



KOPPERT CRESS
Architecture Aromatique

COURSE CONTENT
FOR KOPPERT CRESS
EDUCATIONAL PROGRAMME –
UNIT 4



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Unit 4 – Classroom exploration of health and nutrition

Entry level	Level 3 and above
Guided Learning Hours	2 hours classroom, 1 hour homework
AIM	To learn about the differing tastes that our body and brain can identify. To understand how Koppert Cress living ingredients can be used and processed in a variety of ways, and the nutritional and health benefits associated with consuming Koppert Cress living ingredients.
Learning outcome	<p>The learner will:</p> <ol style="list-style-type: none">1. Be able to demonstrate understanding of the five main taste descriptors.2. Be able to differentiate between a microgreen, a cress, a specialty and a sprout.3. Be able to describe and explain what umami is.4. Be able to describe all the possible techniques and processes used to extract the best from the Koppert Cress living ingredients.
Assessment criteria	<p>The learner can:</p> <ol style="list-style-type: none">1. Identify Koppert Cress living ingredients and their natural food pairings.2. Understand why it is important to consume microgreens, cresses and specialties.3. Understand why soaking is important before eating.4. Employ the correct vocabulary when describing a flavour.5. Name and demonstrate understanding of the five main taste descriptors.

Course setup

In order to run Unit 4, please set up the following (on the assumption of 25 learners plus 1 lecturer per class, please adapt accordingly):

- Lay out 26 x Koppert Cress Educare book.



Course content

Exploration of health and nutrition through reading the Koppert Cress Educare book, followed by group discussion with a view that all this information will be necessary for the final unit (Unit 5):

1. Turn to page 10 – 3.4 Health benefits and nutrition facts (Broccoli Test)
 - 1.1 Learners are to study and read this page and should be able to demonstrate understanding of the five main taste descriptors. Lecturer to bring learners to the front of the class and prepare the presentation screen for a video: [Food Unwrapped](#).
 - 1.2 Learners should be able to define the word aroma.
 - 1.3 Learners should be able to competently describe the flavour of one given Koppert Cress living ingredient and pair the flavour to a chosen dish.
2. Turn to page 11 – 3.5 Difference between microgreens and sprout 'sprouting'
 - 2.1 Learners are to study and read this page and should be able to differentiate between a microgreen and a sprout.
 - 2.2 Learners should be able to explain how to develop a sprout.
 - 2.3 Learners should be able to demonstrate understanding of what 'soaking' and 'standing' are and their uses.
3. Turn to page 12–15 – 3.6 Soaking nuts, seeds and grains
 - 3.1 Learners are to study and read pages 12–15 and should be able to list the principle reasons why soaking is beneficial to our health.
 - 3.2 Learners should be able to explain what an enzyme is and what it does in our body.
 - 3.3 Learners should be able to explain what lacto fermenting stands for.
4. Turn to page 16 – 4. Taste and the importance of tasting, including 4.3 Culinary Vocabulary
 - 4.1 Learners are to study and read pages 16–17 and should be able to list the five major flavour groups.
 - 4.2 Learners should be able describe and explain what umami is.
 - 4.3 Learners should be able to employ the correct vocabulary when describing a flavour.
5. Turn to page 18 – 5. Cooking using microgreens
 - 5.1 Learners are to study and read page 18 and should be able to identify how to extract the best from the Koppert Cress living ingredients that is which can be cooked and which are better eaten raw.
 - 5.2 Learners should be able to describe all the possible techniques and processes used to extract the best from the Koppert Cress living ingredients.
6. Turn to page 24–27 plus page 41 – Homework (to be done out of the classroom)
 - 6.1 Learners are to study and read pages 24–27 and page 41 this is your homework, after this learners should be able to describe and explain the flavour profile of a dish.
 - 6.2 Learners should be able to describe aroma using the correct vocabulary.
 - 6.3 Learners should be able to explain why it's important to consume microgreens and sprouts.
 - 6.4 Learners should be able to explain in a few words, the difference between microgreen and sprout.
 - 6.5 Learners should be able to describe the taste and aroma of their own creation.
 - 6.6 Turn to page 27 exercise 6.7. Learners are to create a healthy juice (**Reference Additional information**).
7. Learners should of completed the word search on page 41 (Let's test your knowledge) – Homework.



Additional information

All the following information is available as downloads when prompted if clarity is needed please e-mail educare@koppertcress.com for immediate assistance:

1. Download and print one minute smoothie recipes examples (<https://bit.ly/educare-downloads>):
 - Recipe Card – Green Smoothie
 - Recipe Card – Orange Smoothie
 - Recipe Card – Pink Smoothie
 - Recipe Card – Purple Smoothie
2. For all the answers to the lecturer download 'Answers Koppert Cress Educare book Section 6' pdf from the Koppert Cress EduCare webpage (<https://bit.ly/educare-downloads>).

All support materials and videos are available via the special Koppert Cress EduCare webpage:
<https://bit.ly/educare-downloads>

Homework

Learners to keep Koppert Cress Educare book for homework use, making sure that each book is named by the learner. Read and digest, then answer the questions, placing your answers on the attached page in the Koppert Cress Educare book. Return the book to the lecturer for marking.

Ingredients for lecturer to order

None.



Answers Koppert Cress Educare book Section 6 – Class exercise

Pages 24–27: Notes for the lecturer to go through with the learners.

6.1 Describing and explaining your dishes.

1. **Banana and Limon Cress smoothie**
Sweet with velvety and creamy textures, citrusy notes.
2. **Garlic and goats cheese souffle with Tahoon® Cress**
Savory umami with garlicky notes. A mild but lasting aftertaste.
3. **Smoked duck with cooked lentils and Shiso Purple**
Smokey with a hint of earthy aroma and cumin (coming from the Shiso Purple).
4. **Vanilla and hazelnut crème brulee**
Creamy, sweet, delectable with a nutty edge.
5. **Strawberries with red wine syrup and Apple Blossom**
Both sweet yet sour with a slightly bitter wine flavour.
6. **Borage Cress, Scarlet Cress and cucumber salad**
Fishy with a herbal oniony salty flavour.

6.2 Describe the aroma of these living ingredients using the correct vocabulary.

1. **Jasmine Blossom** – Fresh, floral and sweet. Highly aromatic with a hint of jasmine.
2. **Paztizz Tops®** – Aniseedy, with a strong but sweet smell.
3. **Aclla Cress®** – Fresh and minty with citrus notes.
4. **Limon Cress** – A delicious lemon verbena scent with the taste of lime.
5. **Shiso Green** – A minty aniseed scent.
6. **Atsina® Cress** – A sweet aniseed and liquorice scent with fennel notes.

6.3 Why you should consume microgreens on a daily basis.

1. Microgreens are packed with flavour and aroma, and make a great addition to food, particularly when paired correctly with an ingredient.
2. Microgreens lend themselves to different forms of flavour extraction – they work well with direct heat, dehydration, freezing, in emulsions and through osmosis, all combining to give ingredients an added boost of flavour.
3. Microgreens are proportionately high in vitamins – they contain a high level of Vitamin C and are loaded with beta carotene. They are also a good source of Vitamins E and Vitamins K.
4. Microgreens have a higher level of nutrients than mature equivalents – 30 g of BroccoCress® contains more than 50 times more solforaphane than a head of broccoli.
5. Sprouts have 100 more enzymes than a mature piece of raw fruit or vegetable. Enzymes are special types of proteins that act as catalysts for all your body's functions, including digestion, making sprouts a great boost for digestion and also fighting off infection.

Note to lecturer! Maybe a refreshment break.



6.4 'Foodpairing' using Koppert Cress products.

Lecturer to bring learners to the front of the class and prepare the presentation screen for a video: [How to create a pairing with Foodpairing](https://inspire.foodpairing.com/). Learners are to go back to their desks and to log onto the Foodpairing website portal <https://inspire.foodpairing.com/> and register for free, this giving the learners direct access and inspiration to numerous recipe combinations.

6.5 Sprout or microgreens?

A sprout is a seed which has been germinated, releasing many more nutrients than would be available in its seed form. A microgreen is the first growth from that germinated seed, giving its own benefits over a fully grown mature plant.

6.6 Define 3 cooking techniques on any one ingredient.

1. **Cauliflower** – Frying, poaching and baking/roasting
2. **Fish** – Steaming, stir-frying and papillotte
3. **Beef** – Sous vide, pot roast and grilled

6.7 Create a healthy juice or smoothie and explain.

1. Explain your choice of ingredients.
2. Describe the taste and aroma of your creation.
3. Explain the nutritional benefits.

■ **Smoothie** – Banana, milk, yoghurt, sugar or Limon Cress

A smooth and delicious smoothie with hint of limon, a citrus note and hint of sweetness.

■ **Juice** – Cucumber, kiwi, BroccoCress®, Wheat Grass or ginger

A refreshing green juice, full of vitamins with a fiery kick of ginger; very good for digestion.