Il-Pjan tal-Lezzjoni: **Preparazzjoni ta’ tinqir tradizzjonali Malti**

*L-Għanijiet:*

L-istudenti jkunu kapaċi:

* jgħarrfu u jsemmu ikel tradizzjonali Malti.
* jidentifikaw ingredjenti partikolari li huma important f’dieta ta’ ikel Malti.
* jippreparaw u jservu l-ikla ta’ nofsinhar u/jew tinqir tradizzjonali Malti.

*Materjali li għandek bżonn:*

|  |  |
| --- | --- |
| **Ingredjenti** | **Tagħmir/ Reċipjenti** |
| Ħobż lokali | Chopping bord bajda |
| 5 imgħaref kunserva/ 2 tadamiet friski | Sikkina tal-ħobż |
| ftit żejt taż-żebbuġa | Sikkina tal-butir |
| bott tonn taż-żejt | mgħarfa |
| 3 imgħaref fazola bit-tewm | 3 kuċċarini |
| 2 kuċċarini kappar | Can opener |
| 2 kuċċarini żebbuġ | Platt |
| Ħass mimli id | Sikkina tal-ħxejjex |
| 5 werqiet tal-ħabaq | Fardal |
| Kuċċarina ħaxix ippreservat fil-ħall/immarinat | Kappell |
| biċċtejn basla | Riċetta f’fowlder tal-plastik |
| Bżar u melħ | Sarvetta |

*Qabel il-lezzjoni/ Xogħol għad-dar:*

1. Uża waħda mil-links tal-vidjow hawn taħt bħala introduzzjoni tal-lezzjoni.
2. Aqsam il-klassi fi gruppi ta’ erbgħa u saqsihom biex jagħmlu riċerka dwar l-ikel tradizzjonali Malti. Importanti li tenfasizza li r-riċerka għandha ssir b’mod partikolari dwar il-Ftira Tradizzjonali Maltija.
3. Qassam il-karta tat-taħriġ mehmuża hawn taħt u saqsi lill-istudenti biex jimlew l-informazzjoni kollha minbarra l-evalwazzjoni (din se ssir wara s-sessjoni tal-prattika).
4. Iddiskuti t-tweġibiet fil-klassi.

*Sessjoni tal-Prattika:*

1. Qassam ir-riċetta ‘Ftira Tradizzjonali Maltija’ f’fowlder tal-plastik.
2. Għid lill-istudenti biex jilbsu fardal u kappell, jimsħu wiċċ il-mejda u jaħslu idejhom.
3. Spjega l-funzjoni tal-ingredjenti u r-reċipjenti preżenti fl-ispazju fejn se jaħdmu.
4. Qaxxar u qatta’ l-basla fuq chopping bord. Qatta’ l-bqija tal-ingredjenti u laħlaħ l-kappar u ż-żebbuġ f’ilma frisk.
5. Għid lill-istudenti biex jaqsmu l-ħobż fuq iċ-chopping bord billi jużaw is-sikkina tal-ħobż u jżellġu l-kunserva jew tadam frisk fuq il-ħobż.
6. Qatta’ l-ħassa u poġġiha fuq il-ħobż. Kompli itfa’ l-bqija tal-ingredjenti mqattgħin u ħawwar kif tixtieq.
7. Aħseb ir-reċipjenti u l-pożati. Poġġi kollox f’postu.
8. Kull student irid jagħmel evalwazzjoni personali tiegħu. Din tista’ ssir verbalment jew bil-miktub, kif turi l-karta tat-taħriġ mehmuża.

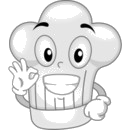
*Evalwazzjoni:*

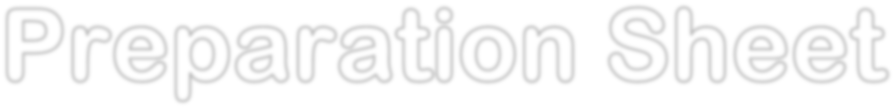
Kull student irid jagħmel evalwazzjoni tiegħu nnifsu fuq is-sessjoni tal-prattika li fiha jrid jinkludi u jiddiskuti:

* Ġudizzju dwar l-esekuzzjoni;
* Identifikazzjoni ta’ fiex mar tajjeb u fiex mar ħażin;
* Immaniġjar tar-reċipjenti,
* Osservazzjoni tar-regoli li jikkonċernaw saħħa, indafa u sostenibilità.
* Rakkomandazzjonijiet għal titjib dwar l-esekuzzjoni fis-sessjoni tal-prattika

*Riżorsi:*

* https://teleskola.mt/l-ikel-tradizzjonali-malti-traditional-maltese-food/
* https://www.youtube.com/watch?v=ccLe5eaO8ls
* https://www.youtube.com/watch?v=2YFlLXOcISY

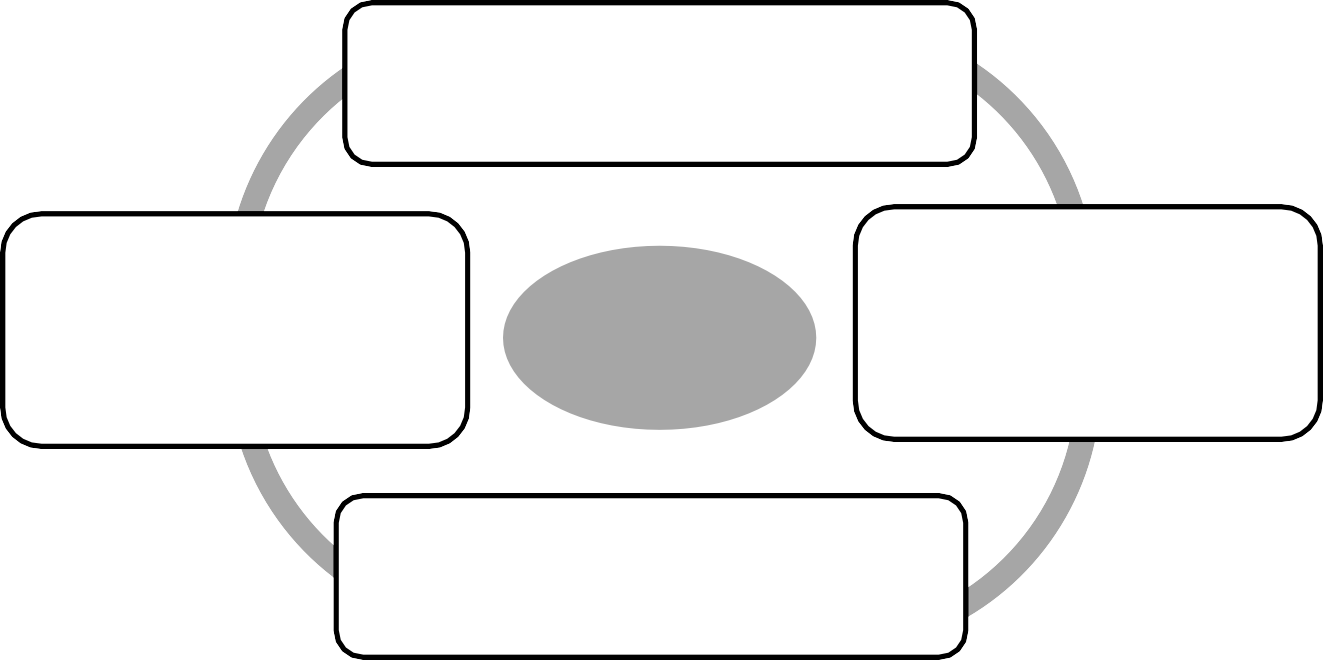




### Name: \_ Class:

**Practical Assignment:**

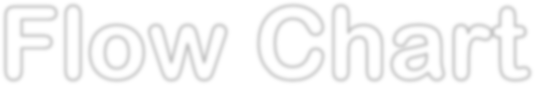
**Dish Chosen:**



**Reasons for**

**Choice**

|  |  |  |
| --- | --- | --- |
| **Ingredients** | **Utensils/Equipment** | **Electrical Appliances** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |



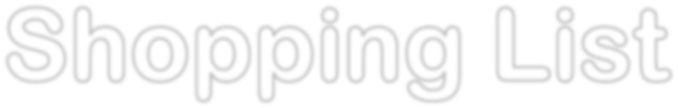
START

Wear apron and hat. Wash hands and wipe surface.

Collect my ingredients and equipment.

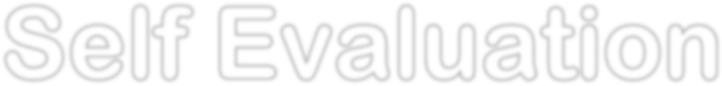
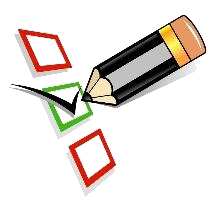
Do the washing up. Prepare the table. Serve the food.

End



|  |  |  |
| --- | --- | --- |
| **Quantities** | **Shopping List**  **(main ingredients)** | **Approx. Cost** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  | **TOTAL €** |

**N.B. The preparation sheet can be adapted according to the students’ needs and levels.**



|  |
| --- |
| **1. Reasons for choice and Flow-Chart:**  My reasons for choice:  Very good: Could be better:  Good: Not done: |
| **2. Preparation: Self**  Apron: Cap/Scarf: Jewellery:  **Equipment**  Collected all equipment: Collected some equipment: Equipment not collected:  **Ingredients**  Collected all ingredients: Collected some ingredients: Ingredients not collected: |
| **3. Organisation:**  My work area:  Well organised: Organised: Disorganised: |
| **4. Hygiene in the Food Lab:**  Food covered: Sink kept clean:  Washing-Up: Cooker kept clean:  Spills wiped: Disposal of Waste: |
| **5. Safety in the Food Lab:**  Kitchen equipment was used safely:  Kitchen equipment was not always used safely: |
| **6. Cooking Skills:**  My cooking skills were very good: My cooking skills were good:  My cooking skills were not good: |
| **7. Time Management:**  I used the time available well:  I did not use time available well: I did not finish my work on time: |



|  |
| --- |
| **8. Presentation:**  Finished item/s was/were presented in an interesting way: Finished item/s was/were presented in a satisfactory way: Finished item/s was/were unsatisfactory: |
| **9. Evaluation:**  **Strengths – my good points:**      **Weaknesses – not so good points:**      \_  **If I were to do it again I would:**     |

**N.B. The self-evaluation sheet can be adapted according to the students’ needs and lev**