

Strawberry Shortbreads

These strawberry shortbreads are perfect for afternoon tea. What do you mean, you don't have afternoon tea? Well now you have no excuse! The shortbread can be stored in an airtight container until you are ready to serve them.

Tasty Twists

Add a generous dollop of whipped cream to each biscuit and top with a spoonful of the strawberries.

Ingredients

- 125g (4oz) unsalted butter, softened + extra for greasing
- 60g (2oz) caster sugar
- 125g (4oz) plain flour
- 60g (2oz) cornflour



unsalted butter



strawberries

For the topping:

- 250g (8oz) strawberries (washed and quartered)
- 60g (2oz) raspberry jam
- 300ml (1/2pt) double cream (whipped)
- 140g (5oz) butter



raspberry jam



double cream

Equipment

- mixing bowl
- electric whisk
- fork • sieve
- cling film • rolling pin
- greaseproof paper
- cookie cutter • oven gloves
- large baking tray
- small saucepan
- dessert spoon • cooling rack



measuring jug

Experiment with different shaped cookie cutters eg. hearts, flowers or stars.

1

Tasty Twists

Experiment with other fruit toppings, such as blueberries, blackberries, or raspberries. Or add 5g (1 tsp) of orange zest to the biscuit mixture in step 2 and miss out the topping.



1 Preheat the oven to 170°C (325°F/Gas 3). Place the butter and sugar in a bowl and cream together until light and fluffy using an electric whisk.



2 Sieve the plain flour and cornflour into the creamed butter. Mix together with a fork until all the ingredients are combined.



3 Form the dough into a smooth, round disc, using your hands. Wrap the dough in cling film and leave it to chill in the fridge for 15 minutes.



4 Place the dough between 2 pieces of greaseproof paper. Roll it out to form a circle which is about 20cm (8in) in diameter and 1cm (1/2in) thick.

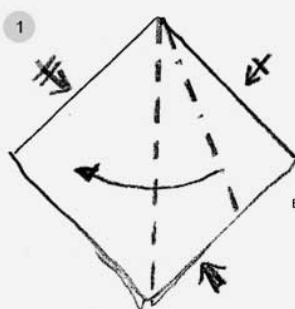


5 Cut out 12 shortbreads and place them onto a greased baking tray. (You will need to gather and re-roll the dough a few times.) Bake for 20 minutes.

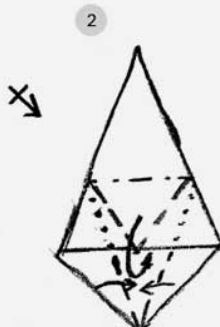


6 Warm the jam in a saucepan, fold in the strawberries, and leave to cool. Remove the shortbread from the oven and leave them to set and cool.

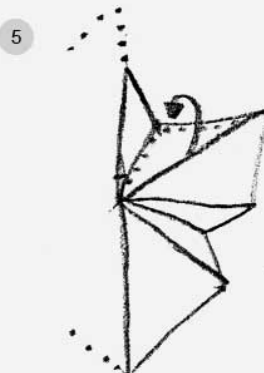
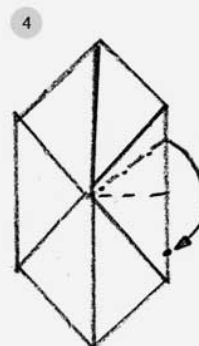
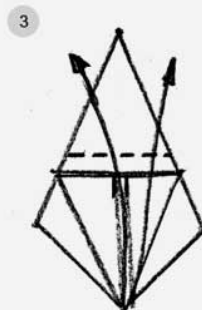




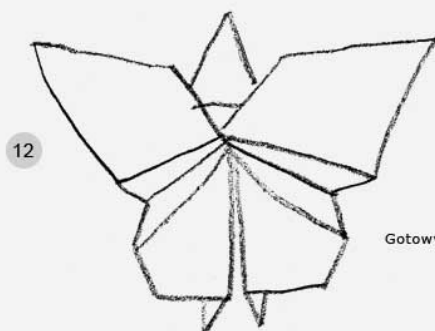
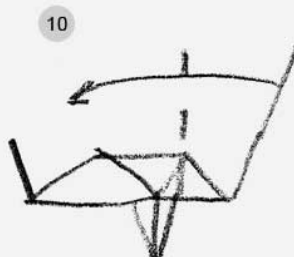
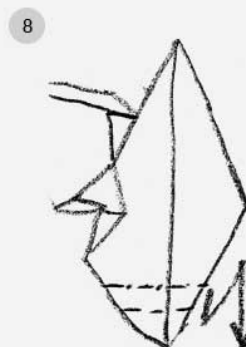
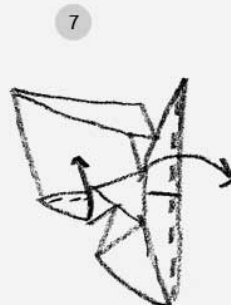
Baza kwadrat



Krok 2 powtórzyć tylko raz z tyłu



Wywinąć warstwę



Gotowy model

Rys. B. Gargol



Kroki 4-11 Powtórzyć z lewej strony



First Aid for Children

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1. INTRODUCTION

The Principles of first aid are the same whether it is a child or an adult being treated. That is to preserve life, prevent deterioration and to promote recovery. A child in first aid terms is aged from 1 to adolescence.

WHEN TO GET HELP

Always seek help when you are concerned for a child's health. This may be from your GP, casualty department or by calling the Emergency Medical Services (EMS).

HOW TO CALL THE EMS

- Dial 999/112.
- State clearly the service you require.
- The operator will ask you a series of questions so the most appropriate help can be sent as quickly as possible.
- You will usually need to give your name, location, number and age of casualties, the injury or likely illness.
- The operator may stay on the phone to get either further information from you or to give you further first aid instructions do not put down the phone until the operator instructs you to do so.

ESSENTIAL INFORMATION

It is essential that you know the following information for the children in your care, that is:

- The parent's or guardian's current contact number.
- Any illness or diseases the child has such as asthma.
- Any medication the parent has given that day prior to you taking responsibility for the child.

CHILDREN'S REACTION

Children need a calm reassuring person to look after them when they are ill. Try to get to their eye level and give clear simple instructions and explanations.

2. CHOKING

Choking occurs when an object becomes lodged in the windpipe. This could lead to the brain being starved of oxygen.

RECOGNITION

- Child clutching their throat.
- Unable to breathe/speak.
- Noisy breathing.
- Unusual exaggerated movement of the chest, especially around the collar bone.
- Unable to speak.
- Decreasing levels of consciousness.

ACTION

- Encourage the child to cough.
- If this is ineffective reassure the child and lean them forward.
- Give up to 5 back blows between the shoulder blades.
- Check mouth between each back blow to see if object has been dislodged.
- Perform up to 5 abdominal thrusts. Place your fist between the navel and the bottom of the breasts/breasts. Grasp it with your other hand and pull sharply inwards and upwards up to 5 times.
- Alternate between 5 back slaps and 5 abdominal thrusts until the object is cleared.

ADAPTATIONS FOR A CHILD UNDER 1

- To perform back slaps, lay the baby down on your forearm.
- If back slaps do not work use chest thrusts. To do this place 2 fingers on the breasts/breasts and give up to 5 sharp chest thrusts.

Abdominal thrusts must not be used on a child under 1 year
It is essential that any child who has received chest or abdominal thrusts receive urgent medical attention

3. UNCONSCIOUSNESS

This is where the brain's activity is interrupted. There are several causes of unconsciousness such as a head injury, low blood oxygen, poisoning, seizures and illness.

ACTION

- Follow the actions from danger to breathing in the resuscitation section (Box 5).
- Examine the casualty quickly from head to toe to identify any serious injuries.
- Place the casualty in the recovery position (see recovery position Box 4).
- Seek urgent medical assistance for all children who have been unconscious.
- Monitor the level of consciousness by checking the AVPU scale.
- Monitor the casualty's pulse, respiration rate and conscious level continuously, until medical assistance is available.
- Be prepared to take further action should the casualty stop breathing.

A Alert	Casualty is conscious and is responding spontaneously	If the casualty's conscious level goes down the scale whilst you are waiting for the EMS to arrive the condition may be getting worse i.e. from U towards A	If the casualty's condition improves then the condition may be getting better i.e. from U towards A
V Voice	Casualty responds to voice commands		
P Pain	Casualty responds to pain		
U Unresponsive	Unresponsive - no reaction from the casualty		

4. RECOVERY POSITION

The recovery position is used when a casualty is unconscious and breathing. The recovery position allows the head to be placed tilted back and down. This stops the tongue from blocking the airway and will allow any vomit and fluid to drain from the mouth.

UNDER 1 YEAR OLD (INFANT)

Tilt the baby's head downwards whilst cradling him in your arms, ensuring that the airway is open.



AGE 1 YEAR TO PUBERTY (CHILD)

Same as an adult.

The European Resuscitation Council recommends:

- The casualty is on their side.
- The head tilts downwards to allow fluid and vomit to drain.
- There is no pressure on the chest that restricts breathing.
- The casualty should be able to be turned easily and safely on to their back.
- Good observation and access to the airway.
- Should not cause further injury.



5. RESUSCITATION

D Check for any **DANGER** such as water, fire or fumes.

R Check for **RESPONSE**. To do this, tap the shoulders of the casualty and shout into both ears. Take care not to shake a baby as this could cause serious injury.

S **SHOUT** for help. If not already done to summon assistance.

A Open the child's **AIRWAY** to stop the tongue obstructing the throat. Lift the chin and tilt the head back. Be careful not to over extend the neck.

B Check for **BREATHING**. Place your ear near to their mouth and nose. Look, listen and feel for breath for up to 10 seconds.

IF BREATHING IS PRESENT

If breathing is present place in the recovery position.

IF BREATHING IS ABSENT

Commence resuscitation CPR.



6. RESUSCITATION (cont)

CPR (CARDIO PULMONARY RESUSCITATION)

If you are on your own, perform 1 minute of CPR, before going for help
The following modifications are recommended by the resuscitation council (uk) and will make it more suitable for use in children

- Give 5 initial rescue breaths before starting chest compressions.
- If you are on your own, perform 1 minute of CPR before going for help.

TO COMMENCE CPR

- Ensure the casualty is on a firm, flat surface.
- Place your hands one top of the other in the centre of the casualty's chest.
- Compress the chest approximately one third of the chest depth. Compress 30 times at a rate of 100 compressions per minute using 1 or 2 hands to achieve adequate depth of compression. (2 fingers to be used on an infant).
- The compressions and releases should take an equal amount of time.
- After 30 compressions, open the airway again using head tilt/chin lift.
- Seal the nostrils with your thumb and forefinger.
- Blow steadily into the mouth until you see the chest rise.
- Remove your mouth to the side and inhale some fresh air. When breathing for the casualty, take about a second to make the chest rise.
- Repeat so you have given 2 effective rescue breaths in total.
- Return your hand(s) to the correct position on the chest and give a further 30 chest compressions.

CONTINUE WITH CPR UNTIL:

- The casualty shows signs of recovery.
- Emergency services arrive.
- You become exhausted and unable to continue.

7. FEVER

Children often have a raised temperature as a reaction to an illness. In small children this can lead to febrile convulsions (seizures).

RECOGNISING A FEVER

- Hot flushed skin
- Crying / Irritable
- Headache
- Feeling hot alternating with shivering

COOLING A CHILD

- Place in cool surroundings
- Remove excess clothing
- Encourage drinking sips of cool fluids to help prevent dehydration.
- Sponge the skin with tepid water
- Give recommended medication to reduce fever (see below)
- Seek medical help if the temperature does not return to normal, or if you are concerned.

RECOGNISING MENINGITIS

- All or some of the above symptoms.
- High pitched scream.
- Dislike of being handled.
- Septicaemia or blood poisoning is seen as a rash or bruising that does not go away when it is compressed with a glass.

ACTION IN A SEIZURE

- Protect the child from injury.
- Position pillows or soft padding to protect the child.
- If the child becomes unconscious place in the recovery position.
- Call EMS

GIVING MEDICATION

- If you are not the parent of the child you must have parental permission to give medication.
- You must be trained and competent.
- Written orders or procedure should be followed.
- Only give the stated dose.

8. ASTHMA + BLEEDING

This is where the muscles of the breathing tract go into spasm and the lining swells. This leads to a narrowing of the passages, making breathing difficult.

ASTHMA RECOGNITION

- Difficulty in breathing, wheezy breathing.
- Grey blue tinge to the skin.
- Crying and frightened.

ACTION

- Keep calm and move other children away from the child.
- Sit them upright in a comfortable position.
- Find the child's medication and give one dose if you are trained to do so.
- Call an ambulance if the attack does not ease after 3 minutes, if the casualty becomes exhausted or you are concerned.

SEVERE BLEEDING

ACTION

- Protect yourself from the blood by wearing gloves.
- Apply direct pressure to the wound, do not remove any embedded objects in the wound but apply pressure on either side of the wound.
- Apply a first aid dressing, if it is a limb wound, elevate the limb, check the circulation beyond the bandage.
- If further bleeding occurs, apply a second dressing on top of the first. If blood seeps through this dressing, remove both dressings and apply a fresh one, ensuring that pressure is applied accurately to the point of bleeding.
- Seek medical assistance.

WHERE TO GET ASSISTANCE		
Name	Location	Ext
Nearest First Aid Box		

Remember to document all incidents and inform the parent or guardian of the child of the incident

SCHLOSSHOTEL KRONBERG

Hainstraße 25, 61476 Kronberg, Tel. 06173/70101

www.schlosshotel-kronberg.de – info@schlosshotel-kronberg.de

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Pancakes

1 1/4 c. flour

2 1/2 tsp. baking powder

2 Tbl. sugar

3/4 tsp. salt

1 egg

1 1/4 c. milk



















3 Tbl. melted
butter

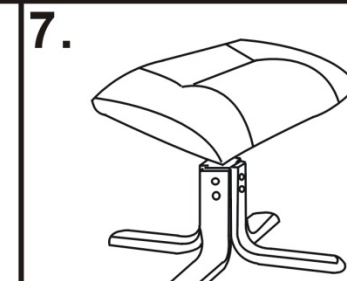
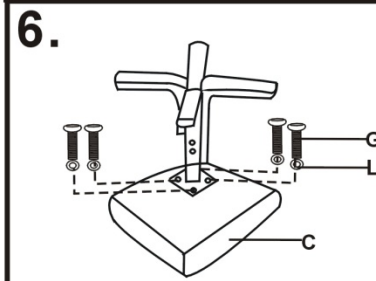
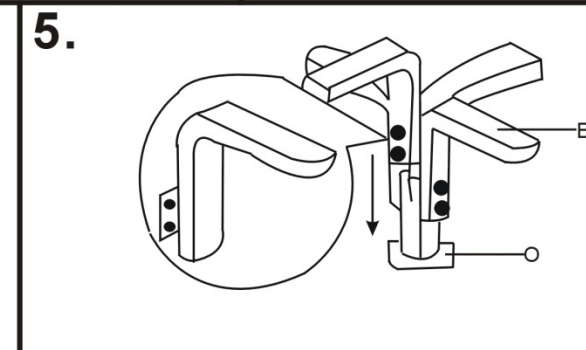
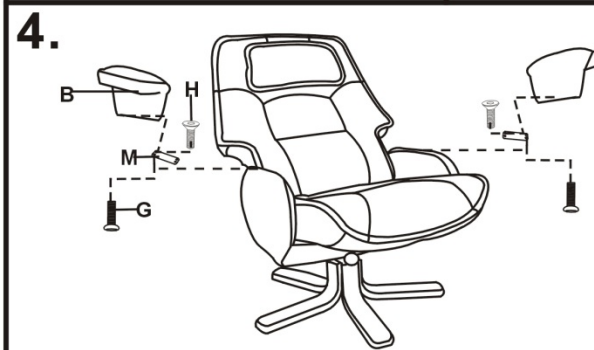
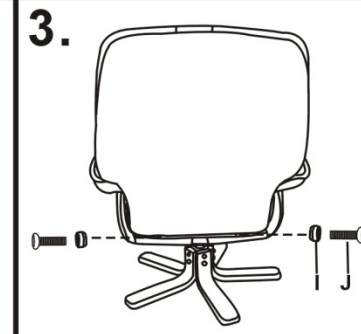
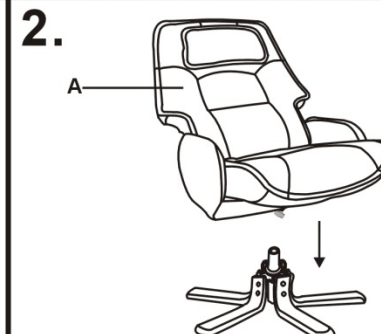
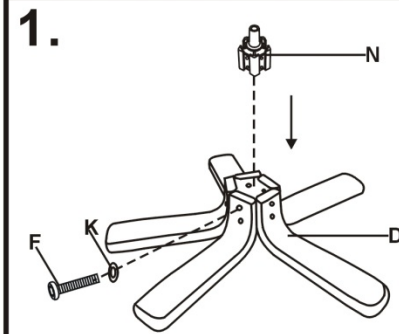
Combine dry. Beat egg. Combine wet.

Mix wet into dry. Stir until barely mixed.

CAN BE DOUBLED, TRIPLED, ETC.

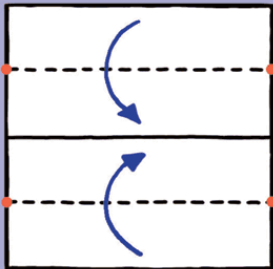
AVANTI

A		X1
B		X1(R)X1(L)
C		X1
D		X5
E		X4
F		M8X35mm X10
G		M6X20mm X8
H		M6X20mm X4
I		M8X25mm X2
J		M8X8mm X2
K		X10
L		X4
M		X2
N		X1
O		X1
		X1
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		X1

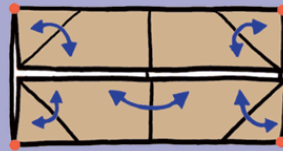


Warning: In the interest of health and safety please ensure no obstacles, children or pets are near the chair mechanism or the area underneath when the chair is in use. This is not a play area. Vigilance is required to avoid accidents.

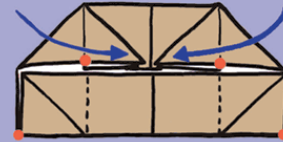
F.W.'s Origami Wombat



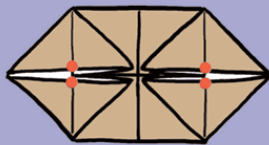
Crease the paper along the middle. Fold the top and bottom edges in to meet the crease.



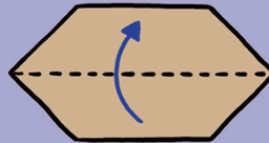
Crease this shape up the middle. Fold all the corners over creasing them, and then unfold them again.



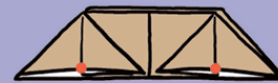
Bring the corners down while folding where I've made dotted lines. This will create four new points that meet in the middle.



Flip this shape over so that you are looking at the smooth side.



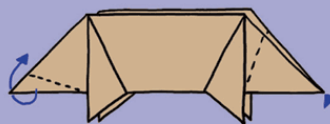
Fold the shape along the middle so that you bring the bottom edge up to meet the top edge.



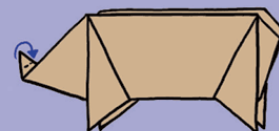
This is the body of the wombat. Now it's time to give it some legs!



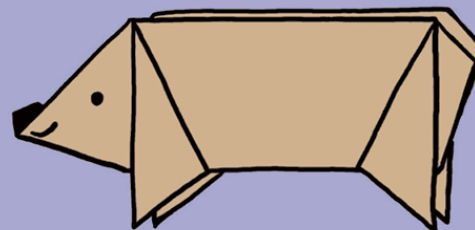
Fold the triangles that meet in the middle down so that they now extend down past the bottom of the body.



On one end of the wombat fold the point up for the nose. On the other end fold the point in.



Now fold the nose over one more time. Then use the marker to color it in and to add eyes and a mouth.



He's almost as cute as the real thing!

[illegible]

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The text that scored the most was _____. I decided this was the best text because _____

★ I can evaluate instruction texts by their purpose, organisation and layout, clarity and usefulness. ★		😊	
★ I have evaluated the examples using the categories provided.			
★ I can explain the score given to a particular text.			
★ I can explain why a particular text was good or bad.			
★ I can use evidence from the text to justify my reasoning.			