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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Hospitality and Tourism |
| **Course Name** | Culinary Arts |
| **Lesson/Unit Title** | Successful Culinary Lab Management Guidelines |
| **TEKS Student Expectations** | **130.254. (c) Knowledge and Skills**  (8) The student evaluates and determines equipment, ingredients, and procedures used in a professional food setting. The student is expected to:  (B) identify and use large and small equipment in a commercial kitchen  (12) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:  (C) determine the basics of sanitation in a professional kitchen  (E) demonstrate proper cleaning of equipment and maintenance in the commercial kitchen |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Identify commercial equipment * Identify the parts of a knife * Illustrate different types of knives * Understand the objectives of staff meetings * Attend and participate in a staff meeting * Demonstrate knife skills * Research cleaning, maintenance, and operation instructions for a commercial appliance |
| **Rationale** | There are many things to learn about the culinary lab so that we will have a successful experience. We will discuss commercial equipment, knife skills, staff meetings, work stations and production schedules in this lesson. All of this will be valuable to you as you begin your career in the in the foodservice industry. |
| **Duration of Lesson** | Five 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Communication:** The act or process of using words, sounds, signs, or behaviors to express or exchange information or to express your ideas, thoughts, feelings and so forth, to someone else  **Culinary:** Used in or relating to cooking  **Instruction:** A statement that describes how to do something  **Oven:** An enclosed compartment in which heat is applied to bake, roast, or thaw food  **Range:** Refers to a cooktop or a stove  **Staff meeting:** A meeting attended by the members of staff of a company, school, or business, to discuss issues relating to the running of the company, school, or business  **Work station:** An area that has the equipment needed for one person to do a particular job |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * computer with projector for PowerPoint presentation * computers with Internet access (be sure to follow school district guidelines)   **Materials:**   * cardstock * cookbooks * magazines (cooking) * **Supplies:** * commercial equipment * cutting boards * knives (chef) * utensils (various)   Groceries for demonstration (optional):   * broccoli * cabbage * carrots * celery * onions * peppers (green, red and yellow) * potatoes * Copies of handouts   **PowerPoint:**   * Successful Culinary Lab Management Guidelines   **Technology:**   * Infographics:   + Commercial Kitchen Design  No two kitchens are exactly alike. Each kitchen has a different footprint, menu, and budget considerations. This infographic illustrates some of the most common pieces of equipment featured in a commercial kitchen. It does not represent an “ideal” kitchen, but rather, a simplified version of how kitchens can be designed for maximum efficiency.<http://www.trimarkusa.com/news-room/trimark-blog/august-2014/infographic-commercial-kitchen-design>   + Know Your Knife Cuts  Culinary Knife Cuts – Bruniose, Chiffonade, Chop, Julienne, Large Dice, Medium Dice, Slice, Small Dice, Turned<http://blog.foodnetwork.com/fn-dish/2014/03/know-your-knife-cuts/> * TED Talk:   + Nilofer Merchant: Got a meeting? Take a walk  Nilofer Merchant suggests a small idea that just might have a big impact on your life and health: Next time you have a one-on-one meeting, make it into a “walking meeting” — and let ideas flow while you walk and talk.<http://www.ted.com/talks/nilofer_merchant_got_a_meeting_take_a_walk?language=en>   **Handouts:**   * Commercial Equipment * Culinary Skills Checklist * Knife Safety * Measuring Success with Standardized Recipes * Parts of a Knife * Parts of a Knife (Key) * Production Schedule * Rubric for Commercial Equipment Instruction Book   **Graphic Organizers:**   * Types of Knives * Work Stations * Work Stations (Key)   **Teacher Resource:**   * Culinary Lab Management Techniques * Sample Instruction Book |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Before class begins:**  Teacher note: Read the handout Culinary Lab Time Management Techniques before you begin the laboratory experience with your students.  Research recipes that include grocery items listed in the Materials or Specialized Equipment Needed section if students will be practicing knife cuts.  Suggested recipes:   * Coleslaw * Potato soup * Stir-fry   Print and cut apart the Commercial Equipment cards. These cards will be used in the Independent Practice section.     Display as many items from the Materials or Specialized Equipment Needed tab as you have available on a table in front of the room so that students may view as they enter.  Distribute the handout Culinary Skills Checklist to find out what your students already know about culinary arts. This will give you an idea of the skills your students may already have.  The following questions may be asked:   * What is the difference between a standardized recipe and a recipe? * What is the conversion factor? * Why are ingredients measured by weight in foodservice?   Discuss the answers with your students. |
| **Direct Instruction \*** | Introduce lesson objectives, terms, and definitions.  Select and distribute a handout or graphic organizer from the Instructional Strategies drop down menu in Classroom Essentials or instruct students to take notes in their journal books or on their own paper.  Introduce the PowerPoint Successful Culinary Lab Management Guidelines. Students will be expected to take notes while viewing the slide presentation. Allow time for classroom discussion.  View the following videos:   * Restaurant Marketing – How to Manage Your Restaurant Staff   It is certainly important to have happy and satisfied customers in your restaurant, and staff that is happy and content will help to achieve this goal. Good communications skills are one thing that will help to keep your staff happy.<https://youtu.be/ApqhfgzYbw4>   *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 * provide a copy of slide presentation |
| **Guided Practice \*** | Divide the class into their lab groups of four or five.  Instruct students that they are in a staff meeting and will be discussing the agenda items below in this order:   * Work stations * Production schedule * Measuring with standardized recipes * Parts of a knife * Types of knives   At the end of the staff meeting, be sure to follow-up with questions students may have.    Distribute the graphic organizer Work Stations and review the stations with the students. Explain the work stations at your school if they are different from the handout.    Distribute the handout Production Schedule (see All Lesson Attachment tab) and inform the students that they will be using this form for each lab to help control costs.   Distribute the handout Measuring Success with Standardized Recipes and explain each section to the students.  They will be referring to this handout throughout the course.     An important skill needed for successful culinary food preparation is knowledge of knife skills.  Distribute the handouts Parts of a Knife and Types of Knives and instruct the students to identify the parts of a knife the various knives that may be used in a commercial kitchen.  Demonstrate how to use a knife safely and how to make the various cuts for food preparation.  Distribute the handout Knife Safety and discuss each statement with the students.  If time allows, students may practice the cuts and create a recipe for a:   * Coleslaw * Potato soup * Stir fry   *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 * peer tutoring * encourage participation |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Place the Commercial Equipment cards in a basket and allow each student to draw a card. Blank cards are available for other commercial equipment you may have in the lab.  Read the following scenario:  The manager of the restaurant where you are employed has called a staff meeting for the employees. The restaurant is expanding and has just purchased used commercial equipment that is in very good condition but does not have the instructions to operate them. You have experience operating these appliances and your manager has asked you to write instructions for the cleaning, maintenance, and operation of each equipment piece. You will demonstrate the instructions to the rest of the staff.  Instruct students to use computers and the Microsoft Word® template for ‘booklet’. They may use textbooks or the Internet to gather the information needed.  A Sample Instruction Book is available for ideas.  Distribute the Rubric for Commercial Equipment Instruction Book so that students will understand what is expected.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * reduce assignment * extra time for assignment * computer assistance |
| **Lesson Closure** | Review terms, definitions, and objectives.  Re-distribute the student’s Culinary Skills Checklist completed in the Anticipatory Set section and ask students to review their list and possibly check more items on the list.  Explain to students that they will be able to check all of the items on the list by the end of the course. |
| **Summative/End of Lesson Assessment \*** | Students will be assessed with appropriate rubric.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing guided participation * extra time for oral response * encourage participation |
| **References/Resources/**  **Teacher Preparation** | **Images:**   * Shutterstock® images. Photos obtained with subscription.   **Textbooks:**   * *Culinary essentials.* (2010). Woodland Hills, CA: Glencoe/McGraw-Hill. * Draz, J., & Koetke, C. (2014). *The culinary professional.* Tinley Park, IL: Goodheart-Willcox Company. * *Foundations of restaurant management & culinary arts.* (2011). Boston, MA: Prentice Hall.   **YouTube:**   * Restaurant Marketing – How to Manage Your Restaurant Staff   It is certainly important to have happy and satisfied customers in your restaurant, and staff that is happy and content will help to achieve this goal. Good communications skills are one thing that will help to keep your staff happy.<https://youtu.be/ApqhfgzYbw4>   **Website:**  What Is the Objective of a Staff Meeting?  It’s important to convey the meeting’s objectives in advance so that participants know what to expect and how to prepare.<http://smallbusiness.chron.com/objective-staff-meeting-31381.html> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Draw visual representations of terms on word wall * Add terms and definitions to personal dictionary |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Other articles pertaining to this lesson that students may read include:   * 10 Ways to Make Your Restaurant Staff Awesome  Model the Behavior You Want to See. As the owner or manager of a restaurant, you are in charge. And whether you like it or not, you are giving your staff permission to act as you do.<http://restaurants.about.com/od/staffingarestaurant/a/10-Ways-To-Make-Your-Restaurant-Staff-Awesome.htm> * How To Run A Staff Meeting  Running a great staff meeting is a scavenger hunt of sorts for me, constantly searching for new bits and pieces that make it more productive, and giving the team’s cooperation and purpose a regular shot in the arm.<http://www.businessinsider.com/how-to-run-a-staff-meeting-2011-6> * What Is the Objective of a Staff Meeting?  People may dread attending staff meetings â often because the purpose or objective of the meeting hasn’t been clearly defined. It’s important to convey the meeting’s objectives in advance so that participants know what to expect and how to prepare.<http://smallbusiness.chron.com/objective-staff-meeting-31381.html>   **Reading Strategy**   * Encourage students to “visualize” as they read. Many students are visual learners and will benefit from making sketches or diagrams on scrap paper as they read. Providing students with graphic organizers to help them organize their thoughts is also helpful. |
| **Quotes** | Meetings get a bad rap, and deservedly so – most are disorganized and distracted. But they can be a critical tool for getting your team on the same page. **-Justin Rosenstein**  Management’s job is to convey leadership’s message in a compelling and inspiring way. Not just in meetings, but also by example. **-Jeffrey Gitomer**  Having sharp, great knives will enable you to cook very precisely. Knife skills are essential in cooking. **-Eric Ripert**  Let me even say before I even get inaugurated, during the transition we are going to be having meetings all across the country with community organizations so that you have input into the agenda for the next presidency of the United States of America. **-Barack Obama**  I want to hold a series of meetings all over the country and get the facts before the American people. **-Mary Harris Jones** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * Staff meetings are important because … * Knife skills are essential in foodservice because … * Managing a successful culinary lab is important because … * A set of good knives is valuable to a chef because … * Knife cuts should be consistent for each food preparation ingredient because …   **Writing Strategy:**   * RAFT Writing Strategy:   + Role – manager   + Audience – employees   + Topic – staff meeting   + Format – email   Write an email to the employees of a restaurant requesting them to attend a staff meeting on Monday morning. |
| **Communication**  **90 Second Speech Topics** | * Three things about staff meetings are … * The parts of a knife are … |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Students may organize the written instructions in a notebook to be used as reference.  **Infographic:**  Infographics are graphic visual representations of information, data or knowledge intended to present complex information quickly and clearly.  The infographic below is related to this lesson. Allow students to view the image on a projector and lead a discussion concerning the information provided.   * Commercial Kitchen Design  No two kitchens are exactly alike. Each kitchen has a different footprint, menu, and budget considerations. This infographic illustrates some of the most common pieces of equipment featured in a commercial kitchen. It does not represent an “ideal” kitchen, but rather, a simplified version of how kitchens can be designed for maximum efficiency.<http://www.trimarkusa.com/news-room/trimark-blog/august-2014/infographic-commercial-kitchen-design> * Know Your Knife Cuts  Culinary Knife Cuts – Bruniose, Chiffonade, Chop, Julienne, Large Dice, Medium Dice, Slice, Small Dice, Turned<http://blog.foodnetwork.com/fn-dish/2014/03/know-your-knife-cuts/>   **TED Talk:**  TED is a nonprofit organization devoted to spreading ideas, usually in the form of short, powerful talks (18 minutes or less).   * Nilofer Merchant: Got a meeting? Take a walk  Nilofer Merchant suggests a small idea that just might have a big impact on your life and health: Next time you have a one-on-one meeting, make it into a “walking meeting” — and let ideas flow while you walk and talk.<http://www.ted.com/talks/nilofer_merchant_got_a_meeting_take_a_walk?language=en> |
| **Family/Community Connection** | Invite a restaurant manager to speak to the class about how he/she runs a staff meeting. |
| **CTSO connection(s)** | **Family, Career, and Community Leaders of America**  <http://www.fcclainc.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. * Hospitality, Tourism, and Recreation  An individual or team event, recognizes participants who demonstrate their knowledge of the hospitality, tourism, and recreation industries and ability to translate their knowledge into a hypothetical or real business. Project must relate to culinary, lodging, recreation, tourism, or event coordination. * Illustrated Talk  An individual or team event – recognizes participants who make an oral presentation about issues concerning Family and Consumer Sciences and/or related occupations. Participants use visuals to illustrate content of the presentation.   **SkillsUSA**  <http://skillsusa.org/>   * Commercial Baking  Contestants are challenged to meet production and quality standards expected by industry. The contest includes both a written examination and practical exercises. Contestants demonstrate their knowledge and skills through scaling, mixing, preparing, and baking six products. The products include breads, rolls, Danish, cookies and pies. The student also must demonstrate their cake decorating skills. The contestant must work efficiently to produce quality products in a job-like setting.   Culinary Arts  The competition will encompass both hot and cold food preparation and presentation. Contestants will demonstrate their knowledge and skills through the production of a four-course menu in a full day competition. The contestants will be rated on their organization, knife skills, cooking techniques, creative presentation, sanitation food safety techniques, and above all, the quality and flavor of their prepared items. The high school competitors will work from one menu with standardized recipes. The college/postsecondary students will work from a market basket format and write their own menu and recipes the night before the competition. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to this lesson. [www.ysa.org](http://www.ysa.org)  Possible ideas: Students may volunteer once month at the local food bank to prepare meals for the homeless. |

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)