE 2 & 3

[Topic](#)

[Aims](#)

[Level](#)

[Time](#)

[Materials](#)

[Equipment](#)

[Introduction](#)

[Procedure](#)

[Follow up tasks](#)

[Health and safety](#)

[Healthy eating messages](#)

[Ingredients and cultural diversity](#)

[Provenance and sustainability](#)

[Links to the key stage 3 National Curriculum](#)

[Cooking and nutrition](#)

[The recipe](#)

[FROZEN HONEY NOUGAT](#)

### **Topic**

Nutritional properties (eggs), functional properties (eggs), temperature (eggs), social and environmental issues (eggs), food packaging and labelling (eggs) system and procedures of a food product and food product development. (Eggs)

### **Aims**

- To investigate the properties of eggs and their role in cooking.
- Learning and mastering the following cooking skills, weighing and measuring, separating eggs, knife skills, chopping herbs, lining a mould with cling film, handling and cooking sugar, whipping/whisking/beating, pouring, presentation and decoration and composting.

# Table of Delights

## **Level**

Key stage 2 & 3.

## **Time**

The lesson before the students write their shopping list, prep list, equipment list, time line of work, presentation ideas etc. An hour to make it and at least frozen overnight. Make one practical lesson then present another lesson. Adapt and make again. Remember this means you can focus on different areas on different lessons. For example discuss the ethic around eggs in one lesson and the other nutritional analysis and cost the dish.

## **Materials**

All ingredient s x 2 for ten students and one for teacher to taste

8 medium free range eggs

200g local honey

200g caster sugar

1000ml whipping cream

2 handfuls of nuts (optional), flaked almonds, pistachio and hazelnuts.

2 handfuls of candied or dried fruit (optional)

Edible flowers and herbs

Flash cards for eggs, the different in environment, honey, sugar, cream, nuts, fruit, flowers and herbs. Show how they grow, where they grow and the seasonality of them.

## **Equipment**

2 x 1 litre moulds

Cling film

2 x saucepan

Tbsp. measurement

Sugar thermometer

Electric hand whisk or free standing mixer with a whisk attachment.

2 x jug for the sugar

Large hand whisk

Metal spoon

Spatula

Knife

Ice cream scoop

# Table of Delights

Serving bowl or plate for presenting the dish.

## **Introduction**

In this lesson the children will be learning the following skills;

- Weighing and measuring
- Separating eggs
- Knife skills
- Chopping herbs
- Lining a mould with cling film
- Handling and cooking sugar
- Whipping/whisking/beating
- Pouring
- Presentation and decoration
- Composting.

## **Procedure**

- See recipe for method.
- Make sure you clean all the environment before cooking
- Make sure the children wash their hands, put on an apron, tie their hair back and remove nail varnish.
- Teach the children to wash up correctly. Making sure all high risk equipment is washed thoroughly.

## **Follow up tasks**

- Adding different ingredients. Maybe thinking how you could make a savoury one and omit the sugar. Ask the children to make an occasion dish and make it 1 of 2 or 3 desserts they have to make for one plate of food.

## **Health and safety**

- Safe handling of raw eggs. Teach the children to crack an egg with a table knife over a small bowl. This way prevents shell falling into the mix, as you can remove any shell from the small bowl before adding it into the mix. Make sure hands are washed thoroughly after use to prevent salmonella poisoning. Also you can tell if an egg is fresh by the smell and how prominent the egg yolk stands in the centre of 2 layers of white. The flatter the whole egg the older the egg. Talk to the children about the “story” that is on the outside of the egg. What the lion mark means, it has be quality assured and inoculated to prevent diseases like salmonella. Also the best before date, when the egg

# Table of Delights

is no longer fresh to use. The role of eggs in a sponge is to act as a leavening agent to create and maintain the air bubbles to make the sponge light.

- Allergies dairy products if you're using the cream.
- Allergies to eggs.
- Using the electric hand whisk, making sure you have dry hands when handling electrical goods. Turn the socket off when finished.
- When you heat sugar it can be very dangerous if it lands on skin. When the children are heating the sugar and water this should be done with an adult standing by. Use a sugar thermometer as this will prevent you from messing around with the sugar. The water method is good but too dangerous for children. Once the sugar has reached its point, pour it into a jug so the children can pour it steadily into the whisking egg whites, safely and not from a hot pan.
- Cutting-When using a sharp knife teach the children the bridge and claw techniques. For key stage 3 use a small bladed cook's knife. When cutting something in half make a bridge shape with the other hand the knife it is not in. Teach the children to put the knife through the bridge to keep the blade away from their fingers and use a sawing movement to cut through. If continually cutting find the flat side as it will prevent the food rolling around. If cutting food into pieces use a claw technique, shape the hand that does not have the knife into an animal's claw and rest on the food. The fingers and thumb are tucked underneath so they cannot be cut and keep moving their hand back when the knife gets close to the hand. Before using the knife they can practice with their index fingers.

## Healthy eating messages

- I recommend you make or buy some flash cards of sugar cane, fruit, nuts, edible flowers and fresh herbs growing.
- Eat as part of a balanced diet. It contains sugar but it is made from fresh and you know what had gone into it. As there are no additives, colours or preservatives. Using sugar make the connection between tooth decay and weight gain and take about sugar swaps in others areas of their diet. It would be a good opportunity to talk to the children about fizzy drinks and energy drinks which are high in sugar. Teach them the dangers of blood sugar levels dropping and rising the link to the risks of diabetes. The direct connection to tooth decay and children having to have teeth removed from an early age because of the amount of sugar eaten. Sugar can contribute to weight gain an in turn lead to heart conditions.
- High in diary, with the cream, which is rich in calcium. It is vital for good bones and teeth.

# Table of Delights

- Increase the amount of fruit and vegetables. Working towards the 5 a day. Dried fruit is good but it also contains quite a lot of sugar. Fresh fruit would be too wet to use in the mix, BUT the children could dry their own fresh fruit.
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- Make sure you use these in season, as most soft fruit can be grown in this country. Don't forget you can also use frozen or tinned fruit in juice NOT SUGAR!
- Eggs are part of a healthy diet. Contains protein, vitamin and minerals. Essential fatty acids and some eggs have omega 3 fatty acids. They also contain cholesterol. Protein is good for growth and repair for the body.
- If nuts are allowed, teach the children to benefits that nuts can have as part of a healthy diet. Almonds contain calcium, good bones and teeth and vitamin E great for healthy skin.
- Fresh flowers and herbs are said to be anti-inflammatory and anti-oxidant. Anti-oxidants are meant to prevent diseases like cancer.

## Skills

- Weighing and measuring and making does not have to be done in all one lesson. Using balance scales or electric scales. The ingredients could be weighed and measured the day before at home. Weighing and measuring one day and the cooking the other.
- Knife skills, see above for details. Chopping the nuts/herbs. Progression of knife skills is important.
- Chopping herbs. The best way to chop herbs is to place them in a plastic jug and put the herbs in the bottom of the jug. Ask the children to hold the handle of the jug and using scissors cut up the herbs. This way their hands will not get cut. As their knives skills increase can you teach them how to hold the herbs together and cut using a larger kitchen knives.
- Lining a mould with cling film. Filling the mould with water and then using cling film to line the mould is a great tip. It will be easier for the children to do.
- Handling and cooking sugar. It is a real skills in handling and using cooked sugar it can be very dangerous as if it lands on skin it burns. See above notes. Use a thermometer.
- Whipping/whisking/beating. Whipping/whisking/beating the egg whites and getting them to the stage where you add the sugar. Learning when the egg whites become soft peak stage. Teach the children to lift out the whisk from the mix and see the soft peak.
- Whipping. Whipping the cream and folding in the cream into the egg whites. Folding in the fruit/nuts/flowers and herbs. Teach the children the figure of eight movement with the metal spoon or spatula.
- Pouring. Pouring the mix into the mould cleanly without mess and tapping the mixture down into the mould.

# Table of Delights

- Presentation and decoration. It's a good idea to get them to draw how they will present the dish. Will they slice the nougat or using an ice cream scoop to present the dish?
- Separating eggs. See above.
- Composting. It's important to understand why we compost and what can be composted. The egg shells can be and why is this? You can link this into food waste and the dangers of too much food waste and the juxtaposition of the increased number of people accessing food banks. Should we look at the French's policy on food waste from the supermarket? Do we need to look at alternative proteins like insects? Or are there new and innovative techniques to growing or cooking food we do not know about yet?

## Ingredients and cultural diversity

- Eggs. Eggs are used in cooking in all cultures, they are a wonder food. They have many roles in food not just for flavour. But they act as a raising agent, bind ingredients together etc. You could do a project on eggs and their roles in cooking. Try and keep away from sweet baking and keep to savoury dishes, you can visit all countries through savoury cooking.
- Honey. There may be local honey you can access to demonstrate the benefit of using local honey. Honey is produced around the world. The importance of bees in the whole cycle of natural in terms of pollinating plants. Where would we be without bees?
- Sugar. The production of sugar, the history of sugar, how it was grown and harvested in the West Indies. How the production of sugar has changed through industry changing with equipment etc. The differences between sugars, caster and golden caster sugar, soft brown sugar, dark soft brown sugar, demerara sugar. How they are produced and the different dishes they are used in and for what reasons. For example caster or golden caster is used in baking as it can be whipped/whisked or beaten into the butter so the cake it not grainy. The darker sugars have a caramel or nutty flavour.
- Cream. Why cream is used a lot in British cuisine? The dairy farming industry dates back. Where else in the world do they have a large dairy farming community and in term use a lot of cream? The change in the production of cream can be taught, there was once a time we could buy un-pasteurised cream and milk, milk had the cream floating on top. Why was this stopped? What benefits are there in the pasteurising food? Longer date on the bottle? Safer?

## Provenance and sustainability

- Herbs; we can grow lots of herbs in this country very successfully. Thyme, rosemary, sage, parsley etc. If you don't have growing facilities in school you

# Table of Delights

could still grow herbs in your classroom in a window box. It will teach the children about looking after plants, water, sun food etc. Then the children can pick and use them whenever they are cooking. Also this will encourage creativity in recipes.

- Cream; teach the children about the dairy industry in this county. Why are the farmers struggling in this industry? Why is milk so cheap? Should it be cheap or more expensive, what effect does the pricing have on the industry? Can farmers sustain at the rate it is now? What is the effect of milk and cream being sourced from abroad? Pricing, quality assurance etc. Labelling requirements in different countries? What do they add the milk and cream extend the shelf life? How does that effect our bodies and diet? For example the hormones or anti-biotics added to the herd or the product. What happens to milk calves when they are born male? This can be a very emotive subject but the positive side is an increase in veal demands which can prevent so many calves being killed. Choose your words and teaching wisely, it could lead to children making decisions on what they want to eat. The children being conscious of this is a good thing it is an understanding in where food comes from and what happens to animals in the process of field to plate.

# Table of Delights

## Links to the key stage 3 National Curriculum

### ***Cooking and nutrition***

- As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.
- Teaching the children a love of food can be taught but it also comes from deep inside. Encouraging creativity in cooking helps instil a love of food. Create a “creativity” tray within the classroom where you have a selection of dried and fresh herbs and spices and any other store cupboard ingredients. This is there every practical food lesson and encouraged to use it.
- Passionate teaching leads to passionate students, they will take your lead on how you feel about cooking and eating. Remember if you have dislikes and voice them they might take them on.
- Educating them that cooking is a life skill and will be able to take control of their own diets when they have the skills to cook for life and look after their families.
- The art of eating on a budget is just that! It is difficult to eat healthy on a budget but you can teach the children how to do this well. Encourage the use of frozen and tinned vegetables and fruit. Remember to only use tinned vegetables in water and tinned fruit in fruit juice not syrup. Teach them to combine frozen, tinned and fresh fruit and vegetables in order to stick to a budget and also benefit nutritional. Remember frozen can be just as good if not better than some fresh produce.

### Pupils should be taught to:

1. Understand and apply the principles of nutrition and health.
2. In everything you teach you will be talking about nutrition and health and always linking it to a healthy lifestyle in conjunction with exercise.
3. Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet become competent in a

# Table of Delights

range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes.

4. Stick to savoury dishes and sweet on occasions. This is really important, we are trying to teach the children how to look after themselves so savoury dishes are imperative. If you are cooking something sweet try and include fruit or vegetables into the recipe, which will increase the nutritional content in the recipe. Talk to the children about no foods are forbidden just all in moderation and it's about healthy choices. There are times for unhealthy foods and times to think about what you are eating. Use fizzy drinks as an example as these are used by teenagers nationwide. They are high in sugar and often colouring and preservatives. They are very damaging to their health. They can increase blood sugar levels and give massive highs and lows. They also can contribute to weight gain. If consumed in large amounts for a sustainable period of time along with other sugary foods they could cause diabetes. Also an increase in weight gain can cause heart disease in later life. You could buy a similar products from different supermarkets and compare the nutritional content and price. You can buy computer software that will work out the nutritional content of this nougat recipe. It will show the nutritional and cost benefit of making your own food from scratch.
5. Different cooking techniques. There are many cooking techniques to be taught and new ones come along very quickly. Sous vide cooking, using chemicals in cooking etc.
6. Using all our senses. While you are demonstrating and teaching you will be using all your senses, teach this to your children. What things smell like before cooking, while cooking and once cooked? Taste the food at all stages, taste, taste, taste and more taste. It is important for you and them to continually taste while cooking at once finished. You're checking for flavour profile of the dish, sweet, salty, sharp etc. What does the dish need more of something, else of smoothing else etc. Get the children in the habit of using teaspoons to taste and NOT DOUBLE DIPPING! Texture of a dish how most incredible plates of food have something soft on the plate o sauce or puree, a crunch and a dusting or sprinkle of something as an equation they can create from this. Texture is very important when we eat the crunch of something or the softness can influence how we feel about a dish.
7. Adapting and creating recipes. Encourage the children to work from recipes that exist until they are confident to adapt. Guide them on this task as they can be tempted to move towards sweet cooking, or taking a savoury recipe and including sweet ingredients. Encourage a culture in the classroom of classic dishes and cultural dishes that you don't adapt! Teach them it's about the ingredients and how they choose to cook them. Make small changes and maybe substitute 1 or 2 ingredients first and then go from there. Use

# Table of Delights

reputable recipes not just a recipe off a website. Website can be good for some recipes but have a wide range of cooking books old and new in the classroom and encourage them to read these. Be wary of recipes that are measured in cups as you don't know if they are American or Australia. If you try and convert the measurements they don't always work, they could be setting themselves up for a hard task. Also this will help in their presentation ideas to look at the food styling of certain dishes like theirs. Once they have adapted the recipe make notes and amend and keep all original work sheets. Explain how it has changed the dish and for what reason, what was the changes that we made that effect the dishes flavour, texture, smell and presentation.

8. Preparing ingredients. Teach the students good knife skills. The bridge and claw position. Progress onto rolling or rocking the knife keeping the knife on the board when cutting. Rocking backwards and forwards in a smooth motion. Get them in the habit to prepare all ingredients before starting cooking. Also get out and prepare all the equipment. Get the washing up area ready with j cloth and t- towel. It is important to teach them how to work clean and tidy to prevent food positioning through cross-contamination. Make sure they have an order of work, a schedule of work what they will do and at what time. Encourage timers as if they go into the catering industry they are used then.
9. Using utensils and electrical equipment. Teach the correct tool for the correct job. Encourage the use of their hands as they are the best tool for a job sometimes. Safety of using electrical equipment should be taught dry hands and always turn off. Never place you hand inside a blender and be careful of open blades when washing up. Never place knives in a washing up bowl as someone else could come along and not know they are in there and cut their hand.
10. Applying heat in different ways. The sugar element to this dish is a good example of this, as too high it will turn and too low it won't reach temperature. You could do an experiment when you don't take the sugar far enough or the opposite too far and add it to the egg whites. What happens? And why? You can talk about the dried fruit and how cooking fruit or dehydrating fruit in the oven can make dried fruit. You could check the sugar content before the fruit being fresh and after it's dried. And why it changes?
  - a. How the heat and motion of the electric whisk thickens the cream?  
Warms the molecules up and causes them to explain?
11. Understand the source, seasonality and characteristics of a broad range of ingredients.
12. Selecting. It's important to understand seasonality to understand the selection process, especially when it comes to fresh fruit and vegetables. Aldo games seasons and fishing seasons. They are at their best in season and cheaper. Try and buy British for the economy and keeping people in work. Look for the best quality and what you can afford on your budget. Go to markets and talk

# Table of Delights

to the market staff. Perfect looking is not always better tasting. Think about locality and where the produce is coming from. The implications of air miles and food traveling. How is this good and bad for the economy? Get friendly with your local butcher, fish monger, and grocery and ask what is good at that time. Ask if they know if it is sustainable and ethical and can guarantee quality from a reputable farmer.

13. Range of ingredients. Saying what I said before embrace the cultures around you can cook a variety of dishes from around the world. Introduce the students to ingredients and foods they may have never seen before. But don't waste it cook it and ask them to taste it. You could cook their favourite Chinese dish from scratch. Also when something is in season like asparagus or Jersey Royals let the children enjoy them at their best, taste testing.

## Skills the children will be taught through making this recipe.

- Weighing and measuring.
- Separating eggs.
- Knife skills.
- Chopping herbs
- Lining a mould with cling film.
- Handling and cooking sugar.
- Whipping/whisking/beating.
- Pouring.
- Presentation and decoration
- Composting

## Progression of skills/how the recipe could change-

1. Adding different ingredients. Maybe thinking how you could make a savoury one and omit the sugar. Ask the children to make an occasion dish and make it 1 of 2 or 3 desserts they have to make for one plate of food.

## **The recipe**

### **FROZEN HONEY NOUGAT**

Honey and flowers all flashy and frozen. Serves 6

Sugar syrup is very hot, get a grown up to help with this process. If you do not have a sugar thermometer, the stage when the sugar is cooked to the correct temperature for

# Table of Delights

use is when a small amount of the syrup can be dropped into a bowl of cold water and the syrup will harden to form long thin threads.

Be cautious to pick flowers you know are edible. It's also important to pick flowers free from any chemical gardening spray or dog wee! As a general rule for roses (after all, they are best) if a rose smells good, it will taste good.

Ingredients;

4 egg whites

100g honey

100g sugar

500g whipping cream

A handful of nuts (optional) – flaked almonds, pistachios or hazelnuts

A handful of candied or dried fruits (optional)

Edible Flowers and herbs from your garden! Including flowers like;

- Thyme, lemon thyme, rosemary, lemon balm or basil
- Lavender, edible rose, rose geranium, violas, elderflower, pansy

Method;

1. Line a 1 litre mould, or moulds, with a double layer of cling film. You can choose the shape whatever you like, though metal is best. Filling it with water, and then pouring out, can help push the clingfilm into all the corners.
2. In a saucepan make syrup with the sugar and 3 tbsp of water and boil until it reaches about 110C – 118C (or use the water method above).
3. Beat the egg whites with an electric mixer and once the egg whites reach a soft peak, gradually pour in the sugar syrup. Then add the honey.
4. Keep beating together until cooled down.
5. Whip the cream and once the meringue has cooled down add the whipped cream to it.
6. Add nuts such and dried or candied fruit if using, then stir through your choice of flowers and herbs. Add a little at a time tasting as you go as some are better in smaller quantities!
7. Pour into the moulds or a large one but you can choose your mould of choice.
8. Let the nougat set in the freezer overnight, though it may well be set after 3 hours if your freezer is very cold.
9. Serve in slices or scooped out like ice cream

# Table of Delights