



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
Hobż lokali	Chopping bord bajda
5 imgharef kunserva/ 2 tadamiet friski	Sikkina tal-ħobż
ftit żejt taż-żebuga	Sikkina tal-butir
bott tonn taż-żejt	mgħarfa
3 imgharef fazola bit-tewm	3 kuċċarini
2 kuċċarini kappar	Can opener
2 kuċċarini żebug	Platt
Hass 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. Aqşam 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 meħmuża 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 filma frisk.
5. Għid lill-istudenti biex jaqsmu l-ħobż fuq iċ-chopping bord billi jużaw is-sikkina tal-ħobż u jżellgu 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 meħmuża.

Evalwazzjoni:

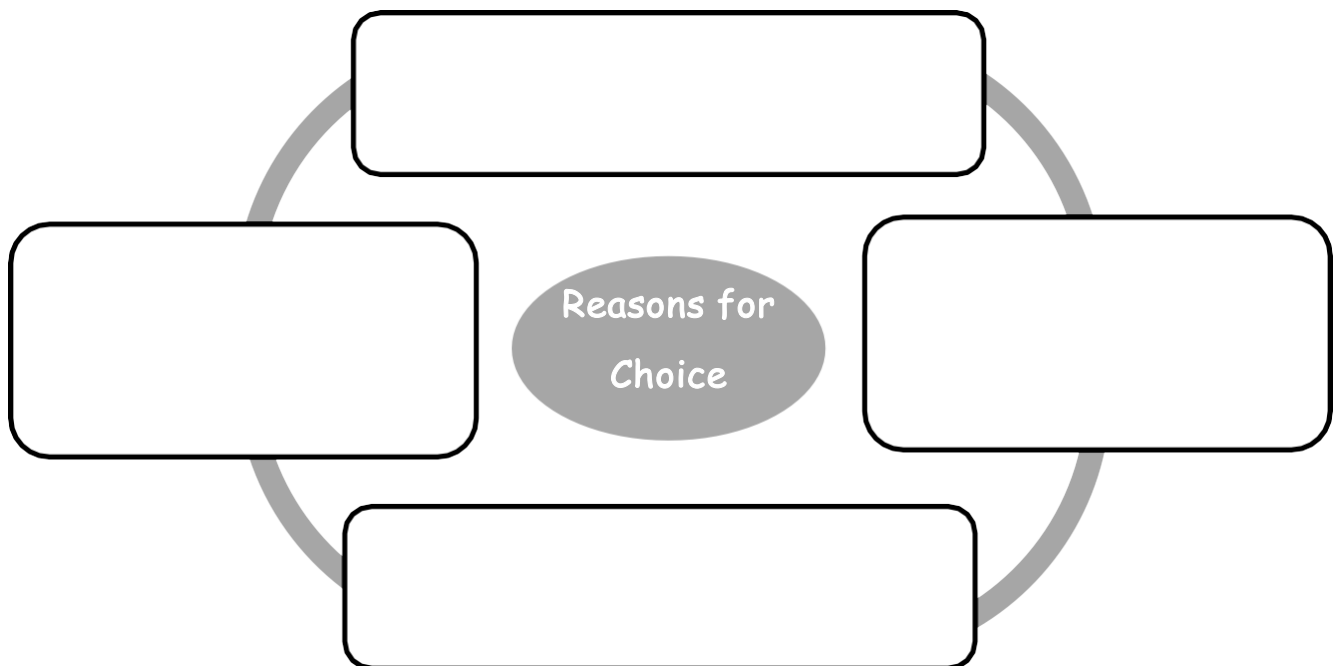
Kull student irid jagħmel evalwazzjoni tiegħu nnifsu fuq is-sessjoni tal-prattika li fiha jrid jinkludi u jiddiskuti:

- Ġudizzju dwar l-esekuzzjoni;
- Identifikazzjoni ta' fiex mar tajjeb u fiex mar ħażin;
- Immanigjar 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=ccLe5ea08ls>
- <https://www.youtube.com/watch?v=2YFILXOcISY>

Practical Assignment:

[illegible]

Flow Chart



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

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

Self Evaluation



1. Reasons for choice and Flow-Chart:

My reasons for choice:

Very good:

☐

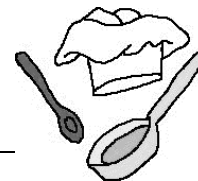
Could be better:

☐

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: ☐



FOOD SAFETY

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 level

