

## MODULE FOD2130: VEGETARIAN CUISINE

**Level:** Intermediate

**Theme:** Management

**Prerequisite:** FOD1010 Food Basics

**Module Description:** Students learn how to create healthy, wholesome vegetarian diets, by preparing suitable foods in a variety of ways.

**Module Parameters:** Personal or commercial food preparation facility.

### Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>describe the rationales for various vegetarian eating patterns</li> <li>identify the critical nutritional elements of wholesome vegetarian eating</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li><b>concept test</b> consisting of questions on: <ul style="list-style-type: none"> <li>spectrum of and motivating factors for vegetarian eating patterns</li> <li>barriers to wholesome vegetarian eating patterns</li> <li>protein and protein complementarity</li> <li>calories, fat, fibre, iron, calcium and Vitamin B<sub>12</sub> in vegetarian eating patterns</li> <li>nutritional value, palatability, cost, cooking and uses for tofu and legumes</li> <li>nutritional value of foods for ovo/lacto and vegan vegetarians</li> <li>availability, nutritional value, palatability and role of meat substitutes</li> <li>food selection for eating out with a vegetarian eating pattern</li> <li>acceptability of foods for vegetarian eating pattern.</li> </ul> </li> </ul> <p><i>Assessment Tool</i> Food for Today <i>Section Quizzes</i></p> <p><i>Standard</i> <i>Correctly answer a minimum of 50% of questions</i></p>	15
<ul style="list-style-type: none"> <li>describe meal plans suitable to vegetarian eating patterns</li> </ul>	<ul style="list-style-type: none"> <li><b>project</b> in which the student develops and analyzes meal plans for ovo/lacto or vegan vegetarians for at least three days.</li> </ul> <p><i>Assessment Tool</i> <i>Analysis: Vegetarian Cuisine, FOD2130–1</i></p> <p><i>Standard</i> <i>All applicable sections have been completed</i></p>	15

**MODULE FOD2130: VEGETARIAN CUISINE** (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• prepare and evaluate foods within the context of vegetarian meal planning</li>   <li>• describe the personal or career relevance of the competencies developed within the module</li>   <li>• demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>• <b>practical lab experiences</b> in which the student prepares, presents and evaluates a minimum of five of the following foods for vegetarian eating patterns, each of which meets criteria for quality products: <ul style="list-style-type: none"> <li>– dish featuring tofu</li> <li>– main course dish featuring legumes</li> <li>– soup, salad or dip featuring legumes</li> <li>– dish emphasizing milk products</li> <li>– dish emphasizing eggs</li> <li>– “portable” food</li> <li>– soy product.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Lab Assessment: Intermediate Level, FODLAB–2</i>  <i>Product Standard Scorecard: Vegetarian Cuisine, FOD2130–2</i></p> <p><i>Standard</i>  <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p> <ul style="list-style-type: none"> <li>• <b>analysis:</b> For at least two of the foods prepared, the student will complete an analysis of the product.</li> </ul> <p><i>Assessment Tool</i>  <i>Product Analysis, FODPAN</i></p> <p><i>Standard</i>  <i>All sections have been completed accurately</i></p> <ul style="list-style-type: none"> <li>• <b>module reflection</b> in which the student will complete one of the following: <ul style="list-style-type: none"> <li>– <i>Reflection Log: Intermediate Level, FODREF–2</i></li> <li>– <i>Field Trip Assessment, FODFTA</i></li> <li>– <i>Article or Audio-visual Review, FODAVR</i></li> <li>– <i>Career Research: Intermediate Level, FODCAR–2.</i></li> </ul> </li> </ul> <p><i>Standard</i>  <i>All sections have been completed accurately</i></p> <ul style="list-style-type: none"> <li>• <b>observations</b> of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>50</p> <p>10</p> <p>10</p> <p>Integrated throughout</p>

**MODULE FOD2130: VEGETARIAN CUISINE (continued)**

Concept	Specific Learner Expectations	Notes
Nature of Food	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• differentiate between vegetarian eating patterns including:               <ul style="list-style-type: none"> <li>– vegan</li> <li>– ovo</li> <li>– lacto</li> <li>– ovo/lacto</li> <li>– incorporation of vegetarian foods within conventional eating pattern</li> </ul> </li> <li>• compare factors that motivate individuals and groups to follow vegetarian eating patterns, including:               <ul style="list-style-type: none"> <li>– traditional dietary patterns</li> <li>– religion</li> <li>– ethical/moral considerations</li> <li>– health concerns</li> <li>– economic</li> </ul> </li> <li>• assess barriers to wholesome vegetarian eating patterns, considering:               <ul style="list-style-type: none"> <li>– reliability of nutrition information</li> <li>– palatability</li> <li>– conventional attitudes toward eating patterns</li> <li>– time required for preparation of some pulses.</li> </ul> </li> </ul>	
Nutrition	<ul style="list-style-type: none"> <li>• describe the provision of adequate proteins considering factors including:               <ul style="list-style-type: none"> <li>– essential amino acids</li> <li>– non-essential amino acids</li> <li>– protein complementarity</li> <li>– biological value of protein foods</li> </ul> </li> <li>• describe the provision of adequate:               <ul style="list-style-type: none"> <li>– Vitamin B<sub>12</sub></li> <li>– iron</li> <li>– calcium</li> <li>– calories</li> </ul> </li> </ul> <p>through vegetarian eating patterns</p>	

**MODULE FOD2130: VEGETARIAN CUISINE (continued)**

Concept	Specific Learner Expectations	Notes
Nutrition (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• assess the nutritional advantages of vegetarian eating patterns, considering:               <ul style="list-style-type: none"> <li>– fat content</li> <li>– fibre content</li> </ul> </li> <li>• analyze tofu as a vegetarian food choice, considering factors including:               <ul style="list-style-type: none"> <li>– nutritional value</li> <li>– palatability</li> <li>– availability</li> <li>– cultural significance</li> <li>– cost</li> </ul> </li> <li>• list and evaluate meat substitutes, considering factors including:               <ul style="list-style-type: none"> <li>– availability</li> <li>– nutrition labelling and information</li> <li>– palatability</li> <li>– cost</li> <li>– convenience</li> <li>– need for and role of additives</li> <li>– adaptability to conventional meal patterns</li> </ul> </li> <li>• assess alternatives for following a vegetarian food pattern when eating out, considering factors including:               <ul style="list-style-type: none"> <li>– diversity of choice</li> <li>– palatability</li> <li>– reliability of nutrition information</li> <li>– cost.</li> </ul> </li> </ul>	
Management	<ul style="list-style-type: none"> <li>• identify strategies for increasing the acceptability of vegetarian foods, considering factors such as:               <ul style="list-style-type: none"> <li>– familiarity of foods and dishes</li> <li>– personal biases about foods</li> <li>– conventional notions about meal planning</li> <li>– sensory appeal foods</li> </ul> </li> <li>• adapt meal plans to incorporate vegetarian protein sources.</li> </ul>	“Meat and potatoes.”

**MODULE FOD2130: VEGETARIAN CUISINE** (continued)

Concept	Specific Learner Expectations	Notes
Preparation and Presentation	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• demonstrate a repertoire of vegetarian foods through selection, planning, preparation, presentation and evaluation of a variety of foods including:               <ul style="list-style-type: none"> <li>– dishes containing tofu</li> <li>– dishes containing legumes</li> <li>– dishes appropriate for ovo/lacto eating patterns</li> <li>– foods that demonstrate protein complementarity</li> <li>– “portable” foods appropriate for vegetarian eating patterns</li> <li>– soy product.</li> </ul> </li> </ul>	<p>Drinks, stir-fried, in casseroles.</p> <p>Soups, dips, salads, main courses.</p> <p>Quiches, souffles, frittatas, omelets.</p> <p>Nut/bean, grain/bean combinations.</p> <p>Sandwich fillings, dips.</p>
Safety, Sanitation and Equipment	<ul style="list-style-type: none"> <li>• demonstrate safe hygienic work habits and the correct use of tools and equipment</li> <li>• identify and resolve safety concerns, both food and equipment, significant to Vegetarian Cuisine.</li> </ul>	
Career Exploration/ Portfolio	<ul style="list-style-type: none"> <li>• describe career options where skills developed in Vegetarian Cuisine are particularly important.</li> </ul>	<p>What coping skills, attitudes, knowledge have developed?</p> <p>How does this relate to the student’s beliefs, interests and values?</p> <p>What competencies have been developed (technical skills, knowledge, attitudes).</p> <p>How are these important now?</p> <p>How will they be important in the future?</p>

