**TEXAS CTE LESSON PLAN**

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| **Lesson Identification and TEKS Addressed** | |
| **Cluster** | Hospitality and Tourism |
| **Course** | Culinary Arts |
| **Lesson/Unit Title** | Classroom Cupcake Wars Competition |
| **TEKS Student Expectations** | **130.254. (c) Knowledge and Skills**  (2) The student applies advanced reading, writing, mathematics, and science skills for the food service industry.  (E) The student is expected to read and comprehend standardized recipes  (F) The student is expected to write and convert standardized recipes  (9) The student understands the various food service operations such as quick service, fast casual, casual, fine dining, institutional, and beverage service.  (A) The student is expected to explain quality customer service  (B) The student is expected to demonstrate types of table setting, dining, and service skills  (C) The student is expected to differentiate between service styles |
| **Basic Direct Teach Lesson** | |
| **Instructional Objectives** | **Students will:**   * Plan, prepare, and present cupcakes (or other food item) for classroom competition * Work as a team member to create a flavorful product * Create a themed display using imagination and creativity * Explore current trends using baking techniques for cupcakes * Determine recipe cost and nutritional analysis of food items |
| **Rationale** | Who likes cupcakes? Who likes a friendly competition? Is anyone interested in participating in a Classroom Cupcake War! This lesson is going to provide you with lots of opportunities to learn and utilize culinary skills. It is extremely important that everyone listen closely to all instructions, work as a team and meet the challenge! Let’s get started!  **Teacher Note:** This lesson can be modified for other classroom competitions such as:   * Appetizer Wars * Breakfast Ideas * Fruit Cornucopia * Meatless Meals * Salad Wars * Sandwich Spread * Soup Buffet * Variety Breads * Vegetarian Meals   Included lesson attachments can be modified as needed.  **Note:** This competition is not to be confused with the HEAT (Hospitality Educator’s Association of Texas) contest but may be used as a practice for the larger event. (Revised 5/10/2012) |
| **Duration of Lesson** | Six 45-minute class periods |
| **Word Wall** | **Competition:** A test of skill or ability; a contest  **Creative:** Marked by the ability to create; inventive; imaginative; artistic  **Cupcakes:** A small cake baked in a cup-shaped container and typically iced  **Cupcake liners:** Paper baking liners used to bake cupcakes in. Also called muffin liners, baking cups, cupcake cups and cupcake wrappers.  **Display:** Make a prominent exhibition of (something) in a place where it can be easily seen  **Icing:** A mixture of sugar with liquid or butter, typically flavored and colored, and used as a coating for cakes or cookies  **Imagination:** The power of forming mental images of unreal or absent objects; such power used creatively; resourcefulness  **Presentation:** A formal introduction of one person to another; to present something as an exhibition, show, or product  **Teamwork:** The process of working collaboratively with a group of people to achieve a goal  **Time Management:** Refers to a range of skills, tools, and techniques used to manage time when accomplishing specific tasks, projects, and goals  If lesson is modified, change terms and definitions accordingly. |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for multimedia presentation * Computer lab with internet for recipe research * Display tables   **Supplies:**   * Assortment of decorations for theme * Cake decorating supplies (bags, tips, gel colors) * Ingredients for one recipe of cupcakes and icing * Kitchen utensils and equipment * Markers (anticipatory set) * Plastic or Styrofoam containers for cupcakes * Poster board/butcher paper (anticipatory set) * Tape (anticipatory set)   **Materials:**   * Calculators * Copies of grocery receipts * Copies of handouts   **PowerPoint:**   * Classroom Cupcake Wars Competition   **Graphic Organizer:**   * Classroom Cupcake Wars Competition Plan   **Handouts:**   * Recipe Cost Analysis * Recipe Nutritional Analysis * Rubric for Classroom Competition * Rubric for Classroom Cupcake Wars Competition * Standards of Measurement |
| **Anticipatory Set** | For this lesson to be successful, the following will need to be addressed:   * Permission from administration * Specific date(s) for competition * Theme for display presentation * Secret ingredient to be used in each class * Specific rules to your local school/district * Teachers, administrators, directors, professional chefs, student chefs, instructors at local culinary arts school, local business owners, and community leaders can be invited to attend and participate as judges.   Think of other ways that this lesson can promote your program and allow the community to see the outstanding work your students do.  **Before class begins:**  View Food Network’s CupCake Wars videos to familiarize yourself with competition  Bake and decorate enough cupcakes for your entire class.  Gather poster board/butcher paper, markers, and tape for student scribe. Arrange pictures of cupcakes, actual decorated cupcakes, kitchen utensils pertaining to cupcakes, and any cupcake themed displays available in the front of the room.  As students enter the classroom, they will be able to see the display.  When class begins, ask students the following questions:   * Has anyone seen the Food Network’s series Cupcake Wars? Have a student that has viewed the series explain the show’s concept to students who have not seen it. * Why do you think cupcakes are so popular right now? * What is your favorite cupcake flavor? Icing flavor? * How would you feel about participating in a classroom Cupcake War Competition?   Allow each student to select a cupcake from the display. Designate a student scribe and provide them with a poster board/butcher paper, makers, and tape. Students may eat their cupcake as they brainstorm possible steps in preparing for the cupcake challenge. Student scribe will post notes on classroom wall for further discussion. Allow time for cleanup. |
| **Direct Instruction with Special Education Modifications/**  **Accommodations** | Events in this lesson are expected to be modified to accommodate campus/district guidelines and classroom instruction.  Introduce objectives, terms, and definitions.  Introduce slide presentation Classroom Cupcake Wars Competition PowerPoint.  View a segment of the show following the link on the slide presentation. Other shows may also be viewed if time permits.  Refer to notes taken by student scribe during Anticipatory Set. Discuss and determine the date of competition, rules, judging, etc.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * check for understanding * repeated review |
| **Guided Practice with Special Education Modifications/**  **Accommodations** | Distribute Classroom Cupcake Wars Competition Plan handout.  Students may choose their own team members in subgroups of 4 or 5 depending on class size. They should work together as a team and encourage positive attitudes and work habits.  Notify the class of the “secret ingredient” to be used in their cupcakes and icing. All groups in the class will use the same secret ingredient but each class may have a different choice. This is part of the challenge.  Allow students to research recipes on the internet or cookbooks that can be mixed, baked, and cooled in one class period. All recipes should be pre-approved by you for available ingredients.  Once students have chosen a recipe, distribute Recipe Cost Analysis handout and copies of grocery receipts from previous labs. Students should calculate the cost of each ingredient used in their recipe as well as cost per serving. Follow example on slide presentation.  Distribute Recipe Nutritional Analysis and Standards of Measurement handouts. Allow students to use the Nutrition Facts from the ingredients they will use in their recipe to complete form. Follow example on slide presentation. Students may also use a software program if your school has one available.  Distribute and review Rubric for Classroom Cupcake Wars Competition to each group so students will be aware of the standard judges will be looking for.  Brainstorm with your students as to what the prize(s) will be for the competition winners.  Examples:   * Certificate for the winners, certificates of participation (computer generated) * Winners names announced over school intercom * Bonus points on a quiz or test * Winners names and pictures displayed on bulletin board in hallway or submitted to district’s communication department for acknowledgement on district website * Anything that will bring recognition to your students and class and will promote enrollment in your courses   Additional ideas: Have students brainstorm team logos that can be used for the competition. Student teams may purchase and decorate matching team T-shirts. Check with a local t-shirt vendor and ask for the cost of a basic t-shirt (white is usually the cheapest) and how much an iron transfer would cost. If your school permits, the event may be allowed as a fundraiser and a minimal fee charged for a limited number of audience members. Include the name of your school and class to promote your program. Students from your other classes may participate by assisting you in video recording the event (video or pictures), setting the judges table, folding napkins, or washing dishes, etc. This can become a campus event.  Allowing students to assist you with ideas will help them be creative and become skilled in making decisions.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * peer tutoring * computer-aided instruction |
| **Independent Practice/Laboratory Experience with Special Education Modifications/**  **Accommodations** | Allow time for mixing, baking, and icing cupcakes before date of event.  Remind students of food safety rules learned in previous lessons.  Recipes chosen should make 24 cupcakes. Recipe selected by students may need to be modified (increased or decreased) to yield 24 cupcakes. Each student will be allowed to take two cupcakes, each judge will be served two cupcakes, and any remaining cupcakes may be distributed to counselors (who assist in registration), custodians (who keep your room clean), colleagues (who assist you with daily routines), and administrators (who evaluate you).  Only one team can win and will be awarded the prizes decided before the competition.  Note: Due to time constraints, do not store cupcakes in the refrigerator as they will dry out. Cupcakes may be frozen (with icing to lock in moisture) in a sealed container to retain their moisture. Be sure to remove them from freezer two to three hours before serving.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * shortened, simplified instructions * step by step instructions |
| **Lesson Closure** | Review objectives, terms, and definitions.  Team members will compare the cost analysis and nutritional analysis of their cupcakes to evaluate which team has the following:   * The most expensive cupcake * The least expensive cupcake * The most nutritional cupcake * The cupcake with the highest calories   Remind students that lab should be left clean and for the next class. They should review lessons previously learned in the proper cleaning and maintenance of commercial equipment they used. |
| **Summative/End of Lesson Assessment with Special Education Modifications/**  **Accommodations** | Distribute a copy of the rubric to each judge for each group in the competition. Review the rubric with the judges so they will understand the criteria.  Students will present TWO cupcakes to each judge and may inform them of any special procedures, techniques, and skills they used in making their cupcakes. This can also include the Recipe Cost Analysis and Recipe Nutritional Analysis to inform the judges of the value of their cupcakes. Presentation of cupcakes may include special dishes, glasses, or paper products.  Students will then be assessed with rubric scored by judges. Prizes will be awarded to winning teams.  All students will write a one-page reflection on what they personally learned during this lesson. Encourage students to focus on the culinary, leadership and team building skills they learned/utilized and how this experience will assist them in the future.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * check for understanding * extra time for oral response * frequent feedback |
| **References/Resources** | **Textbook:**   * (2010). *Culinary Essentials*. Woodland Hills, Illinois: Glenco, McGraw-Hill.   **Website:**   * Food Network It’s cupcake vs. cupcake in Food Network’s tastiest competition yet! Each week on Cupcake Wars, four of the country’s top cupcake bakers face off in three elimination challenges until only one decorator remains. <http://www.foodnetwork.com/cupcake-wars/index.html> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Visual supports * Allow extra processing time |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Students may read blogs about cupcakes to gather ideas and compare and contrast the different cupcakes websites.   * <http://cupcakeblog.com/> * <http://bellacupcakecouture.com/blog/>   Encourage students to “visualize” as they read. Many students are visual learners and will benefit from making sketches or diagrams on scratch paper as they read. Providing students with graphic organizers to help them organize their thoughts is also helpful. |
| **Quotes** | You never forget a beautiful thing that you have made. Even after you eat it, it stays with you — always. **- Chef Bugnard**  When baking, follow directions. When cooking, go by your own taste. **- Laiko Bahrs**  All the world is birthday cake, so take a piece, but not too much.  **- George Harrison**  Having cakes as a business certainly changes things for me – I don’t now sit at home doing a cake for the fun of it anymore. But it’s an extremely happy and pleasurable business to run because people are generally buying cakes for celebrations.  **- Jane Asher** |
| **Writing Strategies** | **Journal Entries:**   * My favorite cupcake is …. * I would make my cupcake unique by …. * Cake vs. cupcake (compare and contrast)   **Writing Strategies:**  RAFT writing strategy   * + Role – entrepreneur   + Audience – Small Business Association   + Format – letter   + Topic – seeking a small business loan to open a cupcake shop |
| **Communication 90 Second Speech Topics** | * If I owned a cupcake shop, I would …… * The steps to making a red velvet cupcake are …. |
| **Other Essential Lesson Components** | |
| **Enrichment activity** | * Students can research various cupcake recipes to make healthier versions, vegan cupcakes, or cupcakes for people with allergies. Creating new recipes and keeping up with current trends will inspire challenges and imagination. * This competition can also be used as an end of course project.   **Math Assessment Problem**  The student applies advanced reading, writing, mathematics, and science skills for the food service industry. The student is expected to:   * Calculate correctly using numerical concepts such as percentages and estimations in practical situations, including weight and measures.   Question 3. Sarah is making cupcakes for 40 people. The original recipe makes a dozen cupcakes. How many times does the recipe need to be duplicated to make exactly 40 cupcakes? a. 3 b. 3 c. 3.5 d. 4  Linked video file:"http://www.showme.com/sma/embed/?s=bXJfTfM&w=580&h=434" |
| **Family/Community Connection** | * Invite member of the community to observe and judge the competition, for example, pastry chefs from local bakeries or restaurants, restaurant managers, and local culinary school instructors. * The event can be held as part of a Parent Night or PTSO/PTSA meeting. |
| **CTSO connection** | **Family, Career, and Community Leaders of America**  <http://www.fccla.org>   * Culinary Arts – A team event – recognizes participants enrolled in occupational culinary arts/food service training programs for their ability to work as members of a team to produce a quality meal using industrial culinary arts/food service techniques and equipment. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson. For additional information on service learning see <http://www.servicelearningtexas.org>  Example:  Students may wish to research a charity they are interested in and sell their remaining cupcakes to raise funds for the charity (be sure to follow school policy on baked goods).  Students may use this event to raise funds and awareness for a selected cause. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)