

Connie Van Winkle

7/30/10

Instructor Lesson Plan

Lesson Title: Knives

Curriculum/Instructional Strategies:

Teacher will present and identify a variety of knives, explain parts of a knife, explain and demonstrate how to properly hold and handle a knife, explain and discuss dangers of in proper handling and sanitation of knives and identify and perform various cuts using a knife.

5.0-Problem Solving and Critical Thinking

5.1-Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.

5.3-Use critical thinking skills to make informed decisions and solve problems.

9.0-Leadership and Teamwork

9.3-Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.

10.0-Technical Knowledge and skills

10.2-Understand the basic principles of food Safety and sanitation and the proper techniques for preparing and serving food.

10.7-Understand how to select, safely use, and efficiently care for facilities and equipment related to food product development, food preparation, dining, lodging, tourism and recreation.

11.0-Demonstration and Application

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

B. Food Service and Hospitality Pathway

B6.2- Use, maintain and store the tools, utensils, equipment, and appliances appropriate for preparing a variety of food items.

B6.5- Use plating techniques, including accurate portioning and aesthetic presentation skills.

Objectives:

The student will be able to recognize and distinguish at least four knives.

The student will be able to utilize a French/Chef knife while demonstrating and identifying different cuts.

The student will be able to demonstrate the proper way to handle, use and clean any knife.

Activities:

Students will use knife and they will practice the teacher's proper knife handling.

Students will imitate a variety of different cuts that the teacher makes.

Students will complete a pamphlet regarding the various knife lessons.
Students will practice proper transporting and safety of knives from one area to another.

Assessment:

Students will retrieve their own knife from storage area.
Student will properly wash and dry a knife.
Student will make a variety of different cuts.
Student will assemble and decorate a mini vegetable tray.
Student will identify and name different knives.

Products:

Student will have worksheets throughout the lessons that are copied out of the Culinary Essentials text.
Student will be orally quizzed throughout the project.
Student will have a written test at the end of the project.
Student will demonstrate knowledge acquired by completing a mini vegetable tray utilizing different knives while demonstrating a variety of cuts.

Summer 2010 SPIE Internship
April Weaver, Patterson High School
Served Galletto's Ristaurante' with Zole Andahazy, General Manager

LESSON PLAN

Curriculum/Instructional Strategies. (Curriculum describes subject matter content and materials. Instructional strategies describe the methods and techniques the teacher will use to implement the program.)

1. Have various items displayed for students to identify what they would be used for and the restaurant job position that would use that item.

Items to include for Display(1.) and (3.) Role Playing are:

note pad, pencil, apron, french knives, hat, 4 chef's jacket, server apron, computer/reservations, phone, tablecloths, napkins, silverware, 4 mixing bowls, 4 wooden spoons, 4 place setting, salt, pepper, flower/vase, skillet, 4 water glasses, 2 pitchers, dishpan, 2 heads of lettuce, 4 tomatoes, 4 cucumbers

2. Using lecture notes(Resource 1) and vocabulary worksheet (Resource 2), students will write the job title in top left box, definition/duties in 3rd box and draw a picture that explains the job title in the 2nd box.

3. Role playing - Divide students into 8 groups of 4. In these groups they will be assigned a job position and review what they will need to role play and how that will look. Once all groups are clear about their responsibilities. Each person in each group will be lettered - A, B, C, D to make 4 groups of 8. All students know their position and they all have the group they will be role playing with. Using the information from lecture and displayed items, they will act out their job position in a restaurant setting beginning with Group A, etc. Rotate through all groups and positions. (This may take 2 days.)

4. Post test (Resource 3) - Identify positions and responsibilities of each. Compare and analyze positions regarding difficulty, which one they would feel most comfortable doing, least, and which position would they aim to achieve.

Objectives. (Minimum of 3). Objectives must address student learning and be measurable.

1. The student must be able to identify restaurant job titles, describe and role play various job duties with 80 % accuracy.
2. The student will be able to analyze restaurant job duties and the characteristics they possess as well as their desire and determine jobs within the restaurant that would best suit them as an individual.
3. The student will pass the post-test at the end of the lesson with an 85 % or better score.

Activities. (Activities explain what the students will experience throughout the program.)

1. They will first listen, write, then draw what each job position duties are. Ask and respond to questions as needed, and during checks for understanding.

2. They will have a brief experience, through role playing, as to what it feels like to serve in each of the restaurant job positions, therefore gaining a better understanding of the duties of various job positions within a restaurant.

Assessment. (Assessment measures accomplishment of objectives including individual student learning that occurred from the program. Pre-post assessments are recommended.)

1. Preassessment will happen during responses of displayed items. The post-test could be used here as well.
2. Checking for understanding throughout the lesson through the use of student name cards
3. Observations during role playing activity
4. Post-Test - RESTAURANT JOB TITLES/DUTIES

Products. (Products are hard copies or software programs that are produced as a result of the program.)

An e-mail will include lesson plan and all resource pgs. 1-3.

Restaurant titles/jobs and duties:

Host/Hostess - greets and meets the public, seats, takes reservations, determines tables for servers

Server- prepares tables with tablecloths and place settings, rolls silverware in napkins, brings water, takes order & enters into computer, serves food, checks on them, busses table

Busser - makes sure plenty glasses, silverware, plates, picture of tea, ice, cut lemons, etc are ready and station is ready for customers, tables have are set correctly, clears tables, and resets them

Prep cook- washes, cuts, chops, preps foods according to Chef and Sous Chefs instructions

Cook - preps pastas, salads, pizzas and all individuals food parts for each entre before customers arrive, prepares them so they are synchronized with the lead cooks food as needed so will be served at right temperature, does this on warmed or chilled plate and plated attractively

Lead Cook - Preps. food components for all dishes before customers arrive, cooks entire main course and plates food attractively for customer on warmed plate

Chef - coordinates all- orders food for restaurant & all parties, banquets, weddings, ensures quality and informs supplier if not correct, writes menu and shows/describes how the food is to look, taste, smell when making and serving. Changes and alters menu as/when needed. Evaluates cooks, etc and oversees discrepancies.

Sous Chef - acts as an assistant to the Chef in any or all areas. Ensures food is ready and on time by instructing or informing cooks as to the prep or cooking of entres.

Matching: Write letter that is beside the duty on the line beside the number of the job title that corresponds correctly

- | | |
|------------------------------|---------------------------|
| _____ 1. <u>Host/Hostess</u> | _____ 5. <u>Cook</u> |
| _____ 2. <u>Server</u> | _____ 6. <u>Lead Cook</u> |
| _____ 3. <u>Busser</u> | _____ 7. <u>Chef</u> |
| _____ 4. <u>Prep cook</u> | _____ 8. <u>Sous Chef</u> |

A. coordinates all- orders food for restaurant & all parties, banquets, weddings, ensures quality and informs supplier if not correct, writes menu and shows/describes how the food is to look, taste, smell when making and serving. Changes and alters menu as/when needed. Evaluates cooks, etc and oversees discrepancies.

B. greets and meets the public, seats, takes reservations, determines tables for servers

C. makes sure plenty glasses, silverware, plates, picture of tea, ice, cut lemons, etc are ready and station is ready for customers, tables have are set correctly, clears tables, and resets them

D. Preps. food components for all dishes before customers arrive, cooks entire main course and plates food attractively for customer on warmed plate

E. preps pastas, salads, pizzas and all individuals food parts for each entre before customers arrive, prepares them so they are synchronized with the lead cooks food as needed so will be served at right temperature, does this on warmed or chilled plate and plated attractively

F. washes, cuts, chops, preps foods according to Chef and Sous Chefs instructions

G. acts as an assistant to the Chef in any or all areas. Ensures food is ready and on time by instructing or informing cooks as to the prep or cooking of entres.

H. prepares tables with tablecloths and place settings, rolls silverware in napkins, brings water, takes order & enters into computer, serves food, checks on them, bussés table

Short Answer

_____ 9. Compare and analyze 2 job duties as to difficulty of the job.

10. Which job would you like to do? _____
Write 3-4 reasons why you would like it and do well in that position.

- 1.
- 2.
- 3.

11. Which job would you least like to do? _____
WHY?

12. Which job will you be working towards achieving? _____
Why would you like to do that specific job?

13. What characteristics do you already possess for that position?

- 1.
- 2.
- 3.

Lesson Plan

T. Wright

2010 Stanislaus Partners in Education

Curriculum/Instructional Strategies

This lesson would be used in a culinary arts/food service class. The teacher will demonstrate how to make a hollandaise sauce. The students will practice and demonstrate sauce making.

Objectives

The students will be able to describe high quality hollandaise sauce. The students will practice how to clarify butter and separate eggs. The students will be able to prepare hollandaise sauce adhering to industry safety and sanitation standards.

Activities

1. The teacher will provide students with a recipe for hollandaise sauce. The students will read through the recipe and highlight tasks to be completed in the recipe.
2. The teacher will review the skills/tasks that may be a new experience for the students including clarify butter, separate eggs, using a ban marie (double boiler), do not coagulate the eggs (make scrambled eggs).
3. The teacher will demonstrate the correct way to make the sauce for the students. The students will taste and evaluate the sauce in their notebooks.
4. In groups of no more than four students will prepare hollandaise sauce to go with Eggs Benedict.
5. Students will complete a written evaluation of the sauce and be able to describe the differences in each of the groups prepared sauces.

Assessment

1. Written evaluation of the sauce the teacher prepared.
2. Completed sauce the student groups prepared and the written evaluation.

Products

1. Hollandaise Recipe (attached)

Hollandaise Sauce

10 eggs, separated
16 fl. oz. butter, clarified
8 fl. oz. red wine vinegar
1 whole shallot, diced
2-3 whole peppercorns
1 whole bay leaf
2-3 shots Tabasco sauce

Clarify the butter reserving the clarified butter and cool. Separate the eggs, using only the egg yolks. Reserve the whites for later use. Boil the vinegar with the shallots, peppercorns and bay leaf. Reduce the liquid by half. Cool the liquid. Strain the vinegar removing the shallots, peppercorns and bay leaf. Beat the egg yolks and pour into cooled liquid. Cook over double boiler until doubled in size whisking constantly. Slowly add the clarified liquid butter in a stream. Season the sauce with salt, pepper and Tabasco sauce to desired taste.