

VOCATIONAL:

FOOD SERVICE



T.E.K.S. 122.12 (17.C)

The student demonstrates basic meal management techniques.

Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
1. Student will assist with snack time.	Activities may include some or all of the following: <ol style="list-style-type: none">1. Assist the students in mixing juice and preparing the snack.2. Have the students pass out place mats, cups, and napkins.3. Enlist a snack “helper” and instruct the students to ask the “helper” for juice, crackers, etc. Encourage appropriate manners.4. Encourage the students to pour their own juice.5. Ask each student to clean up his/her space (i.e., napkin goes in the trash, plate goes in the sink, mat goes in the box).6. Have students assist with washing dishes after the snack.7. Have students put away dishes and the snack supplies.

RESOURCES/MATERIALS

- Juice
- Snack materials
- Place mats
- Cups
- Napkins



T.E.K.S. 122.12 (17.B)

The student demonstrates basic meal management techniques.

Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
2. Student will clean own lunch area.	Provide opportunities for the students to complete some or all of the following tasks after lunch: <ol style="list-style-type: none">1. Carry tray to the appropriate area.2. Place dishes in the sink area and/or in the trash.3. Wipe space where he/she ate.4. Push chair under table.5. Pick up straw papers, napkins, etc. in the area where they ate.

RESOURCES/MATERIALS

Trays
Dishes

T.E.K.S. 122.12 (17.B)

The student demonstrates basic meal management techniques.

Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
3. Student will assist in the school cafeteria.	Provide opportunities for the students to assist the school custodian and cafeteria manager in the cafeteria. Jobs may include: <ol style="list-style-type: none">1. Wipe tables.2. Pass out milk cartons.3. Remove silverware from trays.4. Stack and/or move chairs.5. Pick up trash.6. Sweep under tables.

RESOURCES/MATERIALS



T.E.K.S. 122.12 (17.B)

The student demonstrates basic meal management techniques.

Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
4. Student will put clean dishes away.	Instruct the students using the following sequence of steps: <ol style="list-style-type: none"><li data-bbox="808 531 1390 680">1. Open the door of the cupboard that holds the glasses. Place the glasses in the cupboard one at a time, matching sizes and styles. Store with bottoms up or down, as instructed.<li data-bbox="808 684 1390 743">2. Place silverware in designated storage compartments according to size and type.<li data-bbox="808 747 1390 896">3. Store all large plates together, all salad plates together, saucers together, etc. If two sizes are in the same stack, be sure the larger size is on the bottom. Cups should not be stacked more than two high.<li data-bbox="808 900 1390 1047">4. Open the cutlery drawer and return clean utensils to their proper places. If knives are kept in a drawer, be sure that handles are all placed in the same direction and that blades face down.<li data-bbox="808 1052 1390 1201">5. Pans should be stacked by type, with the largest on the bottom. Be careful that they fit inside each other with enough space to insure that each is flat or the stack will tumble.<li data-bbox="808 1205 1390 1289">6. When all the items have been put away, wipe the counter area to remove any traces of moisture.<li data-bbox="808 1293 1390 1323">7. Close all of the cupboard doors and drawers.

RESOURCES/MATERIALS

Items as specified in activities



T.E.K.S. 122.12 (17.B)

The student demonstrates basic meal management techniques.

Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
5. Student will clean the exterior of a refrigerator.	Instruct the students following the procedures listed below: <ol style="list-style-type: none">1. Make a plan of how to clean the refrigerator. Section it off: the top, sides, freezer portion.2. Remove all items from the top of the refrigerator.3. Mix the liquid detergent/all-purpose cleaner with warm water, according to directions on the container, or use spray cleaner.4. Soak a rag in the pan of cleaning solution, or spray on the cleaner.5. Begin by wiping the top of the refrigerator, then drying it with a paper towel. Proceed, cleaning one section at a time and wiping each section with a dry towel, until the whole refrigerator is cleaned and wiped off.6. Clean all chrome in the same manner.7. Check for streaks or areas missed. If there are streaks or areas missed, repeat the cleaning and drying process for that section.8. Put materials away and wash hands.

RESOURCES/MATERIALS

Liquid detergent/all-purpose cleaner
Rags
Paper towels



Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
<p>6. Student will identify food preparation equipment found in the kitchen of a school cafeteria and give the proper name and function of each.</p>	<ol style="list-style-type: none"> 1. Prepare a bulletin board of food service equipment (grill, dishwasher, deep fat fryer, microwave, etc.) and discuss the name and function of each. 2. Visit the cafeteria kitchen with the class, at a prearranged time. Watch the food service workers as they prepare lunch. 3. Return to the classroom and have the students create a list of all the equipment they observed. Discuss what they looked like and how they sounded. 4. Distribute a blank Bingo card to each student. Give everyone a worksheet on which a variety of food preparation equipment has been sketched or pictures copied. Direct the students to cut apart the pictures and put them on the Bingo card in random order. Write a concise description of the function of each tool on a small slip of paper. (The description of a microwave might be: "Equipment used to cook food faster than an oven.") Place all of these in a coffee can. Provide the students with plastic chips or to cover each piece of equipment as it is identified. Draw a slip of paper from the coffee can. Read the function aloud. Allow a student volunteer to name the equipment being described. When the equipment is correctly identified, all students may cover that picture on their Bingo card. Play continues as in standard Bingo until a winner has covered all of the squares in a vertical, horizontal, or diagonal line.

RESOURCES/MATERIALS

- Pictures of a variety of food preparation Equipment
- Access to equipment
- Blank Bingo cards



VOCATIONAL:

FOOD SERVICE



T.E.K.S. 122.42 (8)

The student demonstrates safety and sanitation procedures.

Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
1. Student will straighten cabinets and drawers.	Have the students using the following sequence of steps: <ol style="list-style-type: none">1. Encourage the students to straighten cabinets and drawers routinely (on a daily basis or as items are used).2. Wipe the inside of cabinets and re-line as needed.3. Straighten one section at a time, one shelf at a time.4. Open the cabinet doors and put all similar items together.5. Place all items not used frequently in the back section or the very top section of the cabinet.6. Place related items together (such as cake mixes).7. Place everyday dishes on the lower shelves of upper cabinets.8. Place pots and pans on shelves in lower cabinets.9. Wipe and re-line the silverware drawer, if necessary. Replace the silverware in the proper places.10. Straighten cooking utensils, such as mixing spoons, spatulas, potato peelers, and put them into separated slots, if possible.11. Put dish towels and dish cloths in neat, folded stacks in drawers. Throw away those that are permanently stained or torn.

RESOURCES/MATERIALS

Items as specified in activities

NOTE: A good location for practice is the teacher's lounge in the school.



Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
<p>2. Student will clean a stove top.</p>	<p>Instruct the students using the following procedures:</p> <ol style="list-style-type: none"> 1. Always clean a stove top when it is cool. Wiping up spills as they occur cuts down on the general cleaning job. Cooking on lower heat also cuts down on boil-overs. 2. Remove all of the utensils from the stove top. 3. Prepare a bucket of warm water with enough liquid detergent to make suds. 4. Remove all gas-range pan-supports/burner-liners from the top of the stove and soak them in hot sudsy water. 5. Lift up the top of the stove (if possible) and wipe the areas under the burners. 6. Replace the cover on the stove top. 7. Empty the bucket and prepare fresh water with detergent. 8. Wring water out of the cloth and wipe the back and top panel sections. Chrome, glass, and trim should be wiped dry immediately. 9. A mild household cleanser or scouring pad may be used to remove burned-on foods. 10. Wipe the top surface of the stove with a damp cloth. 11. If the oven controls are removable, remove them and wipe the area clean. 12. Replace the oven controls, after wiping. 13. Wash, rinse and dry the pan-supports that have been soaking in hot sudsy water. 14. Put the pan-supports back onto the stove. 15. Replace all utensils that belong on the stove top. 16. Return equipment and materials to proper storage areas.

RESOURCES/MATERIALS

Items as specified in activities



Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
<p>3. Student will clean the interior of a refrigerator.</p>	<p>Instruct the students using the following procedures:</p> <ol style="list-style-type: none"> 1. It is a good habit to clean a refrigerator thoroughly once a week, but the need to clean and/or defrost will vary with the season and the frequency of use. Consult the owner's manual on the care and use of the refrigerator. 2. Remove all foods from the refrigerator. 3. Remove the racks, crispers, and meat bin. 4. Wash the racks, crispers and meat bin in the sink, using lukewarm sudsy water. 5. Rinse with lukewarm water (hot water may crack or warp plastics). 6. Dry the racks, crispers and meat bin thoroughly and set aside. 7. Mix 2 tablespoons of baking soda in 2 quarts of warm water. 8. Soak a cloth in the baking soda solution, wring it out and wipe the top, back, sides and bottom of the interior. (Rinse the cloth as needed.) 9. Wipe the inside of the door interior. 10. Wipe all door seals and dry. 11. Replace the racks, crispers and meat bin. 12. Wipe all dishes, bottles, etc. before replacing them in the refrigerator. 13. Replace all foods in their proper places. 14. If the refrigerator is frost-free, check the pan in the bottom behind the grill. 15. Pour the water from the pan, wash it in lukewarm suds, and rinse. 16. Replace the pan in the bottom of refrigerator. 17. Put all equipment away.

RESOURCES/MATERIALS

Items as specified in activities



Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
<p>4. Student will identify the components of a standard recipe.</p>	<ol style="list-style-type: none"> 1. Define “recipe” for the students as “directions for preparing food items”. 2. Discuss and define terms used in recipes. 3. Have the students look at a specific recipe and locate the following: <ol style="list-style-type: none"> a. Name of dish to be made. b. Yield (number of servings) the recipe will make. c. Ingredients. d. Amounts of ingredients. e. Cooking method and temperature. f. Cooking time. g. Method of preparation. h. Type and size of utensils and/or tools. 4. Explain to the students how to follow a recipe: <ol style="list-style-type: none"> a. <u>Read</u> the whole recipe before beginning. b. Know words and amounts before beginning. Ask questions, if necessary. c. Get out all of the food and equipment needed. d. Weigh or measure all ingredients carefully. e. Follow each direction in order. f. Keep the area clean while working. g. Remember sanitation and safety throughout the process.

RESOURCES/MATERIALS

Recipe

Note:

Information can be color-coded to assist the non-reader (red – name of recipe; brown – yield; green – ingredients; orange – measurements, etc).

Pictures can make a recipe much easier for a young student to read or for a non-reader to follow.



T.E.K.S. 122.42 (8)

The student demonstrates safety and sanitation procedures.

Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
5. Student will identify sanitary procedures for food preparation and service.	<ol style="list-style-type: none">1. Invite a resource person from the health department to conduct an inspection of the food service laboratory and to discuss the necessity of sanitary practices.2. Visit a restaurant and have the manager explain sanitary procedures.3. Obtain information on local sanitation codes from the city or county department of health. Review and discuss the codes that effect food service establishments.4. Provide the students with a copy of the city inspection form for a food establishment. Have the students conduct an inspection of the food service laboratory using the form. Make plans for improving sanitary practices in the food lab, if needed.5. Discuss the consequences of failing to follow sanitary codes.

RESOURCES/MATERIALS

Health Department Inspector
Restaurant Manager
City Sanitation Inspection Form
City/County Sanitation Codes



VOCATIONAL:

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Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
<p>1. Student will demonstrate personal sanitation for food service employees.</p>	<p>1. Describe appropriate sanitation habits for a food service employee:</p> <ul style="list-style-type: none"> a. Do not smoke on the job. b. Do not touch face or hair. c. Tie hair back or wear a hairnet. d. Do not cough, sneeze, or spit near food or food containers. e. Wash hands every hour in the proper sink. f. Wash hands after blowing nose. g. Wash hand after using the restroom. h. Bandage any cuts or sores. i. Stay home when sick with something contagious. j. Do not wear nail polish or jewelry. k. Keep nails clean and trimmed neatly. <p>2. Discuss with the students that correct hand washing is the most important part of the sanitation procedures.</p> <p>3. Instruct the students in the sanitary method of hand washing, using the following procedures:</p> <ul style="list-style-type: none"> a. Use the correct sink for hand washing. b. Stand well away from the sink and turn the water on. c. Use water as warm as the hands can comfortably stand. d. Moisten the hands and apply a disinfectant soap. Lather well beyond the wrists, as far as needed to remove dirt and soil. e. Rub hands together briskly for about 20 seconds. f. Pay careful attention to the areas between the fingers, knuckles, and around the nails. Use a brush for cleaning under the nails. g. Rinse hands thoroughly under running water. Allow the water to flow from above, down the fingertips. This rinses contaminants off the hands, rather than up the arms.



Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
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- h. Dry hands and wrists thoroughly, with a sanitary single-service towel or hot air dryer. Dispose of the paper towel in a provided container.
- i. Do not touch anything that could contaminate the hands before returning to work.
- j. Wash hands often enough to keep them clean at all times.

RESOURCES/MATERIALS

Items as specified in activities



Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
<p>2. Student will demonstrate washing, sanitizing and drying dishes by hand.</p>	<p>Instruct the students using the following procedures:</p> <p><u>Washing</u></p> <ol style="list-style-type: none"> 1. Fill one side of a double sink two-thirds full of water, hot to the touch (110° F – 120° F). 2. Put rubber gloves on hands. 3. Add an appropriate amount of detergent and mix through water with dish washing brush or dishcloth. 4. Fill the second sink three-fourths full of hot water (170° F) and one capful of chlorine bleach for rinsing dishes. 5. Put the drain mat and dish rack on the counter, next to the sink with the edge overlapping the sink in order for the dishes to drain properly. 6. Begin with the glassware. Hold a glass in the water with one hand; use the other hand to scrub the inside and outside of the glass with a dish washing brush. As soon as the glass is clean, rinse it in the rinse water and insert if upside down in the drain rack. Repeat the process until all glasses have been washed. 7. Wash the silverware. Put all the spoons in the dishpan to soak, wash each individually and put in the rinse water. After the spoons have been washed, wash all the forks in the same manner and put in the rinse water. Knives should be done after the forks. Any serving pieces should be washed last and placed in the rinse water. 8. After all silverware is in the rinse water, take both hands and place them around all of the silverware, rinsing them up and down several times to remove any detergent. Lift from the rinse water and place with handles up in the silverware section of the drain rack. 9. Plates and bowls are washed following the silverware. Begin with the largest size first. Using two hands, lift the plates and place them carefully in the dishwasher. Hold a



OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

- plate by one edge with one hand and wash it on both sides with the other hand, using a dish washing brush or dishcloth. Transfer to the rinse water.
10. Repeat the step until all large plates have been washed and are in the rinse water. Now grasp each plate firmly, using two hands, and rinse up and down. Be careful not to splash water. Place the plates in the plate section of the drain rack. Follow the large plates with smaller-sized plates, saucers, bowls and sauce dishes. Be sure to do all of one size and type of dish before proceeding to the next.
 11. Wash cups next. Grasp the cup firmly by the handle with one hand; use the dish washing brush or dishcloth in the other hand; wash the cup inside, outside and on the bottom. Pay particular attention to the top rim to be sure all lipstick or other smudges have been removed. Transfer the cup to the rinse water, being sure to set it bottom side down. Repeat this procedure with each cup (paying attention that handles are not touching parts of other cups) until all cups have been washed. Lift each cup out of the rinse water and turn it over above the rinse pan so the rinse water can run out before placing the cup in the rack to drain.
 12. Cooking utensils should be washed next. Wash each item separately. Grasp each knife by the handle with one hand, keeping the blade up; run the dishcloth along the bottom edge (dull edge) with the sharp edge (top edge) enclosed between the inside of the dishrag. Dip in the wash water to remove any particles and lay carefully in the rinse water. Spoons, potato mashers, egg beaters should be held firmly in one hand by the handle while being washed with the other hand. Rinse each in the dishwater to



OBJECTIVE	TEACHING ACTIVITIES
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- remove loosened particles before putting in the rinse water. When all cooking utensils have been washed and are in the rinse water, lift them carefully to the drain rack using both hands to avoid dropping or splashing.
13. Dry the dishes before proceeding to pots and pans.
 14. After all the plates and other dishes have been washed, check the dishwater for greasiness. If the suds are gone or the water appears greasy, empty the sink. Rinse it thoroughly and fill it again with hot water and soap. (See step 4.)
 15. Pans used for baking should be done before pans that have been used for stove-top cooking, unless the pots and pans have been soaked free of stuck particles and rinsed prior to washing. Each pan should be washed with a nylon pot scraper used over the entire area, beginning with the inside of the pan and then outside. After each pan is washed, immerse it to remove loosened particles and inspect it for any remaining matter. If stains remain, sprinkle the area lightly with a cleanser and go over it again with the nylon scraper. If stuck particles still are not loosened, remove the pan for soaking. Rinse each pan thoroughly in clear water and turn upside down to drain in the rack.
 16. Drain the rinse water and use the cleanser and dishcloth on the inside of the sink. Rinse thoroughly. Empty the wash water and scrub the sink thoroughly with the cleanser and rinse to remove any greasy film. Empty the food trap into the garbage container, if necessary, and rinse it before setting in on the drain-board to dry.
 17. If pans remain to be soaked, put a small amount of detergent in each, fill with hot water and leave in the sink to soak. Wipe off the counter area where the dishes have been stacked to remove moisture and particles.



OBJECTIVE	TEACHING ACTIVITIES
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18. Hang up the dishcloth or dish brush to dry after rinsing them thoroughly.

Drying

1. Glasses: Grasp each glass lightly with one hand and the dishtowel in the other hand. Do not dry inside of the glass; check the outside for any smudges. Polish the outside lightly with the dishtowel and set aside to put away.
2. Silverware: With one hand, pick up several spoons and dry them by using the towel in the other hand and covering both the front and back of the spoon. Begin at the tip of the bowl and work to the end of the handle. Lay each piece aside to put away. After the spoons are dried, do the knives and forks and serving pieces in the same manner.
3. Cups, plates and bowls: After finishing the silverware, begin drying the cups. Grasp each one by the handle in one hand while using the other hand to wipe the inside, outside, and bottom with the dish towel. Set the dried cup aside to put away. When the cups are dried, begin with the small sauce dishes, saucers, and then small plates, drying all of each type of dish and stacking them before proceeding to the next size. Do the plates in the following manner: with the dishtowel covering the fingers of one hand, grasp the plate firmly between the thumb and index finger. Use the remaining towel in the other hand to dry the top and bottom of the plate before stacking.
4. Utensils: Dry each utensil individually, grasping each by the handle with one hand and drying with the other hand. Knives should be dried with the blade up, running the towel along both sides simultaneously, with the fold of the towel being on the dull side (bottom edge of the knife).



Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
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NOTE:

Whenever the dish towel becomes damp, hang it in a designated area to dry. Get a fresh, dry towel and continue drying the dishes.

5. Pots and pans: Always dry the inside of the pan before drying the outside. If a pan is very heavy, rest it on the counter for additional support and safety.
6. When all of the dishes have been dried, hang the dishtowel to dry. Lift the drain rack from the drain mat and wipe the mat dry on both sides. Store these items in a proper area.
7. Put all glasses, dishes, silverware, pots and pans away.
8. Wipe the draining area with a sponge or cloth to absorb moisture. If any marks remain, sprinkle lightly with cleanser, scrub off, rinse with clear water and dry.

RESOURCES/MATERIALS

Items as specified in activities



Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
<p>3. Student will demonstrate washing glassware, tableware, and flatware in a commercial dishwashing machine.</p>	<p>Instruct the students using the following procedure:</p> <ol style="list-style-type: none"> 1. Before beginning, throw paper in the trash can, scrape dishes into the garbage disposal and stack the dishes. Run the garbage disposal and rinse the dishes. Pre-soak dishes, if necessary. 2. Locate proper racks and make sure there is a place to stack clean dishes. 3. Prepare the dishwashing machine. <ol style="list-style-type: none"> a. Check the machine for dirt. b. Close the drain. c. Fill the wash tank. (The tank is full when the water reaches the top of the overflow.) d. Put scrap trays in place. e. Make sure the water level is up and turn on the water heater. f. Add detergent. Run the machine through one or two cycles to get the cold water out and to mix the detergent and water. 4. Place dishes in appropriate racks. Put dishes of the same size in the rack that will hold them. Plates and flat dishes should be placed so that the curved side will face the spray. Cups and bowls should be upside down. Silverware should be spread apart. 5. Turn on the machine. Put the dishes through the wash cycle and the dry cycle. 6. Remove the dishes and close down the machine. Turn off the heater. Open the drain. Empty the scrap trays. Clean the inside of the dishwasher. Leave a small amount of water in the tank.

RESOURCES/MATERIALS

Dishes, glassware, silverware
 Dishwasher
 Detergent



Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
4. Student will demonstrate washing, sanitizing, and drying pots and pans, and other utensils by hand.	<ol style="list-style-type: none"> 1. Define for the students, “sanitary” dishes. Dishes that are sanitary are free from: <ol style="list-style-type: none"> a. Visible soil, such as eggs and gravy. b. Stains, such as lipstick, coffee and tea. c. Greasy film. d. Cracks and chips that harbor bacteria. e. Bacteria. 2. Instruct the students, using the following procedure regarding sanitary methods to clean pot and pans: <ol style="list-style-type: none"> a. Get supplies and equipment ready. Get out the fiber brush, wire brush, detergent, and the sanitizing agent. Use a two- or three-compartment sink. b. Fill the first compartment of the sink with hot water (110-120° F). c. Put on rubber gloves. d. Scrape the pot and pans. Soak them until time to wash. e. Drain the first compartment, and fill it with hot water (110-120° F). f. Measure the right amount of detergent. (Follow the package directions.) Add detergent to the water. g. Wash the pots and pans, using a clean fiber brush. h. Change the water if needed to keep it at 110° F. i. Scrub burned pots and pans with a wire brush. j. Check pots and pans for any remaining food before rinsing. k. Rinse pots and pans in warm water in the second sink. Change the water often to keep it free of detergent. l. Sanitize in the rinse section, if using a two-compartment sink. Hold pots and pans in 170° F water for two minutes. m. Fill the second compartment of the three-compartment sink with clean hot water to cover the pots and pans. n. Place the pots and pans in 170° F water for two minutes to sanitize, or in 212° F water for 30 seconds.



Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
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- o. Use chlorine bleach as a sanitizing agent, if desired. (Follow directions on the bottle.)
- p. Pots and pans that are too large to be covered with warm water in the third compartment, should be sanitized by hosing them with live steam/boiling water or spraying/swabbing with a chlorine solution.
- q. Remove the pots and pans from the hot water.
- r. Drain the pots and pans. Air-dry on a rack or a clean surface. Do not towel dry.
- s. Store pots and pans upside down on shelves, or cover to protect.

RESOURCES/MATERIALS

Items as specified in activities



Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
<p>5. Student will identify and select appropriate tools for food preparation.</p>	<ol style="list-style-type: none"> 1. Discuss the difference between tools and utensils. Show examples by holding up hand-held equipment and identifying them as tools. Then show containers for holding food and identifying them as utensils. 2. Review the types of measuring equipment. Include liquid and dry measuring cups and measuring spoons. Demonstrate correct methods for measuring dry ingredients and liquid ingredients. 3. Demonstrate different types of thermometers. Discuss the uses of each (candy thermometer, oven thermometer, and probe-type meat thermometer). 4. Provide examples of cutting tools used in food service. Include knives, graters, peelers, all-purpose scissors, etc. 5. Identify and explain food handling tools. Include melon ball scoop, scraper, wire whip, utility fork, pie server, sandwich spreader, spatula, hamburger turner, ladles, long-handled spoon, pastry brush, tongs, slotted spoons, wooden spoon, rotary whisks, etc.). Show and demonstrate the use of each. Provide opportunities for the students to practice using the tools. 6. Discuss the sizes of dippers that are used most often in food services. 7. Introduce the different types of brushes. Include brushes such as a pot brush, vegetable brush, pastry brush, bench brush, oven brush and scraper, kettle brush, and grease brush. Pass the brushes around the classroom so that the students can examine and compare sizes and shapes. 8. Provide students with opportunities to use selected tools to prepare a snack or meals.

RESOURCES/MATERIALS

Variety of tools



T.E.K.S. 122.42 (C.8)

The student demonstrates safety and sanitation procedures.

Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
6. Student will identify and select appropriate utensils for food preparation.	<ol style="list-style-type: none">1. Review the definitions for tools and utensils.2. Introduce various bowls and molds, and describe the uses of each. Include mixing bowls, copper molds, and butter molds. Discuss the many sizes and shapes of each that are available.3. Present shakers and strainers as containers that have holes through which food is shaken or which separates solids from liquids. Show examples and explain the uses of each.4. Provide the students with opportunities to utilize selected utensils to prepare snacks or meals.

RESOURCES/MATERIALS

Variety of utensils



Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
<p>7. Student will use cutting tools safely.</p>	<ol style="list-style-type: none"> 1. Demonstrate how to hold a knife and how to pass a knife to another person. Discuss the types of knife blades and the kinds of knife handles found on cutting tools. 2. Present safety rules for handling knives. <ol style="list-style-type: none"> a. Never hold a knife by the blade. b. Hold the point downward when carrying a knife. c. Never slide a finger over the blade's edge. d. Store knives in a rack, not loose in a drawer. e. Keep knives separate from other kitchen tools. f. Use a cutting surface whenever possible. g. Do not put a knife into water where it is not easily seen. h. Do not use a knife for cutting paper or string. 3. Discuss what can happen if a cutting tool is not used properly. 4. Demonstrate different cutting tasks. Examples include slicing vegetables, cutting fruits, cutting sandwiches, slicing cakes, coring lettuce, paring and sectioning fruits, removing eyes from potatoes, etc. Provide opportunities for the students to use each type of knife. 5. Have the students practice each of the cutting tasks. 6. Demonstrate appropriate methods for sharpening knives. 7. Work in small groups to prepare a salad luncheon and practice the safe use of appropriate knives.

RESOURCES/MATERIALS

Cutting tools



Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
8. Student will identify the use and care procedures for food preparation equipment.	<p>Present the following types of food preparation equipment to the students:</p> <ol style="list-style-type: none">1. Scale: Show pictures of different types of scales used in food service. Locate and identify the types of scales found in the food laboratory.<ol style="list-style-type: none">a. Look at portion scales and identify the various parts.b. Demonstrate the correct use of the various scales in food preparation.c. Give the students the opportunity to practice using the various types of scales. Have the students measure and record their measurements using different types of foods. Set pre-measured food quantities at several stations and allow the students to compare their measurements.2. Can Openers: Have the students examine an electric and a bench-mounted can opener. Discuss when and where each type is used.<ol style="list-style-type: none">a. Identify the parts of the bench-type manual can opener. Demonstrate the use of this type as found in the food lab.b. Discuss safety tips for using and cleaning can openers. Demonstrate cleaning the blade of the bench-mounted and electric can openers.c. Discuss the manufacturer's directions on the use and care of the electric can opener.d. Divide the class into two groups. Practice using and cleaning the can openers. Ask one student in each group to inspect the can opener that someone else has cleaned. Discuss any problems that may be encountered.3. Food Slicer – demonstrate operation of the food slicer. Disassemble the food slicer as for cleaning. Have the students name each part and identify its purpose.



OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

- a. Write the steps for operating and cleaning the food slicer on a flip chart. Have the students practice following the steps to use the slicer. Provide practice sessions.
 - b. Discuss the safety precautions for the food slicer. Have the students project what might happen if safety precautions are not followed.
 - c. Give the students situations and have them report what procedures were violated in the situation and what safety precautions were observed.
4. Food Cutter or Chopper: Use a diagram to identify and locate the major parts of a food chopper. Demonstrate disassembling the chopper.
- a. Supervise the students as they prepare a salad, using the food chopper. Supervise the students as they clean the food chopper and reassemble it.
 - b. Demonstrate the use of the food processor. Discuss the manufacturer's directions for use and care and develop a list of rules to be followed. Identify special parts and functions of each.
 - c. Allow the students to experiment by chopping cabbage for slaw in the food chopper and in the food processor. Compare the cabbage.
5. Mixing Equipment: Demonstrate and have the students identify the parts of a mixer. Discuss the types of mixers. Identify the differences in floor, bench, and table models. Identify the type of mixer found in the laboratory.
- a. Demonstrate the use of the mixer in the lab. Stress how to turn the machine on and off, how to change speeds and how to put on and take off bowls.



OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

- b. Demonstrate and identify uses for each agitator (wire whip for frostings and whipped cream, dough hook for bread and donuts, flat beater for mashed potatoes, pastry knife for pie crust, etc.).
 - c. Explain and demonstrate how to put the agitators on the mixer and how to remove them. Have the students practice putting on and taking off each agitator.
 - d. Show the students the correct procedure for cleaning the mixer.
 - e. Ask the students to make a list of safety guidelines to observe when using a mixer.
 - f. Give the students the opportunity to prepare various foods using the mixer and its various agitators.
6. Blender: Demonstrate the use of a blender. Discuss safety precautions, uses of various speeds, and procedures for cleaning the blender.
- a. Work with the class to develop a checklist of safety rules to follow when using and cleaning the blender. Write the list on a poster or the chalkboard.
 - b. Have the students work with partners to prepare simple food items using a blender. One partner does the work while the other partner observes and records whether safety precautions are followed.
7. Coffee Maker: Prepare a poster with pictures of various types of coffee makers. Display the poster and discuss the names of the different types of coffee makers.
- a. Have the students examine an actual coffee brewer and ask them to identify the parts.



Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

- b. Demonstrate the correct procedure for cleaning the coffee brewer. Remind the students to run a mixture of vinegar and water through the coffee brewer periodically to clean it thoroughly.
- 8. Cold Beverage Dispensing Machine: Provide the students with pictures of various types of cold drink machines. Discuss how to use and care for the machines.
 - a. Have the students identify the type of beverage dispensers located in the lab.
 - b. Demonstrate the procedures for operating and cleaning the ice maker.
 - c. Explain the sanitary use of an ice machine.
 - d. Explain the steps for cleaning the ice machine.

RESOURCES/MATERIALS

- Scales, Can opener
- Food slicer
- Food cutter or chopper
- Mixing equipment
- Blender
- Coffee maker
- Cold beverage dispensing machine



Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
9. Student will identify the appropriate use and care of cooking equipment.	Demonstrate the following types of cooking equipment for the students: <ol style="list-style-type: none">1. Range Top: Discuss the types of range tops. Explain the difference between gas and electric.<ol style="list-style-type: none">a. Demonstrate the proper method of using and cleaning the range top. Explain to the students that an electric range burner may actually be turned on, although it appears to be off.b. Instruct the students as to how often the range top should be cleaned, what the steps for daily cleaning include and what steps need to be done weekly.c. Have the students practice operating the range top, using the correct pans for food being cooked. Arrange pots and pans according to burner size.d. Discuss the different temperatures of low, medium, and high.2. Griddle: Have the students look at various models of commercial griddles. Examine the actual griddles located in the cafeteria and the laboratory. Make sure the students notice the thickness of the plate, the thermostatic control, the splashboard height, and the width of the grease trough. Discuss what foods can be prepared on a griddle.<ol style="list-style-type: none">a. Demonstrate the use and care of the griddle. Have the students closely observe the following: temperature control; oiling of the grill; cleaning with a spatula, grill screen, or griddle brick; and re-seasoning.b. Visit a fast food restaurant to observe griddle use.c. Have the students practice using the griddle by making pancakes, hamburgers, or bacon and eggs.



OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

3. Broiler: Show the students the different types of broilers. Explain what types of food are prepared on this equipment. Have the students work in pairs to prepare simple foods, such as hamburger patties, toasted cheese sandwiches, etc. Make sure they are following safety procedures.
4. Deep Fat Fryer: Explain the parts of the fryer and the function of each part. List food products that can be prepared in the deep fat fryer.
 - a. Demonstrate the steps for using and cleaning the deep fat fryer.
 - b. Have the students name safety precautions necessary when using it.
5. Exhaust Hood : Allow the students to observe the exhaust hoods in the cafeteria and/or food laboratory. Have them identify the parts and explain how and when to use the exhaust fan. Demonstrate the operation and use of the exhaust system located in the laboratory.
6. Steaming Equipment: Provide the students the opportunity to observe steam cooking equipment. Explain how the steamer works. Discuss necessary safety procedure and features.
7. Ovens: Show pictures of various types of commercial ovens, including regular, stack, convection, carousel, hearth, pizza, reconstitution, microwave, impingement, and infrared. List the advantages and disadvantages for each type.
 - a. Summarize the characteristics of each type of oven. List the kinds of foods that can best be prepared using a particular type of oven.
 - b. During Community Based Instruction, have the students observe food service employees using different types of ovens.



OBJECTIVE

TEACHING ACTIVITIES

(Continued)

- c. Have the students conduct an experiment in which the same foods are cooked in a regular oven, a convection oven, and a microwave oven. Compare the time required to cook the food, the taste, the texture, and the color of the cooked food.
 - d. Develop a list of steps for cleaning the ovens.
8. Toaster: Show the class pictures of the two basic types of toasters (a four-slice and a conveyor). Locate and identify the parts of each type.
- a. Have the students observe a worker using a conveyor toaster in a food service facility. Discuss necessary safety rules.
 - b. Have the students practice with toasters by making all types of toast (butter, raisin, cinnamon, and plain).

RESOURCES/MATERIALS

Range top
Griddle
Broiler
Deep fat fryer
Steam table
Exhaust hood
Toaster
Ovens



Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
<p>10. Student will demonstrate proper use and care of cold storage equipment.</p>	<ol style="list-style-type: none"> 1. Have the students locate pictures of different types of refrigerators in a commercial catalog. Include walk-in, roll-in, reach-in, and pass-through refrigerators. Discuss how they differ. 2. List foods that should be stored in the refrigerator and why. 3. Demonstrate proper procedures for cleaning a commercial freezer and refrigerator. Point out the importance of the following: <ol style="list-style-type: none"> a. Clean up spills in a walk-in refrigerator or freezer. b. Use soda instead of detergent for cleaning a reach-in refrigerator. c. Observe the temperature gauge or dial in a refrigerator or freezer. 4. Discuss foods that may be stored in the freezer and the length of time each type of food can be stored. Name foods that should always be kept frozen until used or served. Define “freezer burn” for the students and tell them how soon thawed foods need to be used. 5. Demonstrate how to use a thermometer to check the temperature in the refrigerator and freezer. Have the students check and record the temperature for the equipment. 6. Develop a flip chart on the steps for cleaning the refrigerator or freezer. Have the students arrange the cards in the correct order; then review the steps and discuss why each is important. 7. Have the students demonstrate the appropriate procedures for using and cleaning cold storage equipment located in the laboratory. 8.

RESOURCES/MATERIALS

Refrigerator
Freezer



Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
<p>11. Student will demonstrate the use and care of holding and serving equipment.</p>	<p>Present the following types of holding and serving equipment.</p> <ol style="list-style-type: none"> 1. Hot Food Server: <ol style="list-style-type: none"> a. Show the students pictures of different types of food warmers. Explain the differences in, and uses of, each type. b. Have the students make a tour of the school cafeteria and other food service facilities. Make a list of the types of hot holding and serving units available. The students may want to tour a hospital kitchen and observe the methods used for keeping food hot while it is being distributed to patients. c. Make a list of the advantages and disadvantages of the different types of hot holding and serving units. d. Demonstrate the use and care of such equipment. Have the students practice the part of a supervisor, instructing a new employee on the procedure for use and care of hot holding and serving equipment. 2. Cold Food Server: <ol style="list-style-type: none"> a. Have the students look through commercial equipment magazines and find the names and types of cold-food holding and serving units. b. Tour the school cafeteria. Note the type of cold food holding and serving units used. After returning to class, list on the board the foods served in the cafeteria that required cold holding and serving. (Combine observations of both hot and cold holding and serving in one tour.) c. Discuss the use and care of cold food holding and serving units. Discuss advantages and disadvantages of each type.

RESOURCES/MATERIALS

Hot food server
Cold food server



Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
<p>12. Student will define food service terminology.</p>	<ol style="list-style-type: none"> 1. Divide the class into two teams to play "Cooking Charades". Place cooking terms on individual sheets of paper in a container. Have each team take a turn acting out a cooking term which is drawn from the container. The team identifying the most terms is the winner. 2. Have the students review food service terms by playing "Food Bingo". For "Food Bingo", play bingo using cards with cooking terms instead of numbers. Have the students match pictures shown by the teacher to the word on their card. Use plastic chips to cover the word on the card so that the answers can be checked. 3. Have the students select from a box, one cooking term to illustrate for the class. Use proper equipment and explain the term. <u>Note:</u> Place only a <u>few</u> cooking terms in the box and display the utensils needed for each technique. 4. Play "Name That Term". Call out definitions of cooking terms and have the students write down the terms defined. Students receive one point for each correct answer. <u>Note:</u> If the students have difficulty spelling terms, alphabetized lists of the terms can be provided. 5. Have the students refer to a recipe with underlined cooking terms. Ask the students to explain the terms and to describe the equipment needed and/or the cooking surface to be used.

RESOURCES/MATERIALS

Items as specified in activities



T.E.K.S. 122.42 (C.11)

The student exhibits employability skills.

Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
13. Student will identify common can sizes and their approximate yield.	<ol style="list-style-type: none"><li data-bbox="779 394 1391 798">1. Display empty cans ranging from 6 oz. to No. 10 size. Have the students fill each can with water and measure how many cups each can holds (No. 2 cans {18-20 oz.} yield 2 _ cups). Have the students decide the size of the can by the amount it holds, label it with masking tape, and mark on the label the can size and capacity. Check the students' work for accuracy. Discuss any incorrect labeling, or have the students repeat the measurement process and label.<li data-bbox="779 798 1391 861">2. Have the students measure dry ingredients in the same manner.<li data-bbox="779 861 1391 898">3. Practice these skills during meal preparation.

RESOURCES/MATERIALS

Various sizes of cans
Water
Dry ingredients



T.E.K.S. 122.52 (C.9)

The student demonstrates skills and techniques needed for quality food production.

Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
14. Student will prepare a variety of non-alcoholic beverages.	<ol style="list-style-type: none">1. Discuss the beverage station and the basic guidelines for preparing quality beverages.2. Discuss and list the various types of beverages. Have the students decide which is their favorite.3. View menus from several different types of food service establishments and notice the types of beverages offered.4. Discuss the service of water, which includes:<ol style="list-style-type: none">a. When it is served.b. The correct method for putting ice into glasses.c. How glasses should be refilled.d. The types of garnishes, i.e. lemon, that can be used.5. Discuss and show examples of different types of coffee that are available (coffee beans, ground coffee, and instant coffee). Demonstrate preparation utilizing a variety of coffee makers (drip grind, electric perk, etc.). Discuss how long coffee can be held for good flavor and when and how often to serve/refill cups.6. Demonstrate the preparation of hot vs. cold tea, utilizing bulk and bagged tea. Discuss the advantages of instant tea. Demonstrate the influence of different waters on the flavor and appearance of the beverage.7. Discussion of dairy beverages should include:<ol style="list-style-type: none">a. Identifying different types of milk: whole, skim, chocolate, and buttermilk.b. Identifying the difference between pasteurized and homogenized milk.c. Proper storage procedures.8. Have the students practice making milk shakes and hot chocolate.9. Discuss the difference between non-alcoholic cocktails and punch and how to prepare large quantities and serve the beverages.



Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

10. Provide the students the opportunity to observe and use an automatic beverage dispenser for carbonated drinks, fruit juices, etc.
11. Demonstrate convenience beverage products by preparing a beverage using the convenience product and the same beverage using the traditional method. Have the students taste the products and compare flavor, aroma and/or texture. Ask the students to figure and compare the cost per serving using the two different products.
12. Have the students choose a partner, choose an assignment sheet and prepare the assigned beverage. Students should be able to demonstrate knowledge or preparation, accepted standards, garnishing and serving techniques.

RESOURCES/MATERIALS

Items as specified in activities



T.E.K.S. 122.52 (C.9)

The student demonstrates skills and techniques needed for quality food production.

Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
15. Student will prepare sandwiches.	<ol style="list-style-type: none">1. Ask the students to make a list of their favorite sandwiches. Write the list on the board.2. Give the students copies of menus from various restaurants and ask them to identify the types of cold sandwiches. Categorize the lists of cold sandwiches according to the following types: regular, open-faced, club, or specialty.3. Have the students prepare examples of the different types of sandwiches and identify each example.4. Provide the students with different types of bread and allow them to sample each. Talk about the characteristics of a good sandwich. Show examples of stale bread and fresh bread.5. Discuss sandwich spreads (butter, mayonnaise, peanut butter, and mustard).6. Have the students make sandwich fillings. Include pimento cheese, chicken salad, tuna salad, ham salad, and egg salad.7. Discuss the principles of sandwich preparation.<ol style="list-style-type: none">a. Place 4 stacks of bread on a board with 7 slices in each back stack.b. Spread butter or margarine on the top 4 bread slices.c. Place the filling on the buttered bread.d. Spread filling evenly to the edge of the bread.e. Close sandwiches by covering with 2 slices from stack without butter. Be sure to place covers on sandwiches with the spread side down.f. Repeat steps b, c, d, and e until there are 4 whole sandwiches in each of the front stacks.g. Cut sandwiches with a knife, using a straight, downward motion.h. Store or wrap sandwiches.



Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

8. Have the students practice making sandwiches using the above procedure.
9. Set up a short-order sandwich service for teachers. Take orders several days in advance to determine the amount of supplies needed.
10. Demonstrate procedures for wrapping and storing sandwiches correctly. Show the students ways to simplify and speed the preparation for storage.

RESOURCES/MATERIALS

Items as specified in activities



T.E.K.S. 122.52 (C.9)

The student demonstrates skills and techniques needed for quality food production.

Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
16. Student will prepare appetizers.	<ol style="list-style-type: none"><li data-bbox="803 472 1385 651">1. Define the term “appetizer” for the students. Make a list of the seven types of appetizers (hors d’oeuvres, canapes, spreads and dips, cocktails, relishes, salads and/or soups). Discuss the purposes of appetizers and when and how they are served.<li data-bbox="803 651 1385 745">2. Demonstrate techniques for preparing appetizers and give the students opportunities to practice.<li data-bbox="803 745 1385 955">3. Have the students participate in an appetizer tasting party. Identify the type of appetizer as it is being prepared and let the students taste it when it is finished. Remind the students to note the methods for making spreads, garnishes, and arranging the plates attractively.<li data-bbox="803 955 1385 1050">4. Have the students take orders from teachers and office personnel to provide appetizers for club or organization meetings.<li data-bbox="803 1050 1385 1110">5. Discuss proper storing and holding techniques for appetizers.

RESOURCES/MATERIALS

Items as specified in activities



T.E.K.S. 122.52 (C.9)

The student demonstrates skills and techniques needed for quality food production.

Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
17. Student will prepare salads and salad dressings.	<ol style="list-style-type: none"><li data-bbox="808 472 1385 556">1. Assemble pictures of different types of salads (combination, arranged, and molded).<li data-bbox="808 562 1385 772">2. Demonstrate the preparation of the three basic salad types. Discuss principles of preparation with regard to the quality of ingredients, eye appeal, color contrast, simplicity, neatness, and preparation techniques, such as chopping, dicing, and slicing.<li data-bbox="808 779 1385 898">3. Provide the students with menus from various restaurants and tell them to locate all the salads. Discuss salad bars and ingredients found in a salad bar.<li data-bbox="808 905 1385 961">4. Introduce and define the three parts of salad (the base, body, and dressing).<li data-bbox="808 968 1385 1087">5. Have the students examine and sample different types of salad dressings. Discuss each type (mayonnaise, cooked, French-based, or oil-based).<li data-bbox="808 1094 1385 1213">6. Instruct the students to prepare each of the types of dressing. Have the students note the importance of adding certain ingredients slowly.<li data-bbox="808 1220 1385 1388">7. Provide a display of different salad ingredients, including several types of greens, fruits, and vegetables. Have the students take turns identifying one item and indicating the preparation it will require before using it in a salad.<li data-bbox="808 1394 1385 1507">8. Discuss the preparation of fruits and vegetables that turn dark after peeling or cutting. Talk about ways this can be prevented.<li data-bbox="808 1514 1385 1570">9. Discuss forms of meats and seafoods that can be used in a salad.<li data-bbox="808 1577 1385 1696">10. Demonstrate the proper way to clean, wash and store vegetables and have the students practice it. Discuss methods of storage to preserve freshness.<li data-bbox="808 1703 1385 1778">11. Instruct the students in appropriate ways to serve salads and give them opportunities to practice.



OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

12. Divide the class into groups and assign each group one salad to prepare for a class salad luncheon.
13. Have the students to select a fruit or vegetable salad with which they are unfamiliar. Assist them to locate a recipe for that salad and to prepare it for a tasting party.
14. Demonstrate the preparation of a gelatin salad to be set into a mold. Explain the necessity of soaking plain gelatin in cold water, of dissolving flavored gelatin in boiling water; the length of time necessary for congealing; the proper time to add vegetables, fruit, etc., and methods of unmolding.
15. Demonstrate correct methods for holding and storing salads. Include the necessary precautions that should be taken with foods containing mayonnaise or protein ingredients.

RESOURCES/MATERIALS



T.E.K.S. 122.52 (C.9)

The student demonstrates skills and techniques needed for quality food production.

Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
18. Student will prepare soups, sauces, and gravies.	<ol style="list-style-type: none">1. Demonstrate methods for preparing different types of stock for soups. Stress the following facts:<ol style="list-style-type: none">a. The amount of cooking time necessary.b. Whether salt is added.c. Why the stocks must be cooled quickly.d. When to remove the fat that rises to the top.2. Explain that one type of stock may be made from "scratch" and other types from convenience products, if desired.3. Have the students taste a white stock, brown stock, poultry stock, and fish stock. Discuss the different ingredients in each and the uses for each type of stock.4. Distribute a card to each student with one of the following soup categories: thin, thick, special and cold. Describe and show pictures of different types of soups and have students categorize them.5. Assist the students in preparing at least one soup of each category. Compare those made from "scratch" and those considered to be "convenience" soups.6. Explain the different menu uses of soups (for an appetizer, accompaniment or as the main course). Provide menus from various eating establishments for the students to examine and determine the ways soups are offered. Discuss the types of soup used for each course.7. Describe and demonstrate the steps involved in making soups. Discuss the equipment needed. Elaborate on the differences between homemade and convenience soups. Prepare a flipchart for the students to use when preparing soups.8. Divide the class into four groups and have each one prepare one of the following soups: frozen, dehydrated, canned and recipe. Have them prepare the same flavor and then compare the soups for taste, appearance, aroma and price per serving.



OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

9. Discuss garnishes that are appropriate for different types of soup considering color, contrast, taste, texture, and temperature of the soup when planning appropriate garnishes.
10. Discuss accompaniments appropriate for different types of soup (bouillon with bread sticks, cream of tomato soup with grilled cheese sandwiches, and meat and vegetable soup with cornmeal muffins).
11. Divide the types of sauces into basic categories, including brown, tomato, white, cream, egg and/or butter sauce. Discuss the types of foods with which each category of sauce should be served (spicy sauces for meats, sweet sauces for desserts, and cream sauces for vegetables).
12. Demonstrate the preparation of basic sauces (hot sauces, cold sauces, gravies, and sweet sauces).
13. Assist the students in preparing various sauces and gravies (giblet gravy, roast gravy, cheese sauce, white sauce, etc.). Develop picture recipe cards, if necessary.
14. Discuss problem solving techniques (what to do if sauce/gravy is too thick, thin, or lumpy).
15. Discuss holding and storing techniques for soups and sauces.
16. Have the students plan and prepare a soup, salad, and dessert luncheon menu to serve to faculty members.

RESOURCES/MATERIALS

Items as specified in activities



T.E.K.S. 122.52 (C.9)

The student demonstrates skills and techniques needed for quality food production.

Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
19. Student will prepare eggs and egg dishes.	<ol style="list-style-type: none">1. Show the students eggs of different colors, sizes, and grades. Explain the differences between each.2. Discuss the appearance of different grades of eggs. Break open an egg of each grade and arrange it on a flat surface for comparison.3. Have the students observe a display of fresh, frozen (whole, egg-whites, and yolks) and dried or dehydrated eggs. Discuss uses for each form. Demonstrate how to reconstitute dried eggs. Have the students prepare scramble eggs using fresh and reconstituted eggs. Ask them to list any differences between the taste, appearance, etc.4. Instruct the students in the following methods to prepare eggs and give them opportunities to practice.<ol style="list-style-type: none">a. Cooking Eggs in the Shell-Cold Water<ol style="list-style-type: none">(1) Place eggs in a pan and cover them with water (one inch above eggs).(2) Place over high heat until the water boils.(3) Cover the pan and remove it from the heat.(4) For soft-cooked, let the eggs stand in hot water for 1-3 minutes. For hard-cooked, let the eggs stand in hot water for 15 minutes.(5) Remove the eggs and cool immediately in cold water to prevent over cooking.b. Cooking Eggs in the Shell-Hot Water<ol style="list-style-type: none">(1) Put cold eggs in a bowl of warm water to prevent cracking during cooking.(2) Bring the water in a pan to a boil.(3) Transfer the eggs from the warm water to the boiling water (one inch over eggs).



OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

- (4) For soft-cooked, cover the pan and remove it from the heat. Let stand 6-8 minutes. For hard-cooked, reduce the heat to simmer and cook 20 minutes.
- c. Fried Eggs
 - (1) Heat butter or oil in a skillet or on a griddle.
 - (2) Crack the eggs into a dish.
 - (3) Slip the egg into the skillet or onto the griddle.
 - (4) Cook slowly.
 - (5) For "sunny-side up", cover the egg with a lid to steam the top, or spoon oil over the top.
 - (6) For "over-easy", turn the egg over and cook it for several seconds.
- d. Scrambled Eggs
 - (1) Beat the eggs with a fork or whisk in a small bowl.
 - (2) For softer eggs, add one tablespoon of milk or water per egg.
 - (3) Melt butter or oil in a skillet.
 - (4) Pour in the eggs and cook slowly.
 - (5) When the eggs begin to set on the sides of the pan, push them to the center of the pan. Repeat several times, but do not stir.
 - (6) Add meat, cheese, and/or cooked vegetables, if desired.
 - (7) Eggs are ready to serve when they are thick, but moist.
- e. Plain Omelet
 - (1-4) See scrambled eggs.
 - (5) When the eggs thicken, cover the pan. Steam will cook the top of the omelet.
 - (6) Add meat, cheese, or vegetables if desired.
 - (7) Fold the omelet in half before serving.



OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

- f. Baked Eggs
 - (1) Preheat the oven to 325° F.
 - (2) Grease a baking dish.
 - (3) Put vegetables or meat in the bottom of the dish, if desired.
 - (4) Crack the eggs and slip them into the dish.
 - (5) Bake for 15-20 minutes or until cooked.
- g. Poached Eggs
 - (1) Fill a pan or skillet with enough water to cover the eggs.
 - (2) Bring the water to a boil, reduce the heat to simmer.
 - (3) Break the eggs into a dish. Slip into hot water.
 - (4) Cook for 3-5 minutes.
 - (5) Remove the eggs with a slotted spoon.
 - (6) Drain and serve.
- 5. Demonstrate the use of eggs as binders, thickeners and as a leavening agent. Have the students practice separating the egg whites from the yolks and beating the whites into a meringue.
- 6. Make a chart listing the six ways eggs are used as ingredients: clarifier, binder, emulsifier, thickener, coating, and leavening. Have the students work in groups with each group preparing a dish using eggs in one of these six ways (example dishes include: beef stocks, salmon croquettes, ice cream, pudding, breaded chicken, and meringue cookies).
- 7. Have the students prepare a brunch or luncheon for teachers. Prepare egg dishes such as omelets. Encourage them to garnish each plate attractively.
- 8. Teach the students how to prepare deviled eggs. Encourage them to add ingredients such as bell pepper, olives, radishes, herbs, spices, etc.



Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

9. Discuss methods for holding and storing fresh eggs, frozen eggs, dried eggs prior to use, and holding and storing cooked eggs and egg dishes.

RESOURCES/MATERIALS

Items as specified in activities



T.E.K.S. 122.52 (C.9)

The student demonstrates skills and techniques needed for quality food production.

Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
20. Student will prepare cheese and cheese dishes.	<ol style="list-style-type: none">1. During Community Based Instruction, show the students the different types of cheeses available in the dairy and/or delicatessen. Provide samples for students to taste.2. Discuss the differences in natural and processed cheeses, differences in ripened and unripened cheeses, the names of cheeses in each category, and imitation vs. natural or processed cheeses.3. Discuss foods prepared with different types of cheeses. Have the students plan breakfast, lunch, and dinner menus that include a cheese dish.4. Set up a demonstration to show the effects of high temperature on cheeses. Prepare a toasted cheese sandwich under high heat and medium-low heat. Compare the quality of the two products.5. Review rules for cooking with cheese.<ol style="list-style-type: none">a. Cook cheese at a low temperature. If high heat is used, it will become rubbery.b. Cook cheeses for a short period of time. If cooked too long, it will get tough.c. Cut cheese into small pieces so it will melt fast and combine easily. If it is cut into large pieces, it will take too long to cook.6. Select a recipe for a cheese dish and divide the class in half. Have one group prepare the dish with processed cheese and the other group prepare the dish with cheddar cheese. Compare the experiences of the two groups as to the ease of blending the cheese, the time required for preparation, and cost, flavor, texture and appearance of the finished product.7. Demonstrate different methods for grating or shredding cheese. Exhibit hand graters and food processors. Let the students practice using the different pieces of equipment.



Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

8. Demonstrate proper storage of cheeses. Impress upon the students that cheese which has molded is still good. Simply cut off the molded parts and throw them away.

RESOURCES/MATERIALS

Items as specified in activities



T.E.K.S. 122.52 (C.9)

The student demonstrates skills and techniques needed for quality food production.

Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
21. Student will prepare meats, seafoods and poultry.	<p>Define the term “entrée” and have each student describe his/her favorite entrée. Provide pictures and/or menus for the students to observe. Have them classify each entrée as a meat, poultry or fish.</p> <p><u>Meat</u></p> <ol style="list-style-type: none">1. Explain that meats include beef, pork and lamb.2. Acquaint the students with different meat cuts and types by utilizing pictures, charts, etc.3. Look at the display of the different forms in which meat may be purchased at the grocery store.4. Discuss the criteria to consider when selecting meat. Include USDA inspection and grading, tenderness and appearance.5. Discuss appropriate ways to handle and store meat (refrigeration vs. freezing).6. Discuss how to incorporate meat in menus (combining it with pastas, rice or vegetables).7. Explain the basic principles of cooking for meat:<ol style="list-style-type: none">a. Meat may need to be tenderized.b. Meat should be cooked at a low temperature until just done.c. Determine doneness by observing indicators (red for rare, pink for medium, and white for well done), or by taking internal temperature using a time/weight/temperature cooking chart and/or testing by feeling.Provide the students opportunities to practice these principles.8. Demonstrate cooking meat by dry heat methods:<ol style="list-style-type: none">a. Roasting (Tender Cuts)<ol style="list-style-type: none">(1) Season the meat.(2) Place the meat, fat side up, on the rack in a shallow roasting pan.(3) Insert a meat thermometer. Do not let the bulb touch the bone or rest of the fat.(4) Do not add water. Do not cover.(5) Roast in oven at 300-350° F.



OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

- (6) Roast to recommended doneness.
 - Beef – 140-170°
 - Veal – 170-180°
 - Lamb – 140-170°
 - Pork – 180-185°
- (7) Allow meat to rest 15-20 minutes after taking it from the oven before slicing.
- b. Broiling (Tender Steaks, Chops, Patties)
 - (1) Trim and slash fat around the edges of steaks or chops to prevent curling.
 - (2) Preheat the broiler or grill.
 - (3) Place the meat on a rack of the broiler pan 3-5 inches from the heat source.
 - (4) Broil until the meat is brown. Season.
 - (5) Turn and cook until done.
- c. Panbroiling (less Tender Cuts)
 - (1) Season, if desired.
 - (2) Place the meat in heavy skillet.
 - (3) Do not add oil or water. Do not cover.

Poultry

- 1. Have the students find and study examples of how the USDA rates poultry and discuss the differences in the grades.
- 2. Demonstrate handling and storing of poultry.
- 3. Discuss the various menu uses for poultry, including appetizers, soups, entrees, and salads.
- 4. Demonstrate cooking poultry utilizing dry heat methods.
 - a. Frying
 - (1) Cut the poultry into serving pieces.
 - (2) Rinse the pieces and pat dry.
 - (3) Season, coat, and/or flour.
 - (4) Heat a small amount of oil in a skillet.
 - (5) Place the pieces in hot oil.
 - (6) Turn them occasionally to brown evenly.
 - (7) Reduce the heat. Cover and cook until tender.
 - (8) Drain on paper towels.



OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

- b. Oven Frying (Follow steps 1-3 above)
 - (4) Place the pieces in a shallow baking dish, skin side down.
 - (5) Bake at 375° for about an hour.
- c. Broiling
 - (1) Cut into halves, quarters, or pieces.
 - (2) Place on a broiling pan, skin down.
 - (3) Brush each piece with butter or sauce.
 - (4) Place the pieces about 9 inches from the heat. If barbecuing, place the pieces about 3-6 inches from hot coals.
 - (5) Turn every 15 minutes until brown and tender.
- d. Roasting
 - (1) Rinse the bird and pat dry.
 - (2) Fold the wings to the back.
 - (3) Tie the legs and tail together with string.
 - (4) Put the bird, breast up, on a roasting rack in a shallow pan.
 - (5) Brush the bird with fat.
 - (6) Place the tips of a meat thermometer in the thickest part of the thigh or breast.
 - (7) Place in a 325° oven.
 - (8) Poultry is cooked when the internal temperature is 185° or the leg moves easily in its socket.
 - (9) After removing from the oven, allow it to rest 10-20 minutes before carving.
- 5. Demonstrate moist heat methods:
 - a. Braising (Fricassee)
 - (1) Cut into pieces. Rinse and dry.
 - (2) Season and/or flour.
 - (3) Brown the pieces in a small amount of oil.
 - (4) Add a small amount of liquid. Cover.
 - (5) Cook in an oven at 325° or simmer on a range-top.
 - (6) Cook until tender.



OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

- b. Stewing
 - (1) Cut in halves, quarters, or pieces.
 - (2) Rinse the pieces. Put in a deep pan.
 - (3) Add water to cover, and season.
 - (4) Bring to a boil, then reduce the heat.
 - (5) Cover the pan and simmer until tender.

- 6. Have the student practice cooking poultry using the correct procedures.
- 7. Discuss "convenience" chicken (pre-breaded) and compare it to the methods described above according to the amount of time required for preparation, cost per serving and taste.

Fish

- 1. Discuss the various forms of fish available for use in food preparation, including fresh, frozen, smoked, cured, dehydrated, and canned.
- 2. Discuss shellfish and the ways it can be purchased.
- 3. Discuss the various ways fish can be prepared in a menu (in soups, appetizers, entrees, and salads).
- 4. Explain how to handle and store fish. Emphasize the rule that seafood should not be thawed at room temperature.
- 5. Demonstrate cooking fish utilizing dry heat methods:
 - a. Baking
 - (1) Place in a greased baking dish.
 - (2) Season.
 - (3) Bake at 350° until done.
 - (4) Baste with a sauce or butter to prevent drying.
 - b. Broiling (pieces 1 inch thick)
 - (1) Place on a greased broiler pan. Brush with oil or sauce.
 - (2) Place the pan 2-4 inches from the heat source.
 - (3) Turn the fish over halfway through the cooking.



OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

- c. Barbecuing
 - (1) Grease the grill well to prevent sticking.
 - (2) Cook about 4 inches from the coals.
 - (3) Baste with a sauce or marinade.
 - (4) Turn thick pieces. Once.
- d. Frying
 - (1) Dip pieces in liquid or batter, then in seasoned flour, cornmeal, or crumbs.
 - (2) Heat oil to 375° F.
 - (3) Cook until golden brown.
- e. Oven Frying
 - (1) Dip and coat pieces as for regular fried fish.
 - (2) Place in well greased baking pan.
 - (3) Baste with a sauce or marinade.
 - (4) Turn thick pieces at least once.
- 6. Demonstrate moist heat methods:
 - a. Poaching
 - (1) Wrap fish in cheesecloth.
 - (2) Add liquid or water to cover the fish.
 - (3) Simmer until the fish is cooked.
 - b. Steaming
 - (1) Wrap in cheesecloth. Leave shellfish in the shell.
 - (2) Place on a greased rack over boiling water.
 - (3) Steam until done.
- 7. Provide the students the opportunity to practice a variety of methods.
- 8. Compare “convenience” products vs. the procedures specified above.

RESOURCES/MATERIALS

Items as specified in activities



T.E.K.S. 122.52 (C.9)

The student demonstrates skills and techniques needed for quality food production.

Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
22. Student will prepare cereal and pasta products.	<ol style="list-style-type: none"><li data-bbox="813 506 1382 737">1. Discuss the nutritional components of cereal grains, including fat, fiber, starch, protein, etc. and benefits of each. Set up an exhibit of packages of cereal and pasta products and assist the students in examining the labels to identify the weight, nutrient fortification, sugar content, number of servings, and the cost.<li data-bbox="813 747 1382 926">2. Display a variety of uncooked cereal and pasta products in unlabeled small bowls. Assist the students to determine which products are cereal, which are pastas, which must be cooked, which are ready-to-eat, which are noodles/macaroni/spaghetti, etc.<li data-bbox="813 936 1382 1167">3. During Community Based Instruction at a local supermarket, have the students identify the number of varieties of pastas available and the cost per pound for each. Explain how many ounces of each product equals one serving and help them to determine which product is most expensive/least expensive.<li data-bbox="813 1178 1382 1356">4. Have the students study menus from a variety of restaurants to determine what cooked/cold cereals are served. Identify the three cereals in each category offered most often. Decide which grains are used the most in popular cereals.<li data-bbox="813 1367 1382 1598">5. Discuss convenience cereal and pasta products. Demonstrate cooking small servings of regular oatmeal, three minute oatmeal, and instant oatmeal. Have the students compare the time required for preparation, texture and appearance, and taste of the product. Have them decide which oatmeal they prefer.<li data-bbox="813 1608 1382 1778">6. Describe menu uses for cereals and pastas. Suggest different ways of using the products in all segments of the menu (for meat extenders, bread substitutes, potato substitutes, and as ingredients in other dishes).



OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

7. Have the students plan a menu for a well balanced meal, including a serving from each section of the food pyramid, and use a cereal or pasta dish to represent the bread group.
8. Discuss the guidelines for cooked cereals and pastas:
 - a. Cooked cereals should be moist and free from lumps, not gummy or pasty.
 - b. Cooked pasta should not stick together or be overcooked to the point of falling apart, but should be tender.Provide opportunities for the students to practice cooking.
9. Assign groups of students different types of cereal products to cook. Have them study package directions and follow procedures. Then have them measure the amount of each cooked product and determine which product expanded the most/least during cooking and how to decide how much to cook to yield a certain number of servings.
10. Discuss the importance of storing cereal and pasta products in tightly covered containers in a cool, dry area. Demonstrate the importance of draining and rinsing pastas prior to storage.

RESOURCES/MATERIALS

Items as specified in activities



T.E.K.S. 122.52 (C.9)

The student demonstrates skills and techniques needed for quality food production.

Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
23. Student will prepare fruits and vegetables.	<ol style="list-style-type: none">1. Discuss the forms in which fruits and vegetables are available. Obtain one vegetable and one fruit in as many different forms as possible for the students to compare (fresh, frozen, canned, and dried peaches and fresh, frozen, canned, and dried black-eyed peas). Have the students compare the amount of preparation time each form requires, as well as the cost per serving. Cook the products that need cooking and compare the taste of the different forms.2. Discuss the importance of storing frozen foods at the correct temperature. Stress the importance of cooking partially thawed food immediately.3. Discuss various ways vegetables and fruits can be used in menus. Have the students give examples of vegetables and fruits as appetizers, soups, accompaniments, and desserts.4. Assist the students in planning three different menus for lunch or dinner that include the correct number of servings of fruits and/or vegetables. Make sure they include at least one deep yellow or deep green vegetable per menu.5. Talk about the methods for cleaning fruits and vegetables before use. Discuss ways to prevent loss of nutrients, to avoid discoloration of cut fruits, and to keep lettuce crisp.6. Demonstrate how to dice, mince, chop, shred, and slice vegetables. Give the students opportunities to practice. Review correct techniques for using knives:<ol style="list-style-type: none">a. Dice means to cut into cubes.b. Mince means to chop very fine.c. Shred means to cut into thin strips.d. Slice means to cut across the face or at an angle.



OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

7. Introduce the rules for preparing and cooking fresh and frozen fruits and/or vegetables. Provide opportunities for the students to practice.
 - a. Clean fresh vegetables and/or fruits before cooking.
 - b. Cut vegetables and/or fruits into large pieces of the same size.
 - c. Use only enough water to cover the vegetables and/or fruits.
 - d. Add salt to the water, if desired.
 - e. Cook only the amount needed for one meal.
 - f. Cook until the vegetables or fruits are tender.
 - g. Save the cooking liquid from vegetables and/or fruits to be used in sauces or soups.
 - h. Season vegetables and/or fruits just before serving.
8. Discuss the differences in cooking canned and dried vegetables and/or fruits. Give the students the opportunity to practice cooking canned and dried fruits and vegetables.
9. Demonstrate the following cooking techniques. Have the students record the amount of time and the steps used to prepare and cook the food by each method.
 - a. Boil: used for all forms of vegetables and fruits.
 - b. Bake: used to bake vegetables and fruits whole or in pieces.
 - c. Steam: used for vegetables and retains most vitamins and minerals.
 - d. Saute: used to cook vegetables and fruits in a small amount of butter or oil.
 - e. Deep-fat fry: used to cook vegetables in hot grease.
 - f. Broil: used to cook at a high temperature in the oven.
 - g. Microwave: used to cook small quantities or for re-heating.
 - h. Pressure cooker: used to cook large quantities in a short time.



Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

10. Divide the class into seven groups and assign each group one of the methods demonstrated in #9. Instruct the group to select, prepare, and cook an appropriate vegetable or fruit using their assigned method.
11. Encourage the students to prepare fruits and vegetables at home for their families.
12. Discuss ways to garnish attractively different types of fruit and vegetable dishes.
13. Discuss storage procedures for each form of vegetable and fruit, including fresh, canned, frozen, and dried. Provide information on storage before preparation, proper holding times and temperatures between preparation and serving, and correct storage of leftovers.

RESOURCES/MATERIALS

Items as specified in activities



T.E.K.S. 122.52 (C.9)

The student demonstrates skills and techniques needed for quality food production.

Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
24. Student will prepare breads.	<ol style="list-style-type: none"><li data-bbox="812 470 1383 621">1. Discuss the differences between quick breads and yeast breads. Provide samples of each type for the students to sample. Cut the breads so that they can examine the texture of each type.<li data-bbox="812 625 1383 806">2. Display different types of flour, including white, whole wheat, graham, rye, masa, corn meal, etc. Have the students feel the texture and observe the colors of each type. Talk about “all-purpose” flour, “enriched” flour, “self-rising” flour, etc.<li data-bbox="812 810 1383 1016">3. Discuss the different liquids used to make breads (milk, water, buttermilk). Make a list of different leavening and how each works. Talk about the use of salt to make bread. Describe the functions of sugar and fat as ingredients in bread. Explain the use of eggs and flavorings in breads.<li data-bbox="812 1020 1383 1138">4. Talk about ways breads can be used in menus (as a main dish, accompaniment, snack or appetizer, ingredient in other dishes, and dessert).<li data-bbox="812 1142 1383 1289">5. Obtain a copy of the school lunch menus for a week or a month. Have the students identify the food items that are a form of bread or contain bread or grain as an ingredient.<li data-bbox="812 1293 1383 1499">6. Demonstrate the three methods of mixing quick breads (biscuit, muffin) and give the students the opportunity to practice. Have them compare the methods and determine how they differ. Discuss potential problems with over mixing when using the muffin or biscuit methods.<li data-bbox="812 1503 1383 1656">7. Divide the students into groups. Instruct each group to prepare a quick bread using one of the three mixing methods. Ask each group to share their product(s) with the other groups.



OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

8. Demonstrate the steps for making yeast bread, using the straight dough method. Take photographs of each step to serve as a review/reminder to the students or to make an illustrated book for the class library.. Give the students opportunities to practice the procedure.
9. Instruct the students to make bread using the straight dough method. Demonstrate and have them practice shaping the bread in different ways (plain loaf bread, braided loaf, clover leaf rolls, butterflake fans, and crescent rolls).
10. Explain the sweet dough method of mixing to the students and give them the opportunity to practice making cinnamon rolls, coffee rings, doughnuts, and Danish pastry.
11. Invite a speaker from a bakery, or the school cafeteria, to talk with the class about convenience quick breads and yeast breads that are available.
12. Talk about ways restaurants serve hot breads. Discuss storage techniques for fresh breads. Have the students practice wrapping breads in foil or plastic wrap for storage.

RESOURCES/MATERIALS

Items as specified in activities



T.E.K.S. 122.52 (C.9)

The student demonstrates skills and techniques needed for quality food production.

Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
25. Student will prepare a variety of desserts.	<ol style="list-style-type: none">1. Have the students examine various restaurant menus to determine what types of desserts are offered. Divide the desserts into categories (fruit desserts, gelatins, milk based desserts, and frozen desserts).2. Discuss fruit desserts, including the seasonality of some fruits and the types of fruits used (fresh, frozen, and canned).3. Exhibit plain and flavored gelatins and explain how they are used as desserts or as ingredients in other dessert recipes. Have the students practice preparing gelatins.4. Discuss the nutritional value of milk based desserts (custards and puddings). Provide the students opportunities to prepare a variety of these types of desserts and discuss “trouble shooting” techniques (how to thicken the desserts).5. Explain the difference between ice cream, ice milk, sherbets, ices, etc. Discuss how ice cream can be used to garnish other desserts, as well as some ways to garnish ice cream.6. Discuss various types of convenience desserts. Compare the prices of convenience vs. homemade desserts, including preparation time, quality of product, taste, etc.7. Demonstrate preparing several types of simple fruit desserts. Have the students practice and decide, based on time, effort of preparation, and taste, which dessert would be best for a restaurant menu.8. Demonstrate preparing different kinds of gelatin desserts. Point out when to add fruits, what kinds of fruit may be used, substituting fruit juice for water, how much time to allow for setting, and how to use molds.



Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

9. Demonstrate preparing milk desserts (pudding). Discuss why pudding/custards should be stirred during preparation, what happens to milk products if they are cooked too long, and what temperature should be used to cook milk based desserts. Have the students work in groups to prepare baked custards.
10. Set up a "Sweet Shop" and sell banana splits and sundaes. Establish a rotation of duties so that each student gets experience dipping ice cream, adding the sauce and/or garnish, serving, and cleaning up.
11. During Community Based Instruction to a fast-food restaurant, have the students observe use of a soft ice cream dispenser. Discuss any necessary safety rules.
12. Discuss appropriate serving temperatures for various desserts (hot, cold, and frozen).
13. Discuss the importance of proper storage for desserts, particularly those containing large portions of milk and eggs.
14. Provide the students opportunity to prepare and store a variety of the desserts mentioned above.

RESOURCES/MATERIALS

Items as specified in activities



T.E.K.S. 122.52 (C.9)

The student demonstrates skills and techniques needed for quality food production.

Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
26. Student will prepare cookies.	<ol style="list-style-type: none">1. Discuss and provide pictures of the various types of cookies (bar, drop, rolled, refrigerator, pressed, and molded). Display examples of cookies under each type.2. Discuss convenience cookie products (pre-measured mixes, refrigerated cookie dough, and bakery cookies).3. Have the students follow directions on the label and bake a roll of refrigerated sugar cookie dough. Present a quantity recipe for sugar cookies, estimate the cost of the ingredients and divide by the number of cookies the recipe yields. Have the students make comparisons based on cost of ingredients, amount of time and labor involved, taste, etc.4. Demonstrate the preparation of various types of cookies. Develop lists of the steps involved or prepare picture cue cards for the recipes and the procedural steps.<ol style="list-style-type: none">a. Have the students prepare a drop cookie dough. Have them portion part of the cookie dough by using a teaspoon and the other portion by using a #40 dipper. Bake the cookies and evaluate for uniform size and shape.b. Assist the students in preparing a sugar cookie dough. Divide the dough into three portions. Roll and refrigerate one portion for slicing, chill the second portion before rolling and cutting, and roll and cut the cookie from the third portion immediately. Slice and bake the cookies from the roll when chilled and roll and cut the cookies from the second portion that was chilled. Discuss which dough was the easiest to work with, and which yielded a consistent, quality product.c. Divide the class into groups. have each group prepare their choice of pressed, molded, or bar cookies.



OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

5. Discuss and demonstrate methods for decorating cookies (making a thin icing with powdered sugar, using an egg wash and decorating with candies, colored sugars and/or nuts).
6. Have the students practice arranging cookies on trays for serving, using cookies made in class.
7. Discuss proper storage techniques for cookies. Include the following points:
 - a. Store crisp cookies in a container with a loose-fitting cover, except in a humid climate where crisp cookies should be stored in an airtight container.
 - b. Store soft cookies in a container with a tight-fitting cover.
 - c. Never store soft and crisp cookies together.
 - d. Bar cookies may be stored in a covered baking pan.
 - e. For longer storage, freeze cookies in a container with a tight-fitting lid by separating layers with waxed paper or plastic wrap.
 - f. Stale cookies can be freshened by placing them in a 300° F oven for a few minutes to restore crispness.
 - g. Soft cookies that have become hard can be softened by placing an apple slice or a piece of bread in the cookie container for a day or two.

RESOURCES/MATERIALS

Items as specified in activities



T.E.K.S. 122.52 (C.9)

The student demonstrates skills and techniques needed for quality food production.

Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
27. Student will prepare cakes and icings.	<ol style="list-style-type: none"><li data-bbox="803 472 1390 619">1. Develop a bulletin board depicting the various types of cakes, using pictures from cookbooks and magazines. Provide samples of each type for the students to examine and taste.<li data-bbox="803 619 1390 703">2. Invite a baker to speak to the class about commercial cake baking. Have him/her discuss the use of cake mixes, etc.<li data-bbox="803 703 1390 955">3. Provide a "scratch" cake, a purchased frozen cake, a cake made from a mix, and a cake purchased from a bakery. All four should be the same type, flavor, and freshness. Ask the students to compare the four cakes in regard to appearance, texture, and flavor. Reveal the origins of the cakes and discuss the cost of each.<li data-bbox="803 955 1390 1144">4. Discuss the proper techniques for preparing a sheet cake, including the ingredients, mixing method, panning the batter, and baking temperature and time. Have the students prepare a sheet cake, using the commercial mixer.<li data-bbox="803 1144 1390 1333">5. Introduce the students to the preparation of foam cakes. Have them prepare an angel food cake, a sponge cake, and a chiffon cake. While cakes are baking, have the students describe the procedure they used to mix and bake the cakes.<li data-bbox="803 1333 1390 1417">6. Demonstrate proper techniques for cooking different types of cakes. Discuss storage techniques.<li data-bbox="803 1417 1390 1480">7. Discuss uncooked frostings and icings and the differences between them.<li data-bbox="803 1480 1390 1606">8. Have the students view a film or instructional video about frosting a cake. Make a list of steps for frosting a cake based on the film information.<li data-bbox="803 1606 1390 1717">9. Instruct each student to prepare a small recipe of creamed frosting. Sample and rate the quality. If it did not turn out well, have the students try to determine the reason.



OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

- Supply two cupcakes per student and instruct them to frost one cupcake using a spatula or knife and the other by turning the cupcake upside down and twirling it in the frosting. Discuss which method is better.
10. Demonstrate the preparation of boiled frosting. Use a candy thermometer to test the doneness of the syrup. Explain that this type of frosting is the most difficult to prepare. Point out places where problems often occur (cooking syrup to the correct temperature, beating egg whites to the correct consistency, adding syrup slowly while continuing to beat the egg whites). Have the students practice and provide lots of supervision.
 11. Have the students look at a cake decorating book that illustrates the steps for decorating a cake and cakes that have been decorated. Discuss the purpose of using a decorating bag and have the students examine both cloth and parchment bags. Demonstrate the use of various decorating tips used with a cloth decorating bag. Include the leaf tube, petal or rose tube, star tube, round tube, and the drop flower tube. Give the students opportunities to practice using the bag and different tubes.
 12. Have the students to prepare white decorating icing. Divide the icing into several small portions and have the students add liquid food color to one portion, paste food color to another and create a secondary color by combining 2 primary colors in a third. Ask them to compare the quality of paste color to liquid color.
 13. Give the students a practice board and several cloth decorating bags and tips. Tell them to create a practice design for a special occasion cake using the colored icing.



OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

14. Have the students practice marking cakes for specific numbers of servings by giving them 8", 9", and 10" circles cut from butcher paper. Also provide an 8" x 8" and a 9" x 9" square, and rectangles 9" x 13" and 18" x 25" cut from butcher paper. Instruct the students to mark, using a pencil, the 8" circle for 12 equal servings, the 9" circle for 16 servings, the 10" circle for 20 servings, the 8" square for 10 servings, the 9" square for 16 servings, the 9" x 13" rectangle for 30 servings, and the 18" x 25" for 48 servings.
15. Display cutting and serving equipment that may be used to serve cake. Include a long, sharp knife, a cake server, and the type of long-tined fork that is often used to cut and serve foam-type cakes. Discuss how to cut and serve cake without handling it, and explain how to use a plastic mitt for handling when serving a special occasion cake.

RESOURCES/MATERIALS

Items as specified in activities



T.E.K.S. 122.52 (C.9)

The student demonstrates skills and techniques needed for quality food production.

Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
28. Student will prepare pastry and pies.	<ol style="list-style-type: none">1. Discuss types of pastry products, including cream puffs, puff pastry, tarts, turnovers, pies, etc.2. Discuss menu uses of pastries (i.e., those used for main dishes, appetizers and desserts). Have the students examine restaurant menus to determine which type are served most often, which are served hot and which are served cold.3. During Community Based Instruction, visit a bakery or the bakery section of a super-market to view, price and list a variety of pastry products. Have the students indicate which are convenience products. Contact a local food broker to determine the variety and prices of institutional convenience pastry products available.4. During Community Based Instruction at restaurants, have the students determine those that use convenience pastry products that are ready-to-serve and those that make the pastries in their own kitchens.5. Discuss the main types of pastry dough (including pie crust and puff pastry) and the types of desserts that can be made from each. Display pictures and set up an exhibit of pastries from a bakery. Have the students identify the different types of pastries.6. Discuss ingredients used in the preparation of pastry, including different types of flours, fats, salt, water, eggs, and flavorings. Discuss the differences in the proportion of shortening to the amount of flour in pie crusts.7. Emphasize the following points:<ol style="list-style-type: none">a. The importance of accuracy in measuring.b. Methods for blending the shortening and flour.c. How to use the pastry attachment for the commercial mixer.



OBJECTIVE	TEACHING ACTIVITIES
	(Continued)
	d. Length of mixing time. e. Importance of measuring the liquid accurately. f. Handling, resting, rolling, and panning the pastry.
8.	Demonstrate preparing and rolling out pastry. Add more shortening to part of the dough. Show techniques to prevent dough from sticking to the pastry cloth or rolling pin. Bake the dough in strips and have the students examine and taste the two different pie crusts to determine which was the most tender.
9.	Assist the students in preparing pastry for fried pies. Roll the dough out into a rectangle on a marked dough board or pastry sheet cut into four inch squares. Spoon on canned fruit filling. Fold dough into a triangle over the filling and seal by moistening the lower edge with water. Roll with a pastry crimper or use the tines of a fork to crimp edges together. Do not prick or cut to ventilate because the filling will seep out and cause the oil to burn. Fry and drain pies. Evaluate the crust for flakiness and tenderness.
10.	Have the students use a commercial mix to prepare puff pastry for Danish, following the directions on the mix. Utilize assembly line methods for rolling out the dough, adding butter, and rolling again. Fill pastries with a prepared filling, bake and frost. Sell to teachers in the building.
11.	Practice making single and double crust pies. Use convenience pie fillings and sell during holiday seasons.
12.	Discuss types of pie fillings (fruit, cream, chiffon, custard and specialty fillings such as ice cream). Have the students give examples of each type of filling. Discuss which types are baked in the pie crust, use a double crust, or is served frozen.



OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

13. Demonstrate the use of waxy maize in thickening fruit fillings by the hot-juice method and the use of instant starch in thickening fruit fillings by the cold-juice method. Allow the students to practice these methods.
14. Demonstrate the preparation of cream and custard-type pie fillings. Demonstrate chiffon fillings that can be made by using cream pie fillings and folding in egg whites or whipped cream.
15. Divide the class in half and instruct each group to select a type of pie to prepare. Provide two or three selections of canned fruit and cream type fillings, plus egg whites or whipping cream for making chiffon pies. After pies are baked and cooled, evaluate the appearance. Have the class sample the pies.
16. Discuss the types of toppings that can be used on pies. Ask the students to name as many types as possible. Provide examples of convenience products that are available and used for pie toppings. Discuss the purpose of each topping.
17. Demonstrate the preparation of meringue from dried egg whites. Make sure the students notice which mixer attachment is used and the special precautions to prevent grease or oil from coming in contact with the egg whites. Cook the meringue. Have the students examine the appearance and texture and evaluate the taste.
18. Demonstrate the preparation of meringue from fresh egg whites. Point out that egg whites at room temperature produce more volume and that meringue should be fluffy, thick, smooth, and glossy. Cook the meringue and have the students compare the texture, appearance, and taste of this meringue to the same characteristics of the meringue made from dried egg whites.



Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

- 19. Provide opportunities for the students to practice preparing meringue using dried and fresh egg whites.
- 20. Have the students work in small groups to practice whipping cream to the correct consistency to serve as a topping. Discuss the proper time to add sugar and flavoring.
- 21. Discuss proper storage techniques for pastries. Demonstrate proper wrapping materials and techniques for freezing pastry.

RESOURCES/MATERIALS

Items as specified in activities



T.E.K.S. 122.52 (C.9)

The student demonstrates skills and techniques needed for quality food production.

Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
29. Student will demonstrate the proper use of seasonings.	<ol style="list-style-type: none"><li data-bbox="808 472 1390 651">1. Have the students view a flip chart with the names of popular spices, herbs, and extracts. Ask the students to say the name of the seasoning as it is pointed out on the chart and identify whether it is a spice, an herb, or an extract.<li data-bbox="808 651 1390 808">2. Have the students visit a supermarket to locate the spices, herbs, and extracts that are available. Have them name at least four seasonings they have seen and describe how they are used.<li data-bbox="808 808 1390 1102">3. Have the students participate in a "Sense Lab". Look at the different labeled spices, herbs, and extracts. Examine the containers in which each one is sold. Note the different sizes and shapes of the containers. Examine the color of each spice, herb, and extract, and the shape and size of each spice or herb. Smell each different spice, herb, and extract. For the last part of "Sense Lab", taste all of the spices herbs, and extracts.<li data-bbox="808 1102 1390 1375">4. Have the students prepare a bulletin board on "Seasonings". Ask them to write the words "Spices", "Herbs", and "Extracts" as headings. Then place samples of the different seasonings, in clear plastic sandwich bags, on the bulletin board under the appropriate category. For review or evaluation, have the students name as many of the spices, herbs, and extracts as they can.<li data-bbox="808 1375 1390 1470">5. Demonstrate proper cooking techniques for using spices, herbs, and extracts in flavoring foods.<li data-bbox="808 1470 1390 1564">6. Present a demonstration on the care and storage of spices, herbs, and extracts. Compare fresh versus dried products.<li data-bbox="808 1564 1390 1686">7. Have the students prepare recipes using spices, herbs, or extracts. Taste all the different foods and decide if dishes were seasoned correctly.

RESOURCES/MATERIALS

Variety of spices, herbs, and extracts



T.E.K.S. 122.52 (C.9)

The student demonstrates skills and techniques needed for quality food production.

Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
30. Student will adjust recipes to increase or decrease the yield.	<ol style="list-style-type: none"><li data-bbox="813 470 1307 527">1. Describe procedures for increasing or decreasing the yield of recipes.<li data-bbox="813 531 1377 621">2. Have the students study recipes showing the amounts of ingredients for several different yields.<li data-bbox="813 625 1385 808">3. Have the students practice increasing and decreasing the yield of recipes to correspond to the number of persons being served (increasing a recipe for 100 portions so it will yield 225 portions; decreasing the same recipe for a yield of 80 portions).

RESOURCES/MATERIALS

Items as specified in activities



T.E.K.S. 122.52 (C.9)

The student demonstrates skills and techniques needed for quality food production.

Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
31. Student will use proper methods for portioning foods.	<ol style="list-style-type: none"><li data-bbox="813 470 1382 558">1. Provide visuals which depict specific foods portioned equally and unequally. As a group, identify the equal portions.<li data-bbox="813 562 1382 919">2. Cut a cake into enough different sized pieces to serve each student in the class. Place a toothpick with a number (a sequential number for each student in the class) attached in each piece of cake. Have the students choose a number that will match a piece of cake. Serve each student the portion of cake that matches the number drawn. While eating the cake, ask the students to consider and compare portion sizes. Discuss the importance of correct portioning.<li data-bbox="813 924 1382 1050">3. Set up a display of tools used in portioning various foods. Include items such as a pie server, ladle, serving spoon, pierced spoon, tongs, dipper, pie marker, and scale. Explain the uses of each tool to the students.<li data-bbox="813 1054 1382 1352">4. Prepare a chart on portioning tools by dividing a large sheet of butcher paper or poster board into two columns. In the first column, place pictures of foods that require portioning. In the second column, place pictures of the correct portioning tool opposite the food to be portioned. The chart will provide a quick review source when the students need to portion foods.

RESOURCES/MATERIALS

Items as specified in activities



T.E.K.S. 122.52 (C.9)

The student demonstrates skills and techniques needed for quality food production.

Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
32. Student will identify and use convenience foods when appropriate.	<ol style="list-style-type: none"><li data-bbox="812 470 1380 558">1. Prepare a display of convenience foods. Explain why each item is considered a convenience food.<li data-bbox="812 562 1380 743">2. Demonstrate different procedures for preparing convenience foods. Include concentrated foods, freeze dried foods, dehydrated foods, frozen foods, mixes, etc. Name one food which has been produced by each of these processes.<li data-bbox="812 747 1380 1079">3. Have the students choose an assignment card randomly and prepare the food item on the card. Keep a record of preparation time. Have half of the students prepare convenience food items and the other half prepare the same food item using the traditional method. Assignments might include cakes, frostings, pie crusts, and pie fillings using dried or canned sliced apples. Discuss the difference in time used in preparation of the food items.

RESOURCES/MATERIALS

Items as specified in activities



Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
<p>33. Student will use proper procedures to serve food.</p>	<ol style="list-style-type: none"> 1. Take the students on a tour of the school cafeteria to observe methods for dividing food into individual servings and arranging it on plates/trays. After returning to the classroom, discuss the way the food was arranged on the plate/tray. 2. Demonstrate the importance of using the correct size of portioning equipment when serving food. Place four small bowls on the counter. Ask a student to use a 4-oz. ladle to fill the bowls. Provide 12-13 ounces of applesauce to be served. Point out the following: The correct size serving tool must be used to ensure that the planned number of servings are met. If portions are too large, the number of servings will be less than planned. And if the portions are too small, food will be leftover and possibly wasted. 3. Discuss the amount of mixed fruit needed to serve 10 people. Have the students count out the correct number of dishes needed for serving the group. Ask the students to determine the correct size portioning tool and fill the dishes. 4. During Community Based Instruction, have the students observe how food is portioned in a cafeteria. 5. Have the students serve a buffet meal. Ask them to portion food, giving each person an equal amount and place the food on the dishes correctly.

RESOURCES/MATERIALS

Items as specified in activities



Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
<p>34. Student will identify persons responsible for sidework duties.</p>	<ol style="list-style-type: none"> 1. Discuss with the students the definition and tasks involved in sidework. Duties may include some or all of the following: <ol style="list-style-type: none"> a. Clear and clean tabletops. b. Carry dirty dishes to the kitchen. c. Dust chairs after each guest leaves. d. Clean ashtrays; fold napkins. e. Place chairs and tables in an orderly manner. f. Change table linens; set tables with clean items. g. Clean and fill condiment containers. h. Clean up spills and breakage to prevent accidents. i. Stock the service station. j. Sort, count, and store utensils in proper storage places. k. Serve water, coffee, or tea and rolls and butter. l. Make coffee. m. Fill the water pitcher. n. Stock roll and ice bins. o. Clean serving trays and carts. p. Clean floors. 2. Discuss which personnel are responsible for sidework. 3. Divide the students into small groups. Have the students prepare a simple meal. Have one group be customers coming in for lunch. Have other groups of students set tables, take orders, serve food, and clear tables. Rotate duties among all the groups for practice.

RESOURCES/MATERIALS

Items as specified in activities

T.E.K.S. 122.42 (C.9)

The student prepares and serves nutritious foods.

Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
35. Student will demonstrate basic rules for table service.	Instruct the students using the following basic principles: <ol style="list-style-type: none">1. Serve all food from the left, unless inconvenient for the guest.2. Serve all beverages from the right. Fill water glasses _ to _ full.3. Clear from the right, unless instructed to clear from the left.4. Do not stack plates or scrape plates in front of guest(s).5. Never leave a guest's place bare – one course should follow another.6. When replacing one course with another, remove from the right with the right hand and serve from the left with the left hand.7. Serve hot foods first, then cold foods.8. Serve everyone in the party the same course at the same time.9. Crumbs, bread, and side dishes should always be removed before dessert is brought.10. Fill water and beverage glasses, replace cutlery, clear away side dishes, bring bread, empty ashtrays – before being asked.

RESOURCES/MATERIALS

Items as specified in activities



Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
<p>36. Student will demonstrate procedures for setting tables.</p>	<ol style="list-style-type: none"> 1. Ask the students to identify items needed to set the table. Divide the class into groups and have each group set a table for a specified meal and a particular type of service. Have each group demonstrate their table setting to the other students. 2. Demonstrate the quick and efficient method of placing a tablecloth on the table. Remind the students to center the cloth on the table. Have all the students practice. 3. Discuss where place mats are placed in relation to the edge of the table. Ask the students to demonstrate the correct alignment of different sizes and shapes of place mats, including paper mats. 4. Explain to the students that the traditional placement of items may vary from restaurant to restaurant and that it is important to carefully follow directions given by the employer. 5. Folding cloth napkins may be part of the sidework duties between serving hours in some restaurants. Provide cloth napkins for the students to practice the different types of folds. Explain the importance of using only spotlessly clean napkins and treating all linens with care. 6. Discuss the correct placement of napkins on the tables. It is the management's choice in each restaurant and employees should follow instructions. 7. Demonstrate the correct placement for flatware. <u>Note:</u> Flatware may be rolled in a napkin. 8. Assemble a variety of flatware place settings. For example, the place settings might include the following: <ol style="list-style-type: none"> a. one knife, one fork, and one teaspoon b. one knife, two forks, and one teaspoon c. one knife, two forks, and two teaspoons Have the students select a place setting and practice putting the flatware in the correct position.



Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

- 9. Discuss the placement of glassware on tables. Explain that glassware may be placed in order of use or in order by size.
- 10. Demonstrate various placements of dishes according to style of service.
- 11. Divide the students into small groups. Have the students set up tables for different styles of service. Have the students check the tables set up by other groups.

RESOURCES/MATERIALS

Items as specified in activities



Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
<p>37. Student will demonstrate procedures for writing orders and placing them in the kitchen.</p>	<ol style="list-style-type: none"> 1. Demonstrate for the students the correct procedures for taking orders. Discuss the type of attitude that a waiter/waitress should have (polite, positive, friendly, good listener). 2. Have the students list all the information needed on the guest check. Discuss the lists and be certain they include the following: <ol style="list-style-type: none"> a. Date b. Table number c. Server's name d. Number in party e. Locator code f. Cooking instructions g. Type of salad dressing h. Type of bread i. Sauce or condiments j. Choice of vegetable 3. Provide actual guest check pads for the students to practice taking orders. Have the students practice taking orders (using abbreviations) from each other. Mix up the orders and have the students draw one and interpret it for the class. <u>Note:</u> If the students have trouble writing, list the menu items on the ticket so the student can check items the customer orders. A help for both readers and writers who have limited skills is to use numbered menu items so that customers order by number. Make clear that for the student to be employable as a waiter or waitress, sufficient reading and writing skills must be present. It is important to stress that the method of taking food orders will vary among restaurants. 4. Provide the students with sample orders. Ask them to summarize the orders before placing them in the kitchen. Discuss the summaries in class. 5. Discuss the various methods that may be used for placing orders in the kitchen, including computer, written, or oral.
<p>RESOURCES/MATERIALS</p> <p>Items as specified in the activities</p>	<ol style="list-style-type: none"> 6. Have the students practice placing orders in the kitchen. Following the practice, discuss the methods used.



T.E.K.S. 122.42 (C.11)

The student exhibits employability skills.

Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
38. Student will demonstrate steps involved in picking up, assembling, and inspecting food orders.	<ol style="list-style-type: none">1. Discuss the importance of timing when serving food. Point out that the beverage, appetizer, and soup or salad are usually served before the entrée. The order should be turned in so that the entrée can be served promptly once the guest has finished the appetizer and/or salad.2. Take the students to a restaurant and have them observe as servers pick up orders in the kitchen.3. List the sequences for picking up food.<ol style="list-style-type: none">a. Collect all serving equipment needed for food and accompaniments.b. Pick up cold foods.c. Pick up hot foods last.4. Develop a checklist to be followed when inspecting an order.

RESOURCES/MATERIALS

Items as specified in the activities



T.E.K.S. 122.42 (C.11)

The student exhibits employability skills.

Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
39. Student will identify the order of service for breakfast, lunch, and dinner.	<ol style="list-style-type: none"><li data-bbox="810 443 1382 527">1. Have the students view a film on the correct procedure for serving food. Discuss the procedures.<li data-bbox="810 533 1382 617">2. Encourage the students to study the rules for serving food and beverages (Who should be served first in a party of six?).<li data-bbox="810 623 1382 707">3. Have the students demonstrate the correct procedure for serving food to customers in a booth.<li data-bbox="810 714 1382 863">4. Demonstrate the sequence of steps in serving breakfast ,by using empty dishes. Discuss how breakfast customers will differ from lunch and dinner customers (always in a hurry, want coffee first, etc.).<li data-bbox="810 869 1382 953">5. Demonstrate the steps of serving lunch. Show the service of soup and salad, entrée, bread, beverage, and dessert.<li data-bbox="810 959 1382 1138">6. Show a film or instructional video on formal dinner service. Stop the film at points where discussion might reinforce learning, then continue. Encourage the students to ask questions both during and after watching the film/video.

RESOURCES/MATERIALS

Items as specified in the activities



Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
<p>40. Student will demonstrate the correct removal of dishes from the table.</p>	<p>Instruct the students in the following sequence:</p> <ol style="list-style-type: none"> 1. Occupied Tables : <ol style="list-style-type: none"> a. When ready to clear a course (all guests have finished), stand at the right of the first diner. b. Extend the right hand to the diner's right and grip the plate. Leave the flatware on it. Place the index and middle fingers under the plate and the thumb tightly clasped on the top edge of the plate. Withdraw the plate around the guest, being sure not to drop anything on the guest. c. Transfer the plate to the left hand, using the same grip. d. Place forks next to each other on the plate, tines outward. e. Place the knife under the bridge (curved part) of the fork, with the sharp edge turned outward. f. Still holding the first plate, remove the second plate from the second diner in the same manner. g. Place the second plate on the lower left forearm. Support the plates at three points: lower forearm (not wrist), the thick part of the thumb of the left hand, and the upturned little and ring fingers of the left hand. h. Remove the knife and fork from the second plate to the first. Place them next to the original flatware. i. Stack the first plate on top of the second plate and hold in the left hand. Continue around the table, but place plates on a tray or cart when they begin to get too heavy. 2. Vacant Tables : <ol style="list-style-type: none"> a. Use trays or carts to save steps and decrease the amount of time spent on the task.



Area: Food Service

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

- b. Pick up glassware by the base, utensils by the handle, and plates by the rim.
- c. Put heavy dishes on the tray first and toward the center.
- d. Separate flatware and pile it on one side of the tray with all handle turned in one directions.
- e. Place cups, bowls, cream pitchers, and teapots on top of the plates, nestled securely.
- f. Place water glasses in one section. Cocktail glasses are placed on a separate tray.
- g. Do not overload the try and be sure the weight is evenly distributed.

RESOURCES/MATERIALS

