

Level

1

FOUNDATIONS

OF RESTAURANT MANAGEMENT & CULINARY ARTS
SECOND EDITION



**Instructor Activity
Guide**

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Preface

The activity guide functions as a chapter tour to guide students through the content and learning objectives to develop further understanding. Many of the activities use principles of universal design for learning to allow instructors to adapt activities to the needs of the classroom, or to apply additional instruction strategies. Activities can easily incorporate additional elements, integrating such academic subjects as literacy, science, technology, and mathematics. Guidelines, additional resources for research-based or more open-ended questions, and a brief description of the instructional strategy used in the design of the activity are provided.

In addition, the activities offer ways to customize the display of information and provide a wide range of options to promote language, literacy, math, and science concepts within the curriculum. The use of technology or multiple media formats, coupled with the activation of physical action and self-directed discovery, can provide meaningful connections with the curriculum and the world of workforce development in the restaurant and foodservice industry. Relevant and practical skill development within the activities support the learning objectives, and the learning objectives support the critical thinking skills for career development.

Activities will promote comprehension by guiding information processing, visualization, and manipulation with meaningful engagement. The student will have the ability to make choices, set goals, encourage reflection, and develop the skills needed to balance the management of information with the course of action required to complete challenging tasks. Overall, universal design for learning guidelines have been adopted throughout the curriculum with a variety of ways to provide instruction that can lead to resourceful, motivated, and goal-oriented students.

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Chapter 1

Activity Guide

ACTIVITY 1.1 | FILL IN THE BLANK

Directions

Fill in the blanks for the definitions of the key terms using the glossary.

Teacher Note:

The activity uses the cloze strategy to guide reading or study of the key terms for each chapter, to assist with reading comprehension and to check for understanding.

Concept	A restaurant's unique <u>combination</u> of <u>menu</u> offerings, <u>pricing</u> , <u>service</u> style, <u>ambiance</u> , and <u>décor</u> .
Contract feeding	<u>Situation</u> in which an outside <u>contractor</u> manages and <u>operates</u> the employee <u>dining</u> facilities for a <u>business</u> or company.
Self-operators	<u>Companies</u> that <u>hire</u> their own <u>staff</u> to <u>operate</u> foodservices.
Travel and tourism	The <u>combination</u> of all of the <u>services</u> that people <u>need</u> and will <u>pay</u> for when they are <u>away</u> from <u>home</u> .
Tourism	<u>Travel</u> for <u>recreational</u> , <u>leisure</u> , or <u>business</u> purposes.

ACTIVITY 1.1 | FILL IN THE BLANK (continued)

Hospitality	Refers to the <u>services</u> that people <u>use</u> and <u>receive</u> when they are <u>away</u> from <u>home</u> , including <u>restaurants</u> and <u>hotels</u> ; also refers to the <u>feeling</u> that <u>guests</u> take with them from their <u>experience</u> with an operation—the <u>service</u> , care, <u>attention</u> , and even physical <u>environment</u> .
Lesche	Private <u>clubs</u> in ancient <u>Greece</u> that offered <u>food</u> to <u>members</u> .
Phatnai	<u>Establishments</u> in ancient <u>Greece</u> that catered to <u>travelers</u> , <u>traders</u> , and visiting <u>diplomats</u> .
Epicurean	Showing great <u>appreciation</u> for fine <u>wine</u> and <u>food</u> .
Haute cuisine	An <u>elaborate</u> and refined <u>system</u> of food <u>preparation</u> .
Café	Another <u>name</u> for a <u>coffeehouse</u> ; cafés first became <u>popular</u> in <u>Renaissance</u> Europe.
Guilds	<u>Associations</u> of people with <u>similar</u> interests or <u>professions</u> , first started in <u>France</u> during the reign of <u>Louis XIV</u> .
Restorante	The name <u>Boulangier</u> gave to his <u>café</u> of the <u>1760s</u> that served hot <u>soups</u> called <u>restaureurs</u> ; also the <u>origin</u> of our modern word <u>restaurant</u> .

Continued on the next page.

ACTIVITY 1.1 | **FILL IN THE BLANK** (*continued*)

Cafeteria	An <u>assembly</u> - <u>line</u> process of <u>serving</u> food <u>quickly</u> and <u>cheaply</u> <u>without</u> the need for <u>servers</u> .
Entrepreneur	A <u>person</u> who <u>starts</u> and <u>runs</u> a <u>business</u> , taking on financial <u>risk</u> to do so.
Expediter	Staff <u>member</u> in <u>Escoffier's</u> kitchen <u>brigade</u> system who takes <u>orders</u> from <u>servers</u> and <u>calls</u> out the <u>orders</u> to the various <u>production</u> areas in the <u>kitchen</u> .

ACTIVITY 1.2 | CROSSWORD PUZZLE

Directions

Complete the following statements and then use the answers to complete the crossword puzzle.

Teacher Note:

This activity clarifies vocabulary into structured symbols, and provides an alternative way to display the content.

Across

- 1 A restaurant's concept is its unique combination of menu offerings, pricing, service style, ambiance, and décor.
- 2 The food offered at a stadium stretches from the peanuts in the stands to the fine dining in luxury suites.
- 3 On a typical cruise, food is available on the ship all the time.
- 4 In contract feeding, contractors are businesses that operate foodservice for companies in the manufacturing or service industry.
- 5 Self-operators are companies that hire their own staff to operate foodservices.
- 6 Tourism is travel for recreational, leisure, or business purposes.
- 7 The services that people use and receive when they are away from home are referred to as hospitality.
- 8 In ancient Greece, private clubs, called lesche, offered food to members.

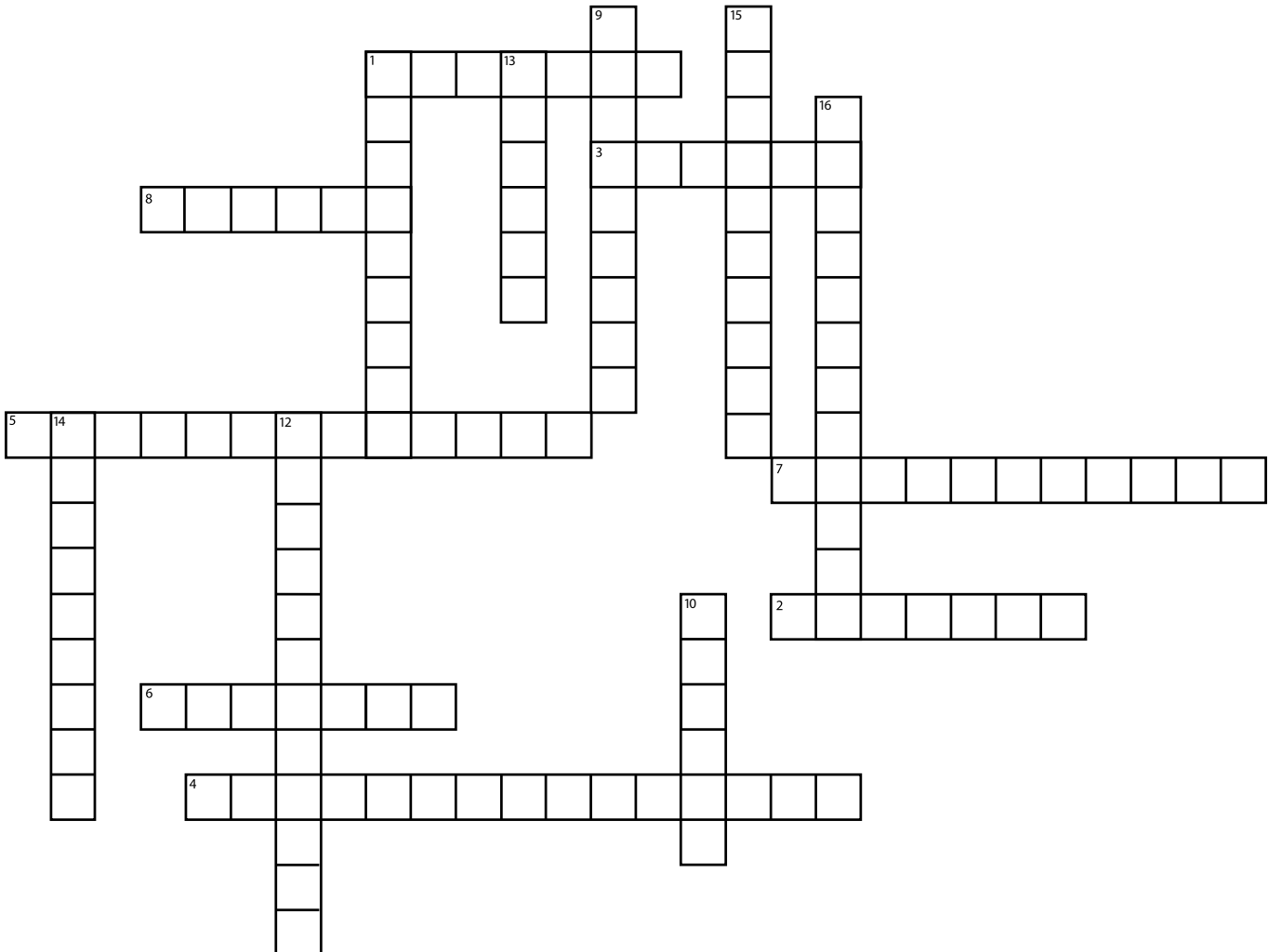
Down

- 1 During the Gold Rush, restaurateurs developed the cafeteria, an assembly-line process of serving food quickly and cheaply without the need for servers.
- 9 During the Renaissance, artists and philosophers adopted epicurean lifestyles—showing great appreciation for fine wine and food.
- 10 Guilds were associations of people with similar interests or professions.

Continued on the next page.

ACTIVITY 1.2 | **CROSSWORD PUZZLE** *(continued)*

- 12 An entrepreneur is a person who starts and runs a business, taking on financial risk to do so.
- 13 The historical chef Carême perfected the recipes for many fine French sauces, placing them into four categories.
- 14 Escoffier introduced the expediter, who takes orders from servers and calls out the orders to the various production areas in the kitchen.
- 15 A great personality and chef, Julia Child popularized French cuisine and technique to the American public through her cooking television series and cookbooks.
- 16 Fernand Point is known as the father of modern French cuisine.



ACTIVITY 1.3 | COMPARE AND CONTRAST
Directions

List all of the different categories within the two main segments of the restaurant and foodservice industry.

Commercial Restaurant and Foodservice Segment	Noncommercial Foodservice Segment

Teacher Note:

This activity uses the instructional strategy of the classification chart to guide students through the content. Another way to show the content is to develop the categories and segments into a hierarchy, or modeling the content into a functional visual representation, like a family tree. This also uses elements of a comparison matrix, where students can further define the function of the categories as examples of the segments.

Relevant content for answers and discussion:

The restaurant and foodservice industry can be divided into two major parts or segments: commercial and noncommercial. The commercial segment makes up almost 80 percent of the restaurant and foodservice industry. Below are the types of foodservice operations included in this segment.

- **Restaurants:** There are, of course, many types of restaurants. Many have specific design themes and coordinating menus. The way food is served is different from restaurant to restaurant. In some places, customers order and receive food at a counter. Others involve servers or a buffet. In recent years, restaurants have also become mobile. Food trucks are now a growing part of this category.
- **Catering and banquets:** In this category, the menu is chosen by the host of an event for a group of diners. Caterers may have their own facility or may be located in another business, such as a hotel or a convention center. They often deliver food to an event location. Many restaurants also have catering and banquet operations.

Continued on the next page.

ACTIVITY 1.3 | COMPARE AND CONTRAST (continued)

- **Retail:** Retail food operations offer prepared meals that can be eaten in the store or taken home. These products can be found in supermarkets, convenience stores, and specialty retail operations. These operations typically focus on selling limited items such as coffee, specialty drinks, and quick bites. Vending machines are also part of retail food operations.
- **Stadiums:** The food offered at stadiums stretches from the peanuts in the stands to the fine dining in luxury suites. Some stadiums have privately run restaurant and foodservice operations. However, most use large-scale contractors to handle their foodservice business.
- **Airlines and cruise ships:** On a typical cruise, food is available on the ship all the time. Options range from casual dining and buffets to elegant dining and room service. Food selection also varies, from steak to vegetarian to children's meals and pizza. Cruise ships sometimes serve thousands of meals in one seating.

The noncommercial segment represents about 20 percent of the restaurant and foodservice industry. This segment prepares and serves food in support of some other establishment's main function or purpose. For example, the cafeteria at a local university, supports the school's goal of educating students by serving them meals so that they have the energy to participate in class and activities.

Here are some examples of the categories included in this segment:

- **Schools and universities:** This includes on-campus food for students and staff.
- **Health-care facilities:** Hospitals, nursing homes, and assisted-living centers all typically provide foodservice for guests and patients.
- **Business and industry:** Many buildings provide cafeterias, vending machines, and executive dining to the employees of companies that work there.
- **Clubs:** Most of these member-based organizations have foodservice options. Examples include gyms, alumni clubs, and golf clubs.
- **Government:** Military bases and ships, government buildings, and correctional facilities are included here. Some locations may have clubs as well, such as an officer's club.

ACTIVITY 1.4 | KNOWLEDGE CHECK**Directions**

Describe the events that affected the restaurant and foodservice industry during the following periods.

Teacher Note:

This activity uses semantic mapping to organize the content into a visual representation of the information, which provides an alternate display of the content.

Answers could include any of the information provided below.

The Rise of Clubs— Ancient Greece	Ancient Greeks rarely dined out, although they enjoyed the social aspect of dining and often got together for banquets. Private clubs, called <i>lesche</i> , offered food to members. Other establishments, called <i>phatnai</i> , catered to travelers, traders, and visiting diplomats. It is most likely that travelers brought standard fare like grapes, olives, bread, dried fish, cheese, and wine with them to these clubs. In ancient Greece, meals were considered a time to nourish the soul as well as the body. People ate while reclining on couches, enjoying music and poetry, and dancing to enhance the experience.
Farming's Growth— The Middle Ages	The end of the Roman Empire was the start of farming as we know it. When the victorious German tribes took Christianity back to Germany, their new faith led to two major changes in their way of life. First, it united Europe into one large church-state called Christendom. Second, it ended the view that gods and spirits inhabited the forest. The ancient Nordic myths included the belief that trees were sacred and could not be cut down and that diverting river water for agriculture would displease the gods of the rivers. With these fears dismissed, people began to clear large tracts of land, thus moving from a nomadic group dependent on hunting and foraging for food to an agrarian (or farming) society.

Continued on the next page.

ACTIVITY 1.4 | **KNOWLEDGE CHECK** (*continued*)

**Spices, Cafés, and Guilds—
The Renaissance through
the French Revolution**

Partly to show off their wealth, European noblemen instructed their cooks to use large amounts of exotic spices in their dishes. It wasn't long before merchants in Venice controlled the spice trade. Because of their location on the Adriatic Sea, they could easily get spices from India and sell them at very high prices to distributors headed north. Venice prospered as a seaport and bought and sold spices and other goods with buyers bound for other destinations.

This expansion of world travel changed the mindset of the artists and philosophers of that time. They adopted epicurean lifestyles—showing great appreciation for fine wine and food. While the majority of the population was unaffected by this renewed interest in all things Greek and Roman, it did much to create the food-preparation system we now call haute cuisine, an elaborate and refined system of food preparation.

International trade also greatly improved the European way of life. For example, Europeans were introduced to coffee from Africa. The first coffeehouse, or café, opened in 1650 in Oxford, England. The new coffeehouses were open, airy, and inviting. Bakers soon started selling pastries as well. Unlike taverns and ale houses, cafés welcomed women, and the coffee shop soon made it acceptable to eat in public.

Guilds were associations of people with similar interests or professions. They were organized during the reign of Louis XIV in France in an attempt to increase the state's control over the economy. Each guild controlled the production of its specialties and could prevent others from making and selling the same items. Two of these guilds were the *Chaine de Rotissieres* (roasters) and the *Chaine de Traiteurs* (caterers). Cooking guilds like these established many of the professional standards and traditions that exist today.

In 1765, a man named Boulanger began serving hot soups called *restaurers* (meaning restoratives) for their health-restoring properties. He called his café a *restorante*, the origin of our modern word *restaurant*. His *restorante* became very popular. People enjoyed having a place to go to have a hot meal and good conversation with friends. The foodservice guilds believed that he was moving in on their businesses and took their case to court. But the government was under even stronger pressure to lessen the poverty that was causing social unrest in Paris.

Despite the government's attempt to end the political unrest, the French Revolution began. When the French Revolution was over, large numbers of cooks and other guild members found themselves unemployed. They followed Boulanger's example and began opening restaurants of their own. Within 30 years, Paris had over 500 restaurants serving meals. Dining out on a large scale was born.

ACTIVITY 1.4 **KNOWLEDGE CHECK** *(continued)*

Inns—Colonial North America	The first Europeans to settle in North America were city dwellers poorly equipped for farming. As more people immigrated to the New World to find their fortunes or to escape religious persecution, cities along the East Coast grew. Boston and New York became major centers of trade. As early as 1634, an inn in Boston called Cole's offered food and lodging to travelers. However, very few early colonial Americans ever traveled or dined out. Once they settled down, they rarely traveled more than 25 miles from their homes. When people did travel, they stayed at inns, often sleeping together in the same large room and even sharing a single bed. Not much care was given to the preparation of meals. If travelers arrived after dinner had been served, they would not eat.
From Cafeterias to Elegance—The Late 1800s	When American high society dined out, they did so in style. Entrepreneurs in New York during the Gilded Age (1870s to 1900) opened fancy restaurants such as Delmonico's and the Astor House, so that people could dine and be seen in elegant surroundings. Dinners of up to 18 courses were popular. On the other side of the continent, California was in the middle of the gold rush. People poured into the area to claim their fortunes. With such a sudden growth of people, meeting the demand to feed so many at once was nearly impossible. Clever restaurateurs developed the cafeteria, an assembly-line process of serving food quickly and cheaply without the need for servers.
The Rise of Modern Restaurants—The Twentieth Century	The rapid growth of national chains since the 1970s has changed the face of the restaurant and foodservice industry. It has caused a major shift in how people look at food and the social context of food. "Eating out" has become almost as commonplace as eating at home, not just for special occasions or as a convenience. In the last few decades, lifestyles have moved steadily toward busier households that no longer have a dedicated daily food preparer.
The Global Industry—Today and Beyond	Global connections via technology and the rapid growth of international trade have also allowed restaurant companies to grow even larger. Some of the most famous American restaurant brands can be found in countries on many continents. At the same time, many guests have begun looking smaller - expecting local, sustainable options in their dining choices. So restaurants have also begun exploring how to offer menus and ingredients that satisfy these trends.

ACTIVITY 1.5 | THE GREATS

Directions

List the traditions and accomplishments of Carême and Escoffier that have shaped the modern restaurant and foodservice industry.

Teacher Note:

This graphic thinking model encourages the synthesizing and organizing of information, connected to the learning objective. It offers a way to visualize and process the information.

Marie-Antoine Carême	Georges August Escoffier
Marie-Antoine Carême (1784–1833) believed that cuisine was simply a branch of architecture, as demonstrated by his elaborate pièces montées, which were masterpieces of decorative art. He also perfected the recipes for many fine French sauces, placing them into four categories. Put simply, he defined the art of haute cuisine, which includes artful presentation, complex dishes, and refined cooking techniques. Many would agree that Carême’s greatest claim to fame was training many other chefs who went on to become famous. They were his followers and continued his traditions in many fine hotels and restaurants.	Georges August Escoffier (1846–1935) helped transition Carême’s haute cuisine into more contemporary cuisine. He also established exact rules of conduct and dress for his chefs. Escoffier’s staff always dressed neatly and worked quietly. He also organized and defined the role of workers in the professional kitchen, developing the kitchen brigade system. This system assigns certain responsibilities to kitchen staff. For example, Escoffier introduced the aboyeur, or expediter, who takes orders from servers and calls out the orders to the various production areas in the kitchen.

ACTIVITY 1.6 | FUTURE ENTREPRENEUR (continued)**Directions**

Describe what an entrepreneur is and does. What modern entrepreneur do you admire most? What business do you dream about owning someday? After defining the term, write a vision of how your dream business will start, how it will grow, and all of the details in between.

Teacher Note:

This activity activates background knowledge and reinforcement of the curriculum, incorporates goal-directed learning and self-assessment, and encourages reflection. It can be customized for a variety of learners with the use of media or visual representations or assistive technology.

Suggested answer:

Students may perform research on some of the entrepreneurs mentioned in the text to form an idea about how to grow a business into a successful empire. For example, for Howard Schultz of Starbucks, the student may use the Starbucks website to see a timeline or sample vision.

An entrepreneur is a person who starts and runs a business, taking on financial risk to do so. The hospitality industry's growth is strongly linked to the vision and dedication of many entrepreneurs throughout history. These individuals believed in what the hospitality industry could offer and sought out opportunities to offer guests options.

For example: Think about Starbucks as a recent example. This global brand was once one tiny coffee shop in Seattle. In less than 50 years, Starbucks now has more than 20,000 stores worldwide. The company's huge expansion was led by Howard Schultz, who started in the Starbucks marketing department.

Chapter 2

Activity Guide

ACTIVITY 2.1 | FILL IN THE BLANK

Directions

Fill in the blanks for the definitions of the key terms using the glossary.

Teacher Note:

The activity uses the cloze strategy to guide reading or study of the key terms for each chapter, to assist with reading comprehension and to check for understanding.

Front of the house	Refers to the foodservice employees who <u>serve</u> guests <u>directly</u> ; front-of-the-house positions include <u>managers</u> , assistant managers, banquet managers, <u>dining</u> room managers, maître d's, hosts/hostesses, cashiers, bar staff, <u>serving</u> staff, and busers.
Back of the house	Refers to foodservice employees who work <u>outside</u> the public space; back-of-the-house positions include <u>chefs</u> , line cooks, pastry chefs, crew (or shift) <u>supervisors</u> , dish washers, bookkeepers, storeroom clerks, <u>purchasers</u> , dietitians, and menu planners.
Entry-level job	A job that requires <u>little</u> or <u>no</u> previous experience; entry-level jobs are an important <u>starting</u> point for all <u>career</u> pathways and usually <u>lead</u> to other positions with more <u>responsibility</u> that require more <u>experience</u> and/or specialized skills.

ACTIVITY 2.1 | **FILL IN THE BLANK** (*continued*)

Career	A profession or work in a particular <u>field</u> that individuals <u>choose</u> for <u>themselves</u> .
Career pathway	A series of <u>jobs</u> through which <u>people</u> can <u>advance</u> to further their <u>careers</u> .
Mentor	Someone who can <u>play</u> the <u>role</u> of a wise <u>advisor</u> to help <u>guide</u> a <u>person</u> along his or her career <u>path</u> .
Stress	The condition where, or <u>feeling</u> that, <u>demands</u> exceed the <u>resources</u> available for <u>use</u> .
Stress management	A process people use to <u>identify</u> what causes <u>stress</u> for them in the <u>workplace</u> as well as in their <u>personal</u> lives; once a stress is <u>identified</u> , various <u>strategies</u> can be applied to <u>minimize</u> its <u>effects</u> .
Time management	The use of <u>tools</u> to increase a person's <u>efficiency</u> and <u>productivity</u> ; the <u>skills</u> needed for effective time <u>management</u> include <u>planning</u> , <u>goal</u> setting, setting <u>priorities</u> , and <u>delegating</u> .
Networking	Connecting with several <u>people</u> to build <u>relationships</u> that may result in career <u>advancement</u> , industry <u>updates</u> , and greater <u>knowledge</u> and <u>skill</u> .

ACTIVITY 2.2 | JOB OPPORTUNITIES

Directions

List all the different job opportunities within the two main categories of the restaurant and foodservice industry.

Front of the House	Back of the House

Teacher Note:

This activity uses the instructional strategy of the classification chart to guide students through the content. This also uses elements of a comparison matrix. Allow students to reach beyond the text and research additional careers in the industry, with access to tools or technologies to navigate the material.

Suggested answers:

Refer to tables 2.1 and 2.2 on pages 27-28 of *Foundations of Restaurant Management and Culinary Arts, 2E*.

For organizational purposes, jobs in the restaurant and foodservice industry are divided into two categories: front of the house and back of the house.

Front-of-the-house employees serve guests directly. Front-of-the-house positions include managers, assistant managers, banquet managers, dining room managers, maître d’s, hosts/hostesses, cashiers, bar staff, serving staff, and busers.

Back-of-the-house employees work outside of the public space. Back-of-the-house positions include chefs, line cooks, pastry chefs, crew (or shift) supervisors, dishwashers, bookkeepers, storeroom clerks, purchasers, dietitians, and menu planners. While these employees don’t ordinarily serve guests directly, they are service professionals because they support the employees—the “internal customers”—who serve the guests.

ACTIVITY 2.3 | DEFINING INDUSTRY JOB OPPORTUNITIES**Directions**

Match the position with the appropriate responsibilities and duties.

Teacher Note:

This activity uses semantic mapping to organize the content into a visual representation of the information, which provides an alternate display of the content.

It provides a check for understanding for the learning objective, and can be used for guided reading of a chunked section of the text. It also provides a closer look at table 9.1, found on page 27 of *Foundations of Restaurant Management and Culinary Arts, 2E*.

Continued on the next page.

ACTIVITY 2.3 | DEFINING INDUSTRY JOB OPPORTUNITIES *(continued)***3**

- Clean and sanitize dishes, utensils, and cooking equipment
- Replenish service areas to ensure staff has what is needed to service guests

1

- Help the more experienced cooks and chefs to prepare orders
- Portion out food, precook food, and prepare ingredients ahead of time

2

- Provide a first impression of the operation to guests
- Assist guests with coats or other items to be stored while eating
- Take reservations
- Take guests to their table
- Offer farewells and thanks to exiting guests
- Answer phone questions about the operation—hours, credit cards accepted, what the menu is like, etc.

1**PREP COOK****2****HOST****3****DISH WASHER****4****SERVER****5****BUSER****6****CASHIER****7****QUICK-SERVICE
COUNTER SERVER****7**

- Greet guests (who are usually in a line, not seated)
- Take orders
- Process payment
- Offer thanks to guests

6

- Process payments (sometimes combined with a host or hostess's other tasks)
- Offer farewells and thanks to exiting guests

4

- Greet guests at their table
- Take and serve orders
- Check on guests throughout their dining experience
- Deliver the bill—or check—to guests at the end of their meal

5

- Clear plates
- Clean tables (during meals and after guests have eaten)
- Set tables for new guests

ACTIVITY 2.4 | KNOWLEDGE CHECK

Directions

Why is it important to have a mentor? Describe how to make the most of a mentor using the Essential Skills guidelines found on page 31 in the student textbook. Who would you choose to become your mentor, and why? For each step, describe an action or give an example.

1 MAKE REGULAR APPOINTMENTS WITH A MENTOR.	2 BE PREPARED WITH A MEETING OUTLINE TO DISCUSS AGREED-UPON TOPICS.
3 BE RESPONSIBLE.	4 EXPRESS APPRECIATION IN A PROFESSIONAL WAY.

Continued on the next page.

ACTIVITY 2.4 | KNOWLEDGE CHECK (continued)**Teacher Note:**

This activity provides a graphic organizer or concept map to highlight the content listed in the essential skill steps. It also provides a repeated reading of a select passage to apply critical thinking to create an example. Students may be able to add the examples provided in the text, or allow student to engage in exploration or other essential questions and big ideas by creating their own examples.

Other question:

- Who would you choose for a mentor and why? (Refer to the Teacher Companion for customized instruction options.)

Possible answers:

Developing a relationship with a mentor is one of the most rewarding things you can do personally and professionally. Identify candidates you believe you can learn from, and then talk with them about their willingness to help in your growth before you make a final selection. Although it's wise to have a single mentor, remember that good advice can come from any many places. Someone who is not a strong mentor candidate may still be a good source of information and assistance in your growth.

Here are some ways to work with a mentor:

- Make regular appointments with a mentor. Be respectful of the person's time. Be attentive and committed to set career goals.
- Be prepared with a meeting outline to discuss agreed-upon topics. Be focused on the meeting and your career needs. This person is committing time to you, so in return make it as easy as possible to participate.
- Be responsible. If you want a recommendation letter for a school, scholarship, or job, don't wait until just before the deadline to ask a mentor. Always present yourself in the best possible light, and think and plan ahead when working with your mentor.
- Express appreciation in a professional way. A thank-you note or email is always appropriate.

ACTIVITY 2.5 | CAREERS IN THE INDUSTRY**Directions**

Describe the responsibilities associated with each restaurant and foodservice position listed below.

Teacher Note:

This activity can provide a check for understanding, a closer reading of the text, and additional presentation of the learning objective in a classification chart. Review the Teacher Companion for customized instruction options.

Career	Description of Responsibilities
Owner/operators and entrepreneurs	Owner/operators and entrepreneurs own and run their own businesses. Successful entrepreneurs must dedicate themselves to their businesses. They need to be well-organized and committed to working long hours as well as have a strong general knowledge of business practices. Entrepreneurs are usually risk-takers who work well without supervision.
District managers	District managers are responsible for multiple operations in a particular region. They work closely with both offices and the restaurants' general managers to ensure the operations are running correctly. They need solid leadership skills and show an ability to make complex decisions quickly.
General managers	General managers are responsible for the overall planning, direction, and coordinating of the operation. They are responsible for hiring, promoting, and terminating employees. They leave the day-to-day management of various functions to the managers, who report back to them.
Managers	Responsibilities of managers are often divided into categories within an operation, such as catering, beverage, kitchen, and dining room. They are responsible for hiring and supervising employees; staff training; maintaining an operation and its property; keeping food safe; keeping guests and employees safe; marketing and promoting the operation; ensuring profits; keeping costs down; purchasing and storing food; and other necessary tasks.
Assistant managers	Assistant managers are responsible for helping the managers. This is the usual training position for future managers. Assistant managers are also typically assigned focus areas such as catering, beverage, kitchen, housekeeping, and dining room operation.

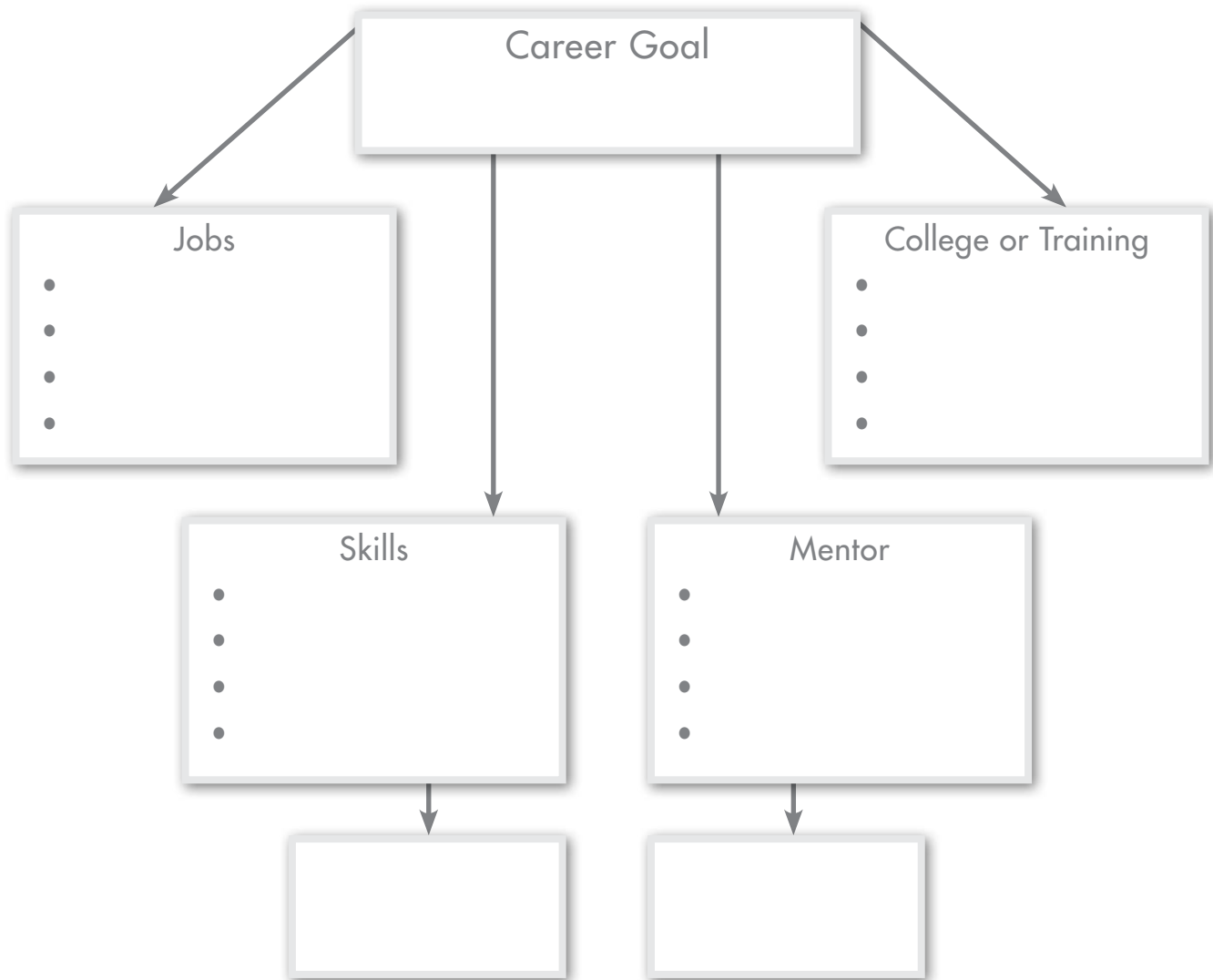
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ACTIVITY 2.5 | **CAREERS IN THE INDUSTRY** (*continued*)

Career	Description of Responsibilities
Executive chefs	The executive chef is part of an operation's management team. An executive chef oversees the entire kitchen, from supervising all kitchen employees to purchasing food supplies and making decisions about menu items.
Sous chefs	A sous chef is responsible for the kitchen team in the executive chef's absence and also lends his or her cooking expertise to overall food preparation.
Banquet chefs	Banquet chefs are responsible for catered parties, functions, and banquets. Banquet chefs usually work in lodging operations and clubs. They work closely with the catering department in an operation.
Pastry chefs	Pastry chefs are responsible for pastry and baking production in an operation. Most pastry chefs work in hotels, fine-dining restaurants, and restaurants with high volumes of customers.
Station cooks	Station cooks can be responsible for a variety of areas within a kitchen. The pantry, or <i>garde manger</i> , cook is responsible for cold food and buffet arrangements. The roast cook prepares meat, poultry, and fish. The sauce and stock cook prepares sauces and stocks. The vegetable cook prepares vegetables and soups, and the pastry cook prepares desserts and specialty baked goods.

ACTIVITY 2.6 | MAPPING THE CAREER PATHWAY**Directions**

Imagine today is day one of your career in the restaurant and foodservice industry. Choose a career goal, like becoming the executive chef of your own restaurant. How do you get there? Create a plan to achieve your goals, including entry-level jobs, the skills you will need to develop, the mentor who may assist you, and any college or training needed. Use the map below to create your own career plan.

MAPPING YOUR CAREER**Teacher Note:**

This activity uses a graphic thinking model to show a sequence of events, time order or plan, concept map, and visualizing to connect the learning objectives to big ideas and career planning. Students should perform guided research into career pathways in the restaurant and foodservice industry, and form a plan that provides clear sequence steps to a goal.

ACTIVITY 2.7 | TIME MANAGEMENT

Directions

Research 5 different ways to manage your time using technology. Then map out the next week using a paper planner and the technology of choice. What are the pros and cons to using technology to manage your time? Test the methods against one another, and write a summary of your results. How does each method compare?

	Mon	Tues	Wed	Thurs
7–8 a.m.				
8–9 a.m.				
9–10 a.m.				
10–11 a.m.				
11–12 p.m.				
12–1 p.m.				
1–2 p.m.				
2–3 p.m.				
3–4 p.m.				
4–5 p.m.				
5–6 p.m.				
6–7 p.m.				
7–8 p.m.				
8–9 p.m.				
9–10 p.m.				
10–11 p.m.				

ACTIVITY 2.7 | TIME MANAGEMENT (continued)

PROS _____

CONS _____

SUMMARY _____

	Fri	Sat	Sun
7-8 a.m.			
8-9 a.m.			
9-10 a.m.			
10-11 a.m.			
11-12 p.m.			
12-1 p.m.			
1-2 p.m.			
2-3 p.m.			
3-4 p.m.			
4-5 p.m.			
5-6 p.m.			
6-7 p.m.			
7-8 p.m.			
8-9 p.m.			
9-10 p.m.			
10-11 p.m.			

Continued on the next page.

ACTIVITY 2.7 | TIME MANAGEMENT (continued)**Teacher Note:**

This activity is grounded in student discovery and inquiry applying critical thinking skills with data reporting and analysis. With a science-based approach by compiling data, students will combine elements of a lab report with elements of literacy by comparing and contrasting several methods. Overall, students are directed to big ideas that connect to a learning objective.

Answers will vary, but the idea is to establish a routine that can assist students in discovering the importance of time management in the present, and also in the workplace, and in the restaurant and foodservice industry as a whole.

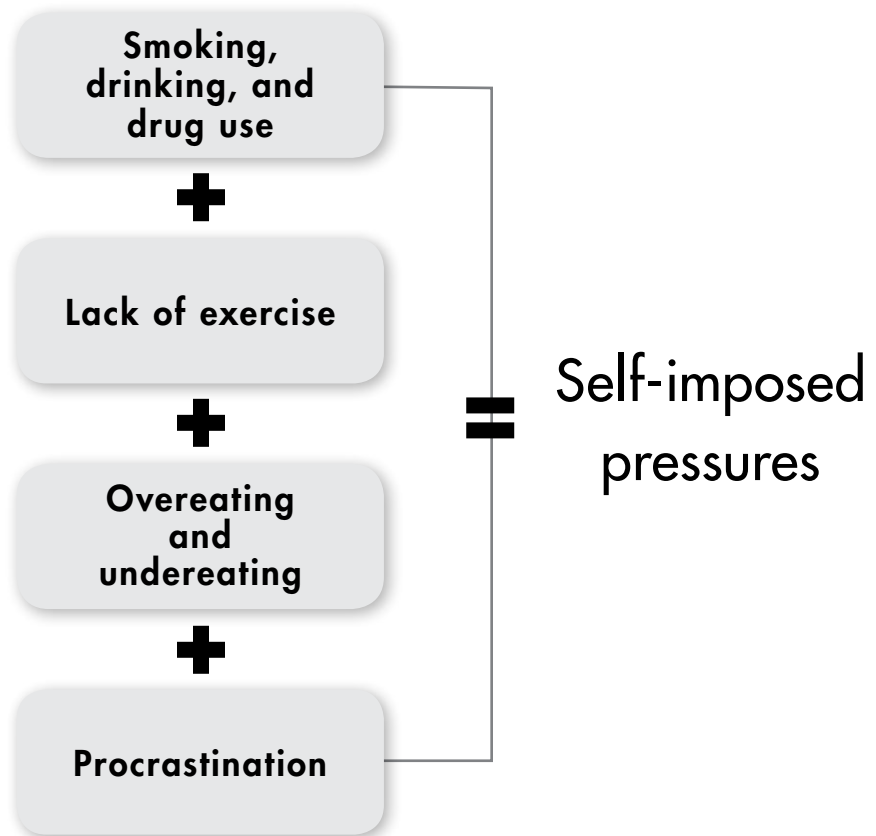
The skills needed for effective time management include:

- **Planning:** Document what needs to happen during a certain period of time (daily, monthly, yearly).
- **Goal setting:** Always set a time line for completing a task.
- **Setting priorities:** Identify the importance of tasks and then choose their order of completion.
- **Delegating:** As a leader, assign tasks to someone else and ensure their completion.

Even those who have good intentions at the beginning of a day and write down the day's plan might encounter other things that can get in their way. Being aware of all the things you do during the day that can result in better planning, decision-making, delegating, and goal setting. Consider leaving a small percentage of time during the day for unexpected tasks or events. That way, an entire daily plan won't be thrown off track if a surprise happens.

ACTIVITY 2.8 | HANDLING SELF-IMPOSED PRESSURES**Directions**

Review the equation for self-imposed pressures. How can you handle self-imposed pressures to manage stress? Write a few sentences to describe the pressures, and then create a personal action plan for stress management.



Continued on the next page.

ACTIVITY 2.8 | HANDLING SELF-IMPOSED PRESSURES *(continued)*

Describe the pressures:

Create a personal action plan:

ACTIVITY 2.8 | HANDLING SELF-IMPOSED PRESSURES (continued)**Teacher Note:**

By modeling a high-level concept of stress management into a math formula, students will conceptualize and analyze the content by solving the equation with positive solutions—the healthy behaviors and tips for managing stress. This activity uses the following instructional strategies: critical thinking, literacy and math integration, classification chart, visualizing, the metacognitive process, and a semantic map. Students will need to counter the pressures with a plan to avoid or control the stressors with positive behaviors.

Suggested information to support student responses:

Stress is the condition or feeling that demands exceed the resources available for use. One of the key resources a person has is time, which represents what he or she can accomplish in a given period of time. Far too often, people feel intense daily pressures. Although most people can feel overwhelmed at times, tools are available to help them manage both their time and stress. Two critical areas needed for building a career are stress management and time management.

Refer to the content on pages 34-36 of *Foundations of Restaurant Management and Culinary Arts, 2E*, to guide student responses.

Chapter 3

Activity Guide

ACTIVITY 3.1 | FILL IN THE BLANK

Directions

Fill in the blanks for the definitions of the key terms using the glossary.

Professionalism	The combination of _____ <u>trained</u> _____ skills, _____ <u>polite</u> _____ and _____ <u>positive</u> _____ behaviors, and _____ <u>good</u> _____ judgment a person uses at _____ <u>work</u> _____.
Professional image	Employees' _____ <u>professional</u> _____ image is comprised of the expectation for _____ <u>cleanliness</u> _____ and _____ <u>neatness</u> _____ in their appearance _____ <u>every</u> _____ day on the job, which includes everything from _____ <u>clean</u> _____ nails and hands to washed _____ <u>hair</u> _____ and clean, well-maintained, and ironed _____ <u>uniforms</u> _____, whether in the front or back of the _____ <u>house</u> _____.
Teamwork	Using each team member's _____ <u>strengths</u> _____ so that the _____ <u>group</u> _____ has more _____ <u>success</u> _____ working _____ <u>together</u> _____ than working alone.
Ethics	A set of moral _____ <u>values</u> _____ that a group of people holds that help _____ <u>guide</u> _____ the _____ <u>decisions</u> _____ they make, typically based on the principles of _____ <u>honesty</u> _____, _____ <u>integrity</u> _____, and _____ <u>respect</u> _____ for others; they can be influenced by _____ <u>cultural</u> _____ backgrounds, _____ <u>religious</u> _____ beliefs, personal codes of _____ <u>conduct</u> _____, and individual _____ <u>experiences</u> _____.

ACTIVITY 3.1 | **FILL IN THE BLANK** (*continued*)

Workplace ethics	In the business world, these <u>codes</u> set the <u>professional</u> tone and <u>behaviors</u> for employees in an operation and <u>help</u> everyone <u>understand</u> what is considered <u>acceptable</u> or unacceptable <u>behavior</u> .
Diversity	Refers to the great <u>variety</u> of people in today's <u>world</u> and their <u>backgrounds</u> , <u>experiences</u> , opinions, <u>religions</u> , ages, talents, and <u>abilities</u> .
Stereotypes	<u>Generalizations</u> individuals make about particular <u>groups</u> that <u>assume</u> that all members of that group are the <u>same</u> .
Prejudice	A general <u>attitude</u> toward a <u>person</u> , <u>group</u> , or organization on the basis of <u>judgments</u> that are <u>unrelated</u> to abilities.
Bias	A tendency toward a particular <u>perspective</u> or idea based on <u>prejudice</u> .
Cultural tendencies	Some things that a group of people may tend to <u>do</u> or <u>feel</u> based on their common shared <u>habits</u> and <u>beliefs</u> , such as <u>religion</u> ; in contrast, stereotypes do <u>not</u> distinguish between what a group of people may tend to <u>do</u> or <u>believe</u> and what an individual <u>actually</u> does or believes.
Empathy	The act of <u>identifying</u> with the <u>feelings</u> , <u>thoughts</u> , or attitudes of another <u>person</u> .
Feedback	Helpful <u>information</u> that is given to someone to say <u>what</u> is <u>working</u> or <u>needs</u> to be <u>improved</u> about a particular action or performance; feedback is the primary <u>tool</u> that managers use to <u>help</u> employees <u>understand</u> what they are doing <u>correctly</u> and <u>incorrectly</u> in their jobs.

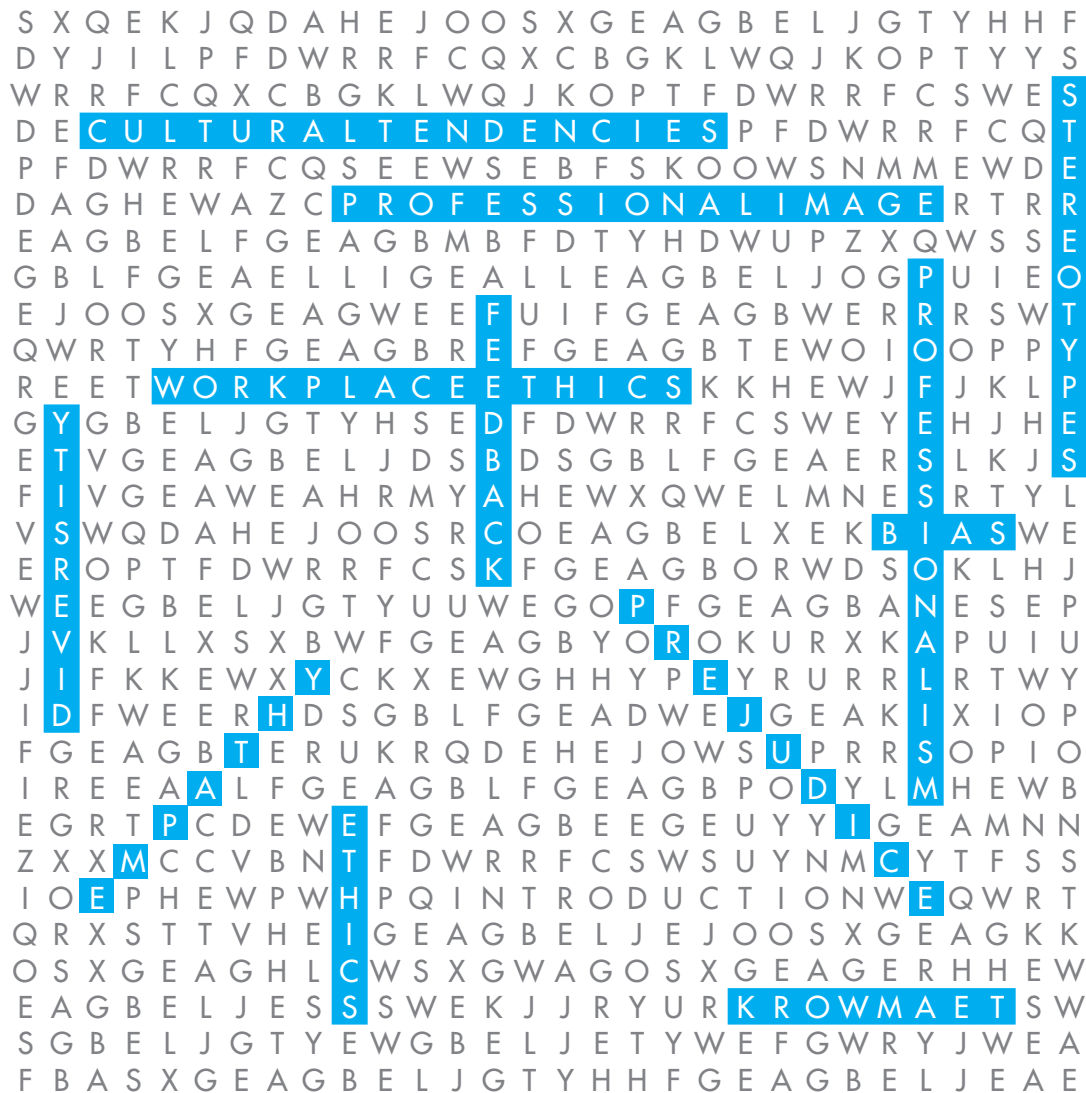
ACTIVITY 3.2 | WORD SEARCH

Directions

Find and circle the key terms listed at the bottom.

Teacher Note:

This activity puts vocabulary into structured symbols and provides an alternative way to display the content.



Cultural tendencies

Bias

Professionalism

Empathy

Stereotypes

Professional image

Workplace ethics

Teamwork

Feedback

Prejudice

Diversity

Ethics

ACTIVITY 3.3 | EXPECTATIONS OF A PROFESSIONAL IMAGE

Directions

List the expectations of the professional image within the two main categories of the restaurant and foodservice industry.

Teacher Note:

This activity uses the instructional strategy of the classification chart to guide students through the content. Another way to show the content is to develop the categories and segments into a hierarchy, or modeling the content into a functional visual representation, like a family tree. This also uses elements of a comparison matrix where students can further define the function of the categories as examples of the segments.

This graphic thinking model encourages the synthesizing and organizing of information connected to the learning objective. It offers a way to visualize and process the information.

It can easily be modified to include images or symbols to decode the text. Note how certain aspects include both front of the house and back of the house, and others are specific to the position.

Front of the House	Back of the House
In the restaurant and foodservice industry, cleanliness and neatness are absolutely essential. Employers expect employees to be clean and neat in their appearance every day on the job. This covers everything from clean nails and hands to washed hair. Clean, well-maintained, and ironed uniforms are also required, whether you are in the front or back of the house. All of this together comprises your professional image. Front-of-the-house uniforms vary according to the operation. Servers, for example, often wear polo shirts or button-down shirts with ties. Hosts and hostesses may be required to dress according to a specific color scheme or have a uniform themselves. Jewelry and other accessories may also be limited. Nevertheless, all front-of-the-house employees must also be sure to wear clean, ironed clothing that reflects the company's dress code.	In the restaurant and foodservice industry, cleanliness and neatness are absolutely essential. Employers expect employees to be clean and neat in their appearance every day on the job. This covers everything from clean nails and hands to washed hair. Clean, well-maintained, and ironed uniforms are also required, whether you are in the front or back of the house. All of this together comprises your professional image. Traditionally, cooks and chefs wear the following: • Comfortable leather shoes that are polished and kitchen safe (with nonskid soles and closed toes) • Trousers (either solid white, solid black, black-and-white checked, or black-and-white striped) that are hemmed and fit appropriately, possibly with a belt • Clean, ironed, white double-breasted jacket • Clean, ironed apron • Clean neckerchief, usually knotted or tied cravat style • Hat or toque

ACTIVITY 3.4 | TEAMWORK AND COMMUNICATION**Directions**

You will be working in teams to plan a small, catered dinner meeting for 20 members of the business community who are visiting local establishments in preparation for hosting their annual meeting of 200 members. The business guests will be looking for creativity and affordability.

In order to successfully complete the task, you will need to stay within budget, design a 3-course meal that retails for not more than \$15 per person, determine room decorations, write a description of each dish on the menu, and complete the task within 30 minutes. If you go over budget or don't complete the menu, you will be disqualified.

Teacher Note:

Explain to the students that they will be working in teams to plan an event. The focus of this activity is on planning and to understand the teamwork that is required between the back-of-the-house employees (kitchen) and front-of-the-house employees (servers/meeting planner).

Each group will be asked to prepare a menu for a group of 20 people. They will be provided with a list of raw ingredients, table decorations and linens, and a budget. Each team should be provided with paper and pencils to plan their event. Any group that exceeds costs will be disqualified.

When providing students with a budget, the price per pound provided for each item may not be exact based on current conditions but has been designed to provide students with a working tool. You may wish to give each group of students one item from each category (except for beverages) or you may decide to provide the students with all of the options.

The price list table includes the main ingredients. For purposes of the activity, use a standard dollar amount to represent the sauces, seasonings, and other condiments that will be used when creating the menu.

After the students have completed the activity, lead them in a discussion about the following:

- Was this a fun task for your group? Why or why not?
- Did everyone give the same amount of input?
- Were any of your ideas rejected? If so, how did you feel? Did you stop giving ideas?
- What is the hardest part about group decision making?
- Would you be pleased with the menu you planned? Why or why not?

Take your notes in the space below. Attach your menu to this sheet.

ACTIVITY 3.4 | TEAMWORK AND COMMUNICATION (continued)

Item	Cost	Serving size
Entrées		
Fish (salmon fillet)	\$10.99/lb	6 oz
Chicken breast (boneless)	\$7.99/lb	6 oz
Steak (sirloin)	\$6.99/lb	4 oz
Side dishes		
Rice (long grain)	\$0.07/oz	3 oz
Pasta (dry)	\$0.11/oz	3 oz
Potato (baked)	\$0.80/lb	each
Vegetables		
Green beans (frozen)	\$0.25/oz	4 oz
Carrots	\$0.99/lb	4 oz
Cauliflower	\$3.99/head	4 oz
Broccoli	\$1.29/head	4 oz
Desserts		
Cheesecake	\$7.99/7-inch cake (12 slices/cake)	1 slice
Cookies (bake and scoop)	\$9.99/40-oz tub	1 cookie (1 oz)
Ice cream (vanilla)	\$2.50/0.5 gal	½ cup
Item	Cost	Serving size
Beverages		
Soda	\$0.50/can	1 can per guest
Coffee, tea, decaf	\$0.75/serving	Unlimited refills, includes condiments
Condiments		
Sauces, spices, etc.	\$3.00 per person	
Decorations		
Napkins	\$0.25/each	1 per guest
Centerpiece	\$2.00/each	1 per table

ACTIVITY 3.5 | KEYS FOR KEY TERMS

Directions

Using each key term, fill in the definition and identify its characteristics. Also, give examples and nonexamples.

Teacher Note:

Students should build each of the four items for each term: definition, characteristics, examples, and non-examples.

Allow students to integrate tools such as technology, visual aids, and media.

This activity uses a semantic model for deciphering vocabulary terms, comparing and contrasting concepts, and to promote understanding. This activity also highlights big ideas and relationships to conceptual terms. It offers a wide latitude to display and visualize information and guides the processing of the key terms.

Lead a discussion to form nonjudgmental examples and non-examples for clarity and to encourage reflection.

Professionalism The combination of trained skills, polite and positive behaviors, and good judgment a person uses at work.

Professional image Employees' professional image is comprised of the expectation for cleanliness and neatness in their appearance every day on the job, which includes everything from clean nails and hands to washed hair and clean, well-maintained, and ironed uniforms, whether in the front or back of the house.

Teamwork Using each team member's strengths so that the group has more success working together than working alone.

ACTIVITY 3.5 | KEYS FOR KEY TERMS (continued)

Ethics A set of moral values that a group of people holds that help guide the decisions they make, typically based on the principles of honesty, integrity, and respect for others; they can be influenced by cultural backgrounds, religious beliefs, personal codes of conduct, and individual experiences.

Workplace ethics In the business world, these codes set the professional tone and behaviors for employees in an operation and help everyone understand what is considered acceptable or unacceptable behavior.

Diversity Refers to the great variety of people in today's world and their backgrounds, experiences, opinions, religions, ages, talents, and abilities.

Stereotypes Generalizations individuals make about particular groups that assume that all members of that group are the same.

Prejudice A general attitude toward a person, group, or organization on the basis of judgments that are unrelated to abilities.

Bias A tendency toward a particular perspective or idea based on prejudice.

Cultural tendencies Some things that a group of people may tend to do or feel based on their common shared habits and beliefs, such as religion; in contrast, stereotypes do not distinguish between what a group of people may tend to do or believe and what an individual actually does or believes.

Empathy The act of identifying with the feelings, thoughts, or attitudes of another person.

Feedback Helpful information that is given to someone to say what is working or needs to be improved about a particular action or performance; feedback is the primary tool that managers use to help employees understand what they are doing correctly and incorrectly in their jobs.

Continued on the next page.

ACTIVITY 3.5 | KEYS FOR KEY TERMS (continued)

Cultural Tendencies

Definition	Characteristics
Examples	Nonexamples

Stereotypes

Definition	Characteristics
Examples	Nonexamples

Feedback

Definition	Characteristics
Examples	Nonexamples

Bias

Definition	Characteristics
Examples	Nonexamples

ACTIVITY 3.5 | KEYS FOR KEY TERMS (continued)**Professional Image**

Definition	Characteristics
Examples	Nonexamples

Prejudice

Definition	Characteristics
Examples	Nonexamples

Professionalism

Definition	Characteristics
Examples	Nonexamples

Workplace Ethics

Definition	Characteristics
Examples	Nonexamples

Continued on the next page.

ACTIVITY 3.5 | KEYS FOR KEY TERMS (continued)

Diversity

Definition	Characteristics
Examples	Nonexamples

Empathy

Definition	Characteristics
Examples	Nonexamples

Teamwork

Definition	Characteristics
Examples	Nonexamples

Ethics

Definition	Characteristics
Examples	Nonexamples

ACTIVITY 3.6 WRITING WRAP-UP

Directions

Write a paragraph (3–5 sentences) in response to each question.

Teacher Note:

This activity activates background knowledge and reinforcement of the curriculum, incorporates goal-directed learning and self-assessment, and encourages reflection. It can be customized for a variety of learners with the use of media or visual representations or assistive technology. It also provides a repeated reading of a select passage to apply critical thinking to create an example. Students may be able to add the examples provided in the text, or allow students to engage in exploration or other essential questions and big ideas by creating their own examples.

*Students may respond with personal responses, examples, or reflections on the subject to complete the three to five sentences.

1 What is professionalism?

Professionalism is the combination of trained skills, polite and positive behaviors, and good judgment a person uses at work.

2 Why are personal appearance and personal hygiene important in the restaurant and foodservice industry?

In the restaurant and foodservice industry, cleanliness and neatness are absolutely essential. Employers expect employees to be clean and neat in their appearance every day on the job. This covers everything from clean nails and hands to washed hair. Clean, well-maintained, and ironed uniforms are also required whether you are in the front or back of the house. All of this together comprises your professional image.

Food safety is an important connection to make—use the food safety chapters in the *Foundations of Restaurant Management and Culinary Arts, Second Edition* to discuss further.

3 What are the advantages of teamwork?

In the restaurant and foodservice industry, no one person can make an operation run well. It takes a team of professionals. Throughout your time in this industry, you will work on many types of teams.

Teamwork uses each team member's strengths so that the group has more success working together than working alone. The most successful teams respect each other's opinions and find ways to work together to create positive results.

People on successful teams are more likely to feel a responsibility to the other team members. A team is a group of individuals with different skills and experience levels, and they are all working to complete the task or meet the goal. Often the people doing the work have a better understanding of where breakdowns might happen and they can build a solution together.

Continued on the next page.

ACTIVITY 3.6 | WRITING WRAP-UP *(continued)***4 What are ethics?**

Ethics are a set of moral values that a society holds that are influenced by cultural backgrounds, religious beliefs, and individual experiences. As an employee, you will also be expected to follow the code of conduct for your company. These codes often cover a wide range of topics including decision-making, dress code, and standards for behavior. Most companies have a written code that is rooted in the ethics of its leaders. They are typically based on the principles of honesty, integrity, and respect for others. In the business world, workplace ethics set the professional tone and behaviors for employees in an operation. These codes help everyone understand what is considered acceptable or unacceptable behavior.

5 What do managers use feedback for?

Throughout our lives, we all receive input on the success and impact of our actions and attitudes. At school, for example, your report cards, awards, comments on essays, coaching advice—all are forms of feedback. Essentially, feedback is helpful information that is given to someone to say what is working or needs to be improved about a particular action or performance.

Feedback is the primary tool that managers use to help employees understand what they are doing correctly and incorrectly in their jobs. Sometimes, feedback might be quick and verbal. For example, “Shanna, you should not be wearing ripped gloves. Please go change them immediately.” Other times, you will participate in more formal performance evaluations and discussions.

Strong managers provide continuous feedback and make sure to include positive feedback as well.

You must be prepared to handle both the praise and the criticism that will come your way. As an employee, you must be able to accept and learn from the feedback that you receive. Your ability to act upon the feedback—by either continuing to perform well or making adjustments to your performance—will make the difference in your ability to learn and grow.

6 What are the steps to resigning from a job?

Give a current employer a two-week notice before leaving. It’s standard business practice. Inform him or her in person or write a letter of resignation. Do not resign in an email. This is a serious and formal process.

Take care in writing a letter of resignation. Include the reasons for leaving, but always be polite. Avoid any negative comments, and always thank the employer for providing the opportunity. As learned when filling out a job application, prospective employers ask about work records and request references from previous employers. Showing negativity when resigning might ruin future opportunities.

ACTIVITY 3.6 | WRITING WRAP-UP (continued)

A good guide to follow throughout your working career is to always leave on a positive note. Keep long-term goals in mind, and rise above any negative words and attitudes of others. Have the patience and persistence to see a career vision to its ultimate goal. Possessing excellent skills and having good education and training are only part of the equation for a successful career in the restaurant and foodservice industry; successful employees also need commitment to service, a positive attitude, and perseverance to get to the top.

7 What type of attitude should an employee have at the job?

How you approach your work mentally affects both how you think of the work as well as how you are perceived by the people around you.

People with positive attitudes are more likely to be positive around guests and coworkers. Remaining upbeat and calm can help you work through difficult tasks and busy times. And taking a flexible approach, such as showing willingness to jump in to clean dishes or help at the host stand, is also key to helping yourself meet new challenges and learn new skills.

In total, the attitude you present at work reflects the respect you give yourself, your work, and other people. You can use it to your advantage no matter the task in front of you.

8 What is the difference between a stereotype and a cultural tendency?

Stereotypes are generalizations that individuals make about particular groups. These generalizations assume that all members of that group are the same. Stereotypes are hard to change because they are usually not based on actual experience. All people are hurt by stereotyping—those who are being labeled and those who think the labels are true. People who believe in stereotypes—either positive or negative—are cheated out of genuine relationships with people. This will cloud their personal and business judgment in untold ways.

Stereotypes produce prejudice and bias. Prejudice is a general attitude toward a person, group, or organization on the basis of judgments that are unrelated to abilities. Some people are brought up in an environment where they learn to like certain people and groups, and dislike others. Prejudice can come from personal experience, lessons from adults and family, and media representations. Bias is a tendency toward a particular perspective or idea based on prejudice.

Many groups of people do have common beliefs, such as religion, or share common ways of acting. These groups have cultural tendencies to do some things based on their beliefs and their habits. In contrast, stereotypes do not distinguish between what a group of people may *tend* to do or believe and what an individual *actually* does or believes.

Chapter 4

Activity Guide

ACTIVITY 4.1 | FILL IN THE BLANK

Directions

Fill in the blanks for the definitions of the key terms using the glossary.

Communication	The act of <u>expressing</u> information or thoughts to someone else, including both <u>verbal</u> (speaking and writing) and <u>nonverbal</u> communication (body language and gestures).
Verbal	Describes communication through <u>speaking</u> and <u>writing</u> .
Nonverbal	Describes communication through <u>body</u> language and <u>gestures</u> .
Interpersonal communication	The act of people <u>sharing</u> their <u>feelings</u> , ideas, <u>emotions</u> , and information <u>face</u> -to- <u>face</u> with each other; any <u>two</u> -way communication that has immediate <u>feedback</u> —a conversation.

ACTIVITY 4.1 | **FILL IN THE BLANK** (*continued*)

Listening	The ability to _____ focus _____ closely on what another person is saying to _____ summarize _____ the true _____ meaning _____ of a _____ message _____.
Introduction	The _____ first _____ part of a _____ written _____ communication that gets the audience's _____ attention _____, gives the _____ reason _____ for the message, identifies the _____ topics _____ of the message, and establishes the writer's _____ point _____ of _____ view _____.
Body of the message	This portion of _____ written _____ communication _____ presents _____ the _____ content _____ or topics of the message.
Conclusion	The _____ end _____ part of a _____ written _____ communication, where the writer _____ summarizes _____ key points, calls for _____ action _____, and identifies the _____ benefits _____ and _____ value _____ of the message.

ACTIVITY 4.2 | THE COMMUNICATION PROCESS—DO YOU UNDERSTAND ME?**Directions**

One person should read both parts of the activity while the other person completes the activity. Then switch roles, with the opposite person reading the activity while the other person completes the activity.

SUPPLIES

Each person needs two pieces of 8½-x-11-inch copy paper.

PART 1 Close your eyes (no talking or peeking).

Fold the paper in half.

Fold the paper in half again.

Tear off the left corner.

Fold the paper in half again.

Tear off the right corner.

Open your eyes and unfold your paper.

PART 2 Close your eyes.

Hold your paper vertically so a short end is at the top.

Fold the paper in half from top to bottom; the ends should open at the bottom.

Now, fold the paper in half from right to left.

Tear off the top-right corner of the paper, no larger than the size of a dime.

Fold the paper in half again from left to right.

Tear off the top-left corner of the paper, again no larger than the size of a dime.

ACTIVITY 4.2 | THE COMMUNICATION PROCESS—DO YOU UNDERSTAND ME? (continued)

Open your eyes and open the paper.

Teacher Note:

Review the five components of the communication cycle (sender, receiver, message content, message channel, and context).

After asking the same questions of the class regarding their paper-folding experience, lead them in a discussion to answer the following questions:

- How does being able to ask questions help you in accomplishing a task?
- What else could have been provided to make the task easier?
- Can you see how two employees might hear the same directions and achieve different results?
- What could you do to minimize that problem?

The goal of this activity is to demonstrate the importance of clarity when giving directions and also to show how important being able to ask questions or being able to see a sample can be in achieving a successful outcome. The activity also provides options for physical action and allows for collaboration, decoding of auditory information, visualization, and manipulation.

ACTIVITY 4.3 | THE COMMUNICATION PROCESS**Directions**

The communication process has five parts: sender, receiver, message content, message channel, and context. Define the characteristics of each part of the communication process and write a sample communication, identifying each of the five parts.

Teacher Note:

This activity uses semantic mapping to organize the content into a visual representation of the information, which provides an alternate display of the content. This activity uses a graphic thinking model to show a sequence of events, time order or plan, concept map, and visualizing to connect the learning objectives to big ideas and career planning.

The following is an example of the communication process in the restaurant and foodservice industry:

Sender: Chef

Receiver: Line cook

Message content: "Fire three shrimp on table 10."

Message channel: Downward

Context: The line cook is behind, and the chef really needs that food out quickly.

The person sending the message begins the communication process. Often the sender wants something done as a result of the communication. So the sender needs to think about:

- Who will receive it?
- What message do I want to send?
- How should I send the message?
- What other factors do I need to consider as I deliver the message?

ACTIVITY 4.3 | THE COMMUNICATION PROCESS (continued)

In most cases, the person who receives the message needs to respond to it in some way. He or she might:

- Communicate understanding of the information.
- Interpret the message.
- Act on it.
- Make decisions along the way to complete the actions.

The main connection between the people sending and receiving a message is the message content. This content might include:

- Historical information: This is information that has already happened. Examples include company history and orientation information, status updates, and management decisions. Receivers don't usually need to do anything with these messages. They simply provide knowledge for future situations.
- Action-required information: This is information that requires some type of action response from the receiver, either immediately or in the future. One example is an order from a supervisor. It can be as simple as, "Clean that table."

The sender must decide the best way for the message to be delivered. Which medium will help the message be as clear as possible for its intended audience? Messages can take many forms, including:

- Words: Verbal or written words
- Sounds: For example, a siren
- Graphic illustrations: Pictures, diagrams, job aids
- Signs and symbols: Gestures and nonverbal forms

Continued on the next page.

ACTIVITY 4.3

THE COMMUNICATION PROCESS (continued)

Directions

The communication process has five parts: sender, receiver, message content, message channel, and context. Define the characteristics of each part of the communication process and write a sample communication, identifying each of the five parts.



SENDER

Define characteristics:

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-
-

MESSAGE CONTENT

Define characteristics:

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-
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MESSAGE CHANNEL

Define characteristics:

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-
-

CONTEXT

Define characteristics:

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-
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RECEIVER

Define characteristics:

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-
-

SAMPLE COMMUNICATION

ACTIVITY 4.4 | EFFECTIVE SPEAKING

Directions

Identify the qualities of an effective speaker in the space provided.

Teacher Note:

Refer students to table 4.1 on page 61 of the *Foundations of Restaurant Management and Culinary Arts, Second Edition* textbook.

This activity uses the following instructional strategies: critical thinking, literacy and math integration, classification chart, visualizing, the metacognitive process, and a semantic map.

Decoding graphs or symbols into text promotes understanding, and can be easily customized.

Interact with the audience.	• Create a comfortable interpersonal and physical environment through tone and surroundings. • Maintain eye contact.
Use suitable language.	• Minimize jargon and buzzwords. • Avoid slang and sarcasm. • Define technical terms.
Use appropriate nonverbal communication.	• Use appropriate gestures, including postures that promote confidence. • Use appropriate facial expressions. • Show an appropriate demeanor (for example, enthusiastically deliver a motivating speech; don't deliver bad news with a smile).
Vary your speech patterns.	• Vary the tone and pitch of the voice. • Pronounce words clearly as best you can. • Use complete sentences that are professional, not casual. • Minimize any dialect in speech. • Eliminate mumbling or swallowing word endings. • Speak at a steady pace. • Speak with confidence; be prepared for speaking.
Close the conversation.	• Verify understanding. • Repeat the message to ensure understanding. • Thank listeners for listening. • Present opportunities for follow up.

ACTIVITY 4.5 | COUNTING MESSAGES**Directions**

Write down the number of communications you sent in a day and a sample of different messages from each system of communication, including symbols, emojis, and hashtags. What were the meanings of those messages? Finally, write a summary of your findings. Did you notice any patterns in your messages?

	Text	Snapchat	Twitter	Facebook and Messenger	Instagram	What's App	Other
Number in a Day							
Number in a Week							
Number in a Month							

Message as Communicated in Electronic System	Meaning of the Message

ACTIVITY 4.5 | COUNTING MESSAGES *(continued)***Write a Summary of Your Findings.***Continued on the next page.*

ACTIVITY 4.5 | COUNTING MESSAGES (continued)**Teacher Note:**

Encourage students to think critically about using professional behavior in the workplace in all communications, including text messages. Discuss what symbols like emojis might mean. This can encourage discussion on the language of technology, media, and symbols in modern times.

An excellent point is that the context for things like emojis can be easily misinterpreted or can change the message content or intention.

Discuss social media and communication through pictures, images, symbols, videos, and any other ways to incorporate critical thinking about the communication process in a thoughtful way.

The growth and use of technology as a means to communicate includes text messaging and instant messaging. And while these are often viewed as more casual, it is important to apply the same principles to their use as with other forms of written communication. Make sure that the person receiving the message can understand and act upon it. And make sure you're aware of your company's preferred method of communication. Many operations now send employees information via email, while many people communicate with coworkers via both email and text message. Use the methods of communication that are recommended by your employer.

This activity uses semantic mapping to organize the content into a visual representation of the information, which provides an alternate display of the content. This activity uses a graphic thinking model to show a sequence of events, time order or plan, concept map, and visualizing to connect the learning objectives to big ideas and career planning.

This activity uses the following instructional strategies: critical thinking, literacy and math integration, classification chart, visualizing, the metacognitive process, and a semantic map. It is grounded in student discovery and inquiry and applying critical thinking skills with data reporting and analysis. With a science-based approach by compiling data, students will combine elements of a lab report with elements of literacy by comparing and contrasting several methods. Overall, students are directed to big ideas that connect to a learning objective.

ACTIVITY 4.6 | KNOWLEDGE CHECK**Directions**

List the qualities of an effective listener.

Qualities of an Effective Listener

Continued on the next page.

ACTIVITY 4.6 | **KNOWLEDGE CHECK** *(continued)***Teacher Note:**

This activity uses semantic mapping to organize the content into a visual representation of the information, which provides an alternate display of the content. This activity uses a graphic thinking model to show a sequence of events, time order or plan, concept map, and visualizing to connect the learning objectives to big ideas and career planning.

This graphic thinking model encourages the synthesizing and organizing of information, connected to the learning objective. It offers a way to visualize and process the information. It can easily be modified to include images or symbols to decode the text.

Answer: Listening is the ability to focus closely on what another person is saying to summarize the true meaning of a message. Almost everyone believes that he or she listens effectively. In fact, listening effectively is something that many of us can't do. It's not because listening effectively is so difficult. It's just that many of us have never developed the habits that would make us effective listeners.

By listening effectively, you can get more information from other people, increase others' trust in you, reduce conflict, and better understand how to work with others. An effective listener actively participates in the communication process. To be an effective listener, follow these guidelines:

- 1 Prepare to listen. Stop talking and focus on the other person.
- 2 Use body language to show that you're paying attention. You can:
 - Maintain eye contact.
 - Nod to show your approval.
 - Lean toward the person speaking to show that you are interested.
 - Use appropriate facial expressions to show empathy or understanding.
- 3 Don't interrupt and don't finish the other person's sentences in your mind or aloud.
- 4 Ask questions to clarify.
- 5 Occasionally rephrase and repeat what you have heard. Check listening skills by saying, "Here's what I think I hear you saying..."
- 6 Listen between the lines. Often, it's not what someone says but how the person says it.
- 7 Don't overreact if you disagree.
- 8 Record key ideas and phrases. While most people probably don't need to take notes when talking to friends, note taking is a valuable way to improve listening skills in the classroom or workplace.

ACTIVITY 4.7 | WRITING WRAP-UP

Directions

Using the steps to effective writing, compose an email to a prospective employer about a job opportunity.

Teacher Note:

This activity activates background knowledge and reinforcement of the curriculum, incorporates goal-directed learning and self-assessment, and encourages reflection. It can be customized for a variety of learners with the use of media or visual representations or assistive technology.

This activity uses the instructional strategy of the classification chart to guide students through the content. This also uses elements of a comparison matrix. Allow students to reach beyond the text and research additional information with access to tools or technologies to navigate the material.

This activity provides a graphic organizer or concept map to highlight the content listed in the essential skill steps. It also provides a repeated reading of a select passage to apply critical thinking to create an example. Students may be able to add the examples provided in the text, or allow students to engage in exploration or other essential questions and big ideas by creating their own examples.

An essay map can assist students with assembling the proper parts of the essay, which focuses on the content of effective writing. Students will engage in a teach-back scenario while executing the practice of the learning objective.

This combines two objectives- effective writing and the essential skill guidelines for email communication. It offers an opportunity to integrate technology and other tools for additional methods of representation media.

Answer: Refer to Essential Skills Email Communications on page 65 in the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook.

In today's environment, technology-based communication tools have become the primary way of writing. It is important to note that in many companies, an email sent within the operation's email system is considered a legal document and can affect employment. So be sure to keep work emails professional, and do not write anything that could be interpreted as bullying, harassment, or inappropriate in any way.

Continued on the next page.

ACTIVITY 4.7 | WRITING WRAP-UP (continued)

Remember to follow appropriate email etiquette:

- Make sure the email is going to the correct person.
- When responding to a group email, be sure you know who is copied. (You may copy someone on your email (cc). When you want to copy someone privately so that others don't know, you would use bcc (blind copy).)
- Put the topic in the subject line.
- Start your email off with an introduction, such as, "Dear Bill," or "Bill."
- Be clear and succinct in the email using correct punctuation, spelling, and grammar.
- Sign your email.

Using the steps to effective writing, compose an email to a prospective employer about a job opportunity. Reference Table 4.2: Steps to Effective Writing on page 63 in the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook.

- Think about the audience. The monthly financial update to the vice president of sales has a different audience than a training manual written for new servers.
- Think about the purpose, what needs to be accomplished, and the action desired as a result of the written message
- Think about the situation and details. Ask the five "Ws" and "how" questions and write their answers. Who? Where? Why? What? When? How?
- Identify the benefits to the message. How will it help the company, the reader, the customers, and the communicator?
- Identify the topics in a logical order, and group the details underneath it.
- Write the main body first, then the introduction, and then the conclusion.
- Read through the draft and edit and revise the content, grammar, spelling, flow, and readability. If necessary, ask someone else, such as a peer, to read the draft and make suggestions for improvement.
- Write the final draft and distribute the communication.

ACTIVITY 4.7 | WRITING WRAP-UP (continued)**Steps to Effective Writing**

1 Identify the audience.

2 Identify the purpose, what needs to be accomplished, and the action desired as a result of the written message.

3 Identify the situation and details. Ask the five “W” and “how” questions and write their answers.

Who?

Where?

Why?

What?

When?

How?

Continued on the next page.

ACTIVITY 4.7 | **WRITING WRAP-UP** (*continued*)**Steps to Effective Writing**

- 4 Identify the benefits to the message. How will it help the company, the reader, the customers, and the communicator (you)?

- 5 Identify the topics in a logical order, and group the details underneath each.

1

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ACTIVITY 4.7 | WRITING WRAP-UP (continued)**Steps to Effective Writing**

6 Write the main body:

Write the introduction:

Write the conclusion:

7 Read through the draft and edit and revise the content, grammar, spelling, flow, and readability. If necessary, ask someone else, such as a peer, to read the draft and make suggestions for improvement.

Describe any changes or edits here, and the plan to change the draft:

Continued on the next page.

ACTIVITY 4.7

WRITING WRAP-UP *(continued)*

Steps to Effective Writing

8 Write the final draft:

ACTIVITY 4.8 | OBSTACLES TO GOOD COMMUNICATION**Directions**

Describe communication obstacles in your own words, and provide an original example of each obstacle.

Teacher Note:

This activity uses the instructional strategy of the classification chart to guide students through the content. This also uses elements of a comparison matrix. Allow students to reach beyond the text and research additional information with access to tools or technologies to navigate the material.

This activity provides a graphic organizer or concept map to highlight the content listed in the essential skill steps. It also provides a repeated reading of a select passage to apply critical thinking to create an example. Students may be able to add the examples provided in the text, or allow students to engage in exploration or other essential questions and big ideas by creating their own examples.

This graphic thinking model encourages the synthesizing and organizing of information, connected to the learning objective. It offers a way to visualize and process the information. It can easily be modified to include images or symbols to decode the text.

Answer: Anything that interferes with or affects communication—from language barriers to lack of time to fear of confrontation—can set up a barrier.

Continued on the next page.

ACTIVITY 4.8 OBSTACLES TO GOOD COMMUNICATION *(continued)*

Communication Obstacle	Description	Examples
Language differences	We all speak with accents and dialects that reflect where we live now and where we've lived in the past. A dialect is the variation of a language spoken by a particular group of people, such as Easterners, Southerners, or Bostonians. Even if everyone is speaking the same language, members of different groups must often work hard to understand what is being said. For many people, including those working in the restaurant and foodservice industry, English is a second language. It takes a lot of concentration and energy to master something new when someone is not completely familiar with the language. Be patient with people who are still learning. Don't let the way a person speaks affect you negatively.	This may be as easy as soda versus pop, or hoagie versus hero versus submarine versus grinder. It may also be something as easy as understanding the dialect. For example, in the North Midland area of the United States from Pennsylvania into the Central Midwest, doughnuts are often called dunkers or fatcakes.
Semantics (what words mean)	Not everyone understands words in the same way. Can the audience understand the message as you intended? Does the audience understand the actual words of the message as well as the speaker does? Do words or phrases mean one thing to the communicator and another thing to the audience? Consider replacing common phrases (or adages) or words that have multiple meanings with simpler terms. Make sure the intended meaning is clear.	The word "ill" means "to be sick," but sick can also mean "cool." The word mouse means "rodent" or "computer device." Cup of soup, cup of coffee, cup of flour all mean something different—one is a bowl, one is drinkware, and one is as measurement.

ACTIVITY 4.8 OBSTACLES TO GOOD COMMUNICATION (continued)

Communication Obstacle	Description	Examples
Jargon	Buzzwords, technical language, and slang usually shouldn't be used unless the communicator is absolutely sure that the audience understands these words. It's better to avoid jargon altogether.	Use of "loop in" to mean "keep informed," or "heads-up" to mean "be aware" or "watch out."
Tone of message	Speakers can say something in a tone that differs from the meaning of what they're saying. People often judge the sincerity of a speaker by his or her tone. Is the tone one of open sharing and inclusion? Or does the speaker sound negative, snobby, or disapproving? Avoiding negativity and sarcasm is critical to sounding sincere.	"Turn in your time card by the end of the day," versus, "Time cards should be turned in at the end of the day, please."
Clarity	Bad writing can cause confusion and/or leave room for interpretation. Check the structure of the message to make sure that the message is as clear as possible. Follow good business-writing guidelines.	Remember, "Let's eat, Grandma," versus, "Let's eat Grandma." The first sentence invites grandma to eat. The second sentence invites others to eat grandma.
Assumptions	Do you assume someone knows how to solve a problem when it happens? Have you provided enough instruction to get the problem fixed? Or are you providing too much basic information? Make sure you understand what your audience knows before you deliver a message.	Stating, "We have too many people waiting to be seated," identifies the problem, but it does not offer a fix. It assumes the recipient will fix it and/or knows how to fix it.

Continued on the next page.

ACTIVITY 4.8 OBSTACLES TO GOOD COMMUNICATION *(continued)*

Communication Obstacle	Description	Examples
Cultural differences	Cultural differences can dictate how people communicate. Some use more direct, explicit language. Others leave much of the message to be understood through context, nonverbal cues, and between-the-lines interpretation.	Americans tend to expect messages to be specific while some Asian cultures look for meaning in what is not said—body language, silences and pauses, and in knowing the person with whom they are communicating.
Prejudices and biases	A prejudice or bias is a preconceived idea about something that could affect a message, usually negatively. They come from many factors, including experiences, upbringing, and cultural beliefs. People can be biased against a group, a particular person, or even a situation. Do you carry certain biases based on experiences you have had? Do you think certain groups of people have a tendency to do something or not do something? Do you have attitudes that influence the way you send your message? Are you afraid to talk to certain people? Answer these questions honestly for yourself. Then reexamine your communications to make sure your messages don't include any bias.	Some examples include thinking that all teenagers are lazy or that all older people don't know how to use technology.
Noise	Noise is any sound that interferes with clear reception. Will machinery, loud-talking people, or blaring radios interfere with the clear reception of the message? Is the noise associated with a specific time or location? Try to find a place to either get rid of or reduce this noise.	Trying to speak to an employee in the loud, busy entryway of a restaurant is not conducive to good communication. It would be better to move the conversation to somewhere quieter to ensure the recipient hears everything being communicated.

ACTIVITY 4.8 OBSTACLES TO GOOD COMMUNICATION (continued)

Communication Obstacle	Description	Examples
Nonverbal boundaries	Face-to-face meetings can be difficult for people who need a lot of personal space. The amount needed can vary based on people's upbringing and experiences. Give the other person space before beginning communication.	North Americans usually feel comfortable with greater personal space, whereas Europeans prefer to be closer to their companions. While this may seem unimportant, the opinions associated with them can become a problem. Moving too close to a North American could appear insolent or even threatening. Moving too far from a European could appear disdainful or aloof.
Gestures	Does your body movement interfere with listening? Do your gestures help send the right message? You should avoid using gestures that might appear to be in conflict with the message.	An example might be smiling and nodding your head while rolling your eyes.
Other distractions	Many other things can affect how successful communication is. For example, personal life and mood might have an impact. Sometimes, what is acting as a barrier to communication is not obvious until the communicator tries to deliver a message.	Be more careful with how you communicate with other people if you wake up "on the wrong side of the bed."

Chapter 5

Activity Guide

ACTIVITY 5.1 | FILL IN THE BLANK

Directions

Fill in the blanks for the definitions of the key terms using the glossary.

Teacher Note:

The activity uses the cloze strategy to guide reading or study of the key terms for each chapter to assist with reading comprehension and to check for understanding.

Refer students to the glossary to complete the activity.

Job application	A <u>document</u> a prospective employee fills out that provides a first <u>impression</u> of what the applicant has to <u>offer</u> and includes general <u>information</u> about the <u>applicant</u> and his/her employment <u>history</u> .
Résumé	A written <u>summary</u> of an applicant's experience, <u>skills</u> , and <u>achievements</u> that relate to the job being sought; a résumé <u>tells</u> an employer <u>why</u> the applicant is the <u>best</u> person to <u>hire</u> for the job.
Cover letter	A brief letter in which applicants <u>introduce</u> themselves to an <u>employer</u> .
Portfolio	A collection of <u>samples</u> that <u>showcases</u> interests, talents, contributions, and studies; a portfolio is a good self-marketing <u>tool</u> that displays an applicant's finest <u>efforts</u> and can also <u>show</u> relevant <u>courses</u> , transcripts, <u>certifications</u> , and <u>licenses</u> the applicant might hold.

ACTIVITY 5.1 | **FILL IN THE BLANK** (*continued*)

Interview	_____ <u>Meeting</u> _____ between an applicant and employer to discuss the applicant's _____ <u>qualifications</u> _____ for the job; the interview is the applicant's _____ <u>opportunity</u> _____ to "show his or her stuff" in person to a potential _____ <u>employer</u> _____.
Punctuality	The state of _____ <u>being</u> _____ on _____ <u>time</u> _____ for an _____ <u>appointment</u> _____, such as a job interview.
Appearance	How someone _____ <u>looks</u> _____, such as a person's _____ <u>clothing</u> _____ and _____ <u>hygiene</u> _____; for an interview, it is important for an _____ <u>applicant</u> _____ to dress _____ <u>appropriately</u> _____ and demonstrate good personal _____ <u>hygiene</u> _____.
Good personal hygiene	Describes a person who looks _____ <u>neat</u> _____ and _____ <u>clean</u> _____, which gives the _____ <u>impression</u> _____ that his or her _____ <u>work</u> _____ will also be _____ <u>neat</u> _____ and _____ <u>clean</u> _____.
Positive attitude	Showing _____ <u>enthusiasm</u> _____ by _____ <u>smiling</u> _____ and staying _____ <u>calm</u> _____ under _____ <u>pressure</u> _____; applicants who _____ <u>smile</u> _____ and are _____ <u>enthusiastic</u> _____ suggest that they will do their _____ <u>work</u> _____ with that same _____ <u>attitude</u> _____.
Good manners	Being _____ <u>considerate</u> _____ and _____ <u>thoughtful</u> _____ by observing the pleasant _____ <u>customs</u> _____ of society, such as saying "_____ <u>please</u> _____," "_____ <u>thank</u> _____ you," and "_____ <u>excuse</u> _____ me" in the proper circumstances; displaying _____ <u>good</u> _____ manners is the _____ <u>basis</u> _____ for business _____ <u>business etiquette</u> _____ and _____ <u>implies</u> _____ that you will also act that way around _____ <u>coworkers</u> _____ and _____ <u>customers</u> _____.
Etiquette	The _____ <u>proper</u> _____ way a _____ <u>polite</u> _____ person should behave.
Closed questions	Questions that can be _____ <u>answered</u> _____ with a simple _____ <u>yes</u> _____ or _____ <u>no</u> _____ or with a brief, _____ <u>factual</u> _____ statement.

(Continued on next page.)

ACTIVITY 5.1 FILL IN THE BLANK (*continued*)

Open-ended questions	Questions that <u>encourage</u> people to <u>talk</u> , making them <u>feel</u> more <u>comfortable</u> and <u>encouraging</u> them to <u>share</u> important information and valuable <u>information</u> about themselves; open-ended questions are usually thought-provoking, <u>requiring</u> people to <u>develop</u> in-depth <u>responses</u> and become actively <u>involved</u> in the process.
Assessment tests	Tests that <u>evaluate</u> a person's <u>ability</u> in a given area; <u>employment</u> assessment tests are usually executed <u>online</u> and test an applicant on things that are <u>important</u> to the organization, including <u>one</u> or more of four subject areas: <u>IQ</u> tests, <u>aptitude</u> tests, <u>psychological</u> tests, and <u>skills</u> tests. The requirement for most assessment tests (by law) is that each question is <u>related</u> to a <u>requirement</u> of the position a person is applying for.
Scholarship	A <u>grant</u> or <u>financial</u> aid <u>award</u> to a student for the purpose of attending an institution.
Financial aid	<u>Monetary</u> assistance offered to students who apply, including <u>grants</u> , educational <u>loans</u> , and work study (working as a student for the school).
Work study	Working as a <u>student</u> for the <u>school</u> in <u>exchange</u> for <u>financial</u> aid.
Free Application for Federal Student Aid (FAFSA)	The <u>application</u> students and parents must <u>fill</u> out in order to <u>qualify</u> for <u>financial</u> aid at any school that <u>receives</u> federal funds (almost all of them); this <u>application</u> is used by the federal <u>government</u> to determine the total <u>amount</u> of financial <u>aid</u> for which an applicant <u>qualifies</u> .

ACTIVITY 5.2 | PLANNING A JOB SEARCH**Directions**

Use the steps below to plan out a job search. Answer the questions with descriptions of the actions or planning needed to complete the tasks for planning a job search.

Teacher Note:

Refer to the steps for searching for a job on page 75 of the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook to provide a writing prompt for students. Additional research online may assist students in completing this assignment.

This activity directs students to form strategic plans to reach goals. The activity is open-ended and can include a variety of additional activities, like preparing a portfolio, conducting online research, and following the steps with actions or written plan with proposed actions. It also can be customized to fit the needs of your students and your classroom.

This activity activates background knowledge and reinforcement of the curriculum, incorporates goal-directed learning and self-assessment, and encourages reflection. It can be customized for a variety of learners with the use of media, visual representations, or assistive technology.

It uses the instructional strategy of the classification chart to guide students through the content. This also uses elements of a comparison matrix. Allow students to reach beyond the text and research additional information with access to tools or technologies to navigate the material.

This activity provides a graphic organizer or concept map to highlight the content listed in the essential skill steps. It also provides a repeated reading of a select passage to apply critical thinking to create an example. Students may be able to add the examples provided in the text, or allow students to engage in exploration or other essential questions and big ideas by creating their own examples.

STEP 1 Decide what characteristics you want in a job, including the hours and days desired, as well as job responsibilities.

Continued on the next page.

ACTIVITY 5.2 | PLANNING A JOB SEARCH *(continued)*

STEP 2 Figure out in what areas you are open to compromise. Are you willing to work part of the weekend? How late is too late to catch a ride? Think about what trade-offs can be made to accept a job.

STEP 3 Gather and organize the information needed for applying. Compile your work history (if you have one), including complete contact information for each of your previous employers. Make sure all personal contact information is at hand. Talk with people about being references and review all past training and skills.

STEP 4 Create the documents you need for applying—a résumé, a reference list, a customizable cover letter, and a portfolio.

ACTIVITY 5.2 | PLANNING A JOB SEARCH (continued)

STEP 5 Identify the search methods you will use. Examples include online job searches, job fairs, and networking. Provide at least three options.

STEP 6 Choose the job openings that you want to pursue.
Create a list of the employer addresses and contact information.

STEP 7 Research each business that you have chosen. Knowing as much as possible about the business will help you better prepare for the interview and shows your eagerness to work for the business. Write several bullet points about each employer below.

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Continued on the next page.

ACTIVITY 5.2 | PLANNING A JOB SEARCH *(continued)*

STEP 8 Contact the businesses you have chosen in whatever method they have indicated. If applying in person, be sure to dress professionally and be prepared with all application documents. Document here the description of what action has been taken.

STEP 9 When a potential employer makes contact, decide on an interview time. Do not be late! Ask questions during the interview to make sure that the job meets all of your needs. Write down the details of your interview, as well as several talking points about yourself, and questions to ask during the interview.

STEP 10 After sending a résumé or applying, contact the business once a week to ask about open positions and the status of an application (if they have not initiated a follow-up contact). Keep searching. Document your actions here, or the result of the interview.

ACTIVITY 5.3 | THE JOB APPLICATION

Teacher Note:

This activity is a hands-on informal assessment of the learning objective on job applications. Refer students to pages 76 and 77 of the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook for additional information and guidelines. The Teacher Companion also contains additional ways to customize the content. Suggest that students use a pencil, as mistakes are common during the first try.

This activity uses semantic mapping to organize the content into a visual representation of the information, which provides an alternate display of the content. This activity uses a graphic thinking model to show a sequence of events, time order or plan, concept map, and visualizing to connect the learning objectives to big ideas and career planning.

Reinforce the guidelines, and direct students to apply the content to the activity, as the content on pages 76 and 77 of the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook provide detailed instructions.

The job application is important because it provides a first impression of what you have to offer. The employer will see some general information about you and your employment history. They will also gain some insight into your ability to follow instructions and communicate. Treat the application seriously, and take time to fill it out carefully and completely. It is illegal for a job application to ask about marital status, height, weight, age, handicaps, race or national origin, religion, or political information.

When filling out the job application in person, be sure to write or print clearly. It is always good practice to bring a pen when applying. Blue or black ink pens are best. When applying in person or online, it is smart to always use correct grammar and punctuation and to organize thoughts before writing or typing them. If responses on an application are unclear or messy, you will not make a good impression on the interviewer.

If there is something on the form that you don't understand, you should leave the space blank or write, "Please see me" in the space. Write "N/A" if a question is "not applicable" (doesn't apply). Later you can ask the person who handed you the application to explain any questions, or you can discuss them with the interviewer.

When answering questions about money on the application, write, "Negotiable." Learn about the job before making any decisions about the salary. You might be asked to state how much money you earned on previous jobs. Be honest.

Even if you have no work experience, you still may have qualities and skills that are needed in the workplace. List any volunteer work, babysitting jobs, or school or religious activities that show experience, such as contributing efforts to projects.

Applicants are asked to sign their name on the application form to state that they have answered all questions and given information that is true and accurate to the best of their knowledge. An online application will also require some sort of acknowledgment. Being

Continued on the next page.

ACTIVITY 5.3 | THE JOB APPLICATION (continued)

dishonest on a job application can be a reason for immediate termination (firing). Employers do check on educational and work background as well as contact references.

All job applications are basically the same, so once you have completed one form, you will know what to expect on others.

Directions

Complete the sample job application.

THE SUPERSTAR COMPANY			
			Date Received: _____
Please fill completely. If the information does not apply, indicate N/A.			
Personal Information			
Last Name	First Name	Middle Name	Today's Date _____
Street Address	City	State	Zip Code
Home Phone: (_____) _____ - _____		Are you a United States Citizen or legally eligible to work in the U.S.? _____ Yes _____ No <i>(If hired, you will be required to provide documentation that you are eligible to work in the U.S.)</i>	
Work Phone: (_____) _____ - _____			
Other: (_____) _____ - _____			
Are you 18 or over? _____ Yes _____ No			
Title of Position Applying For			Date Available to Work
Have you been previously interviewed or employed by the Superstar Company? _____ Yes _____ No			
If Yes, list date(s) and job title(s):			
Do you have any relatives currently working for the Superstar Company? _____ Yes _____ No			
If Yes, list names and relationship to you:			
Are you employed now? _____ If so, may we contact your present employer? _____			

ACTIVITY 5.3 | THE JOB APPLICATION (continued)

Education				
Name and Location		# Years Completed	Major Area of Study	Degree/Diploma
High School				
College				
Graduate School				
Technical or Certificate Programs				

Employment History

Please provide the following information for your previous two employers, beginning with the most recent:
(Please attach an additional page if necessary; do not use "see attached resume.")

Employer:	Dates Employed: From _____ To _____	Job Title:
Address:		
Telephone:	Job Duties:	
Weekly Pay:		
Reason for Leaving:		

Continued on the next page.

ACTIVITY 5.3 | THE JOB APPLICATION (continued)

Please list any special awards, honors, scholarships, or offices held.

References

Please list names of supervisors, managers, or others who can comment directly on your abilities:

Name	Address	Phone #	Relationship/ Occupation	Years Known

Please indicate whether you hold the following valid driver's licenses:

Class A _____ Class B _____ Class C _____

Driver's License Number: _____ State Issued: _____

Continued on the next page.

ACTIVITY 5.3 | THE JOB APPLICATION (continued)**Election of Veteran's Preference**

Do you wish to claim a veteran's preference? _____ Yes _____ No

If so please check the preference you are claiming.

_____ Veteran (defined as a person separated under honorable conditions who has served on active duty for at least 181 days, or honorably discharged by reason of disability incurred while on active duty).

_____ Disabled Veteran (a veteran having a compensable service-connected disability as adjudicated by the U.S. Veterans Administration or the retirement board of one of the branches of the Armed Forces, with which the current disability is currently associated).

_____ Spouse of deceased veteran.

_____ Spouse of disabled veteran who is unable to use preference due to disability.

Note: If you elect to use veteran's preference, please enclose proper documentation establishing your right to claim the preference.

Signature _____ Date _____

The Superstar Company is an Equal Opportunity Employer. It is the policy of the Superstar Company not to discriminate in employment matters on the basis of race, creed, color, age, marital status, national origin, sex, or status with regard to public assistance or disability.

I certify that the facts set forth in this application for employment are true and complete to the best of my knowledge. I understand that if employed, false statements on this application shall be considered sufficient cause for dismissal. You are hereby authorized to make investigation of my personal references.

Signature of Applicant

Date

ACTIVITY 5.4 | BUILDING YOUR FIRST RÉSUMÉ**Teacher Note:**

This activity provides an opportunity for students to work out the details in a working draft format before using a computer to type the formal resume. This activity promotes student planning and development, self-reflection, and goal development. It provides a credible link to the workforce and career development. By reviewing the drafts before students type, students will understand how practice and performance relate to the learning objective and career development overall.

A résumé is a written summary of experience, skills, and achievements that relate to the job being sought. A résumé is not a life story. It is like a sales brochure that tells an employer why the applicant is the best person to hire for the job. When looking at a résumé, ask, “If I were the employer, would I hire this person?” When sending a résumé to a potential employer, send a cover letter along with it. A cover letter is a brief letter in which an applicant introduces his or herself to an employer.

You can review free templates for résumés and cover letters on many websites online, and within many word processing programs.

Continued on the next page.

ACTIVITY 5.4 | BUILDING YOUR FIRST RÉSUMÉ (continued)**Directions**

Use the following template and instructions as a guide to build a basic résumé.

BASIC RÉSUMÉ**[Your Name]**

[Street Address, City, State, Zip Code] | [Telephone] | [Email]

OBJECTIVE

[Discuss the job for which the résumé is being reviewed. Do not forget to customize the objective as necessary for specific positions.]

QUALIFICATIONS

[List your skills and capabilities that relate to the job you are seeking.]

EXPERIENCE

[Job Title] — [Company Name] [Dates from] — [to]

[This is the place for a brief summary of your key responsibilities and most stellar accomplishments.]

[Job Title] — [Company Name] [Dates from] — [to]

[This is the place for a brief summary of your key responsibilities and most stellar accomplishments.]

EDUCATION

[School Name] — [Degree, Location] [Dates from] — [to]

[You might want to include your GPA here and a brief summary of relevant coursework, awards, and honors.]

COMMUNICATION

[You delivered that big presentation to rave reviews. Don't be shy about it now! This is the place to show how well you work and play with others.]

LEADERSHIP

[Are you president of your student council, head of the chess team, or a lead in a rock band? You are a natural leader—tell it like it is!]

ACTIVITY 5.5 | PRACTICE MAKES PERFECT: THE INTERVIEW**Directions**

Use the interview questions to prepare answers and practice for an actual interview. Respond by following the prompts after the questions to detail how you would answer the questions during the interview.

Teacher Note:

This activity refers to the content located in table 5.3 on page 82 of the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook, typical interview questions and answers. It functions as a planning organizer for students to organize their own personalized responses. Like the job application or résumé activity, this activity promotes student planning and development, self-reflection, and goal development. It provides a credible link to the workforce and career development. It can further clarify the content and learning objectives and will assist in the student's development of personal strategy, communication skills, and provide challenge and motivation for a real world task.

Use this activity as a planning exercise for students, then pair students to role-play as the interviewer/interviewee. Review the differences between open-ended and closed questions. Refer to table 5.3 on page 82 of the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook for examples of typical interview questions.

Continued on the next page.

ACTIVITY 5.5 | **PRACTICE MAKES PERFECT: THE INTERVIEW** *(continued)*

INTERVIEW QUESTIONS

 **Why do you want to work for this company? Why do you want to be a _____ in this company?**

Reply: Talk about why the job or the company interests you. Avoid any reference to money.

 **What contributions can you make to this company?**

Reply: Talk about your qualifications and skills and how they will benefit the company.

ACTIVITY 5.5 | PRACTICE MAKES PERFECT: THE INTERVIEW (continued)**Q How did you hear about us?**

Reply: Mention either the newspaper, Internet, a friend, a relative, or a teacher.

The next three questions are relevant if you have previous work experience; however, describe your last job as doing chores for a parent, or babysitting—any sort of work (paid or unpaid).

Q How many jobs have you had during the past three years?

Reply: State how many jobs you have had.

Continued on the next page.

ACTIVITY 5.5 | PRACTICE MAKES PERFECT: THE INTERVIEW (continued)

Q What exactly did you do on your last job/current job?

Reply: Talk about your responsibilities, duties, and achievements.

Q Why are you leaving your present job? Why did you leave your last job?

Reply: Be honest, but do not speak ill of your previous employer or job responsibilities. Appropriate responses depend on your situation. You could say that the previous/current job allowed you to work part-time, and you are now ready to commit to full-time employment. You could also say that you are now ready to take on more responsibilities, but those opportunities were not available with your current/previous employer. Other reasons include layoffs, reduction in work hours, or the employer was not able to accommodate your school schedule.

ACTIVITY 5.5 | PRACTICE MAKES PERFECT: THE INTERVIEW (continued)

Q If we hire you, how long do you think you would be able to work here?

Reply: If you are looking at a part-time job for one semester, say so. If you are looking for full-time, permanent employment, say you hope to stay with the organization for a long time.

Q What are your favorite subjects in school? Why?

Reply: Name your favorite subjects and tell why.

Continued on the next page.

ACTIVITY 5.5 | **PRACTICE MAKES PERFECT: THE INTERVIEW** *(continued)*

Q What subject do you find most difficult?

Reply: Here is one example: "World history was my worst subject. It really bored me, and my grades showed it. But I knew a D would hurt my overall grade average, so I found a senior to tutor me in exchange for typing her term papers. By the end of the semester, I was able to pull a B." The interviewer is trying to determine your ability to persevere under less-than-favorable circumstances. Everyone has difficulty learning things sometimes, but a person with ambition will find a workable solution. That is what the potential employer is looking for in a good employee.

Q Did you participate in any school activities? Why or why not?

Reply: Name the activities. Joining school activities shows that you are a sociable person. If you had to work after school and for this reason you were not able to join any activities, say so. Be sure your answer reflects that you do work well with others.

ACTIVITY 5.5 | PRACTICE MAKES PERFECT: THE INTERVIEW (continued)**Q Do you plan to continue your education?**

Reply: Continuing your education is not limited to college. It can include taking additional courses in food preparation, for example, or a willingness to participate in on-the-job training. Your answer should reflect that you want to gain as much knowledge and training as possible to advance in your restaurant and foodservice career.

Q How many days of school or work did you miss during the last year?

Reply: While regular attendance and punctuality are extremely important in any workplace, restaurant and foodservice operators in particular depend on employees who show up for work every day and on time. Someone who is absent for several days from school or work may not be dependable on the job. If you have been absent for many days at school or work, have a reasonable explanation prepared.

ACTIVITY 5.6 | KNOWLEDGE CHECK**Directions**

Answer the questions about job searches and interviews.

Teacher Note:

This activity provides the opportunity for students to connect the big ideas and relationships with the content and learning objectives. The activity allows for navigation of the text and multiple ways to respond. It functions in a variety of ways: a graphic organizer for the student objectives (student study questions at the beginning of each chapter) that can support customized instructions, a lesson opener with the flexibility for students to explore the text, and an introduction to the learning objectives.

1 List the 10 steps for conducting a job search.

- Decide what characteristics a job should have.
- Figure out what areas are open to compromise.
- Gather and organize the information needed for applying.
- Create the documents needed for applying.
- Identify the search methods.
- Choose the businesses to contact.
- Research each business chosen.
- Contact the businesses chosen in whatever method they have indicated.
- Decide on a time for the interview.
- Call the business about one week after the interview.

2 What information do you need to complete a job application form?

To complete a job application, you need to know your work experience and references.

ACTIVITY 5.6 | **KNOWLEDGE CHECK** (*continued*)

- 3 List the ways that you can make a good impression during a job interview.

Student answers will vary but should include some items found in Table 5.5 on page 87 of the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook.

- 4 What is the difference between a closed question and an open-ended question?

Closed questions can be answered with a simple yes or no or with a brief, factual statement. Open-ended questions encourage job applicants to talk about themselves, making them feel more comfortable and giving the interviewer important information and valuable insight about the applicant.

Continued on the next page.

ACTIVITY 5.6 | **KNOWLEDGE CHECK** *(continued)*

5 Why is it important to follow up with the interviewer after the interview?

It is important to follow up after an interview to show the employer that you want the job.

6 Why do potential employers use assessment tests?

Employers use assessment tests to get an understanding of you as an individual as well as your decision-making process.

ACTIVITY 5.7 | MOVING ON**Directions**

Use the questions provided to perform research on three colleges or trade schools. Answer each question for all three schools.

Teacher Note:

Refer to pages 90-91 of the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook. Students should investigate with research online or at the library.

This activity activates background knowledge and reinforcement of the curriculum, incorporates goal-directed learning and self-assessment, and encourages reflection. It can be customized for a variety of learners with the use of media, visual representations, or assistive technology.

This activity uses the instructional strategy of the classification chart to guide students through the content. This also uses elements of a comparison matrix. Allow students to reach beyond the text and research additional information with access to tools or technologies to navigate the material.

PROGRAM

- Does the school offer a program that meets your needs?

- What certification or degree will you earn?

- What is the reputation of the program?

Continued on the next page.

ACTIVITY 5.7 | **MOVING ON** (*continued*)

- What is the accreditation?

- Can credits transfer to another school?

INSTITUTION

- Where is the school?

- What are the living options?

- What activities/clubs are available?

- What is the success rate of graduates in terms of getting a job?

ACTIVITY 5.7 | MOVING ON (continued)**ENTRANCE REQUIREMENTS**

- What GPA is required?

- Are there required entrance exams?

- Are there application fees?

- What is the application deadline?

FINANCIAL QUESTIONS

- What is the cost?

Continued on the next page.

ACTIVITY 5.7 | **MOVING ON** *(continued)*

- What financial aid is available?

- Are work study programs available?

TYPES OF CLASSES OFFERED

- Do they offer evening classes?

- Do they offer correspondence classes?

- Do they offer online classes?

ACTIVITY 5.8 | ASSESSMENT TESTS**Directions**

Perform research on employee assessment tests. Find samples, and take two different assessments from the four areas listed below. Record notes during the process and provide a response on your experience.

The four subject areas for assessments:

- IQ tests—Look at your level of intelligence; important for complex positions
- Aptitude tests—Broad questions that assess your overall disposition
- Psychological tests—Attempt to assess the individual in the abstract, looking for key organizational behavior factors
- Skills tests—Help indicate the ability of the applicant to meet the minimum qualifications on specific job tasks

Teacher Note:

Allow students to perform research on assessment tests. Online assessments may be available, but also consider contacting the school counselor for additional test resources. Common examples may include the Myer-Briggs personality test, DISC assessment, ASVAB, Hand Test, Knox Cubes, Maze Test, or the ACT and SAT. The American Psychological Association's website may provide additional information.

To customize the activity, choose two tests for the class to take and analyze. Focus on skills or personality tests to avoid making students take and reflect upon an IQ test. Find the tests that best fit your classroom. Refer to culinary practical exams to cover skills testing in the restaurant and foodservice industry, which is frequently the way employers would test potential employees. Adjust the activity to serve all tiers of students in a way that aligns with your lesson plan.

Student responses will be personal and will reflect the assessments chosen from the list. Students should approve tests with the instructor before taking to ensure the test fits the guidelines.

Continued on the next page.

ACTIVITY 5.8

ASSESSMENT TESTS *(continued)*

Notes on test one

ACTIVITY 5.8 | ASSESSMENT TESTS *(continued)***Notes on test two**

Chapter 6

Activity Guide

ACTIVITY 6.1 | FILL IN THE BLANK

Directions

Fill in the blanks for the definitions of the key terms using the glossary.

Teacher Note:

The activity uses the cloze strategy to guide reading or study of the key terms for each chapter to assist with reading comprehension and to check for understanding.

Refer students to the glossary to complete the activity.

Foodborne illness	A <u>disease</u> transmitted to <u>people</u> by <u>food</u> .
Foodborne-illness outbreak	When <u>two</u> or more people get the <u>same</u> illness after <u>eating</u> the <u>same</u> food, an <u>investigation</u> is conducted by <u>state</u> and <u>local</u> regulatory authorities, and the <u>outbreak</u> is confirmed by <u>laboratory</u> analysis.
High-risk populations	Certain <u>groups</u> of <u>people</u> that have a <u>higher</u> risk of getting a <u>foodborne</u> illness than others, such as <u>elderly</u> people, <u>preschool</u> -age children, and people with <u>compromised</u> immune systems.
Immune system	The body's <u>defense</u> against <u>illness</u> .
Hazard	Something with the <u>potential</u> to cause <u>harm</u> .
Contamination	Means that <u>harmful</u> things are <u>present</u> in <u>food</u> , making it <u>unsafe</u> to eat.
Pathogens	<u>Microorganisms</u> that cause <u>illness</u> .

ACTIVITY 6.1 | FILL IN THE BLANK (continued)

Microorganisms	Small, living <u>organism</u> that can be <u>seen</u> only through a <u>microscope</u> ; most <u>living</u> things, including <u>humans</u> , carry microorganisms <u>on</u> , or <u>in</u> , their <u>bodies</u> .
Viruses	The <u>leading</u> cause of <u>foodborne</u> illness, viruses can <u>survive</u> refrigerator and freezer temperatures and <u>grow</u> inside a person's <u>intestines</u> after they are <u>eaten</u> . People can get viruses from <u>food</u> , <u>water</u> , any contaminated <u>surface</u> , or from other <u>people</u> . Examples of viruses that can <u>cause</u> foodborne <u>illness</u> include <u>Hepatitis</u> A and <u>Norovirus</u> .
Bacteria	A common <u>type</u> of <u>microorganism</u> ; several species of bacteria are <u>pathogens</u> that can <u>cause</u> infectious <u>diseases</u> . Examples of foodborne bacteria include <u>Salmonella</u> Typhi, <u>Nontyphoidal</u> <u>Salmonella</u> , <u>Shigella</u> spp., and <u>Shiga</u> toxin-producing <u>E. coli</u> (STEC).
FAT TOM	An easy <u>way</u> to <u>remember</u> the <u>six</u> conditions that <u>bacteria</u> need to <u>grow</u> : <u>food</u> , <u>acidity</u> , <u>temperature</u> , <u>time</u> , <u>oxygen</u> , and <u>moisture</u> .
TCS food	Food that needs <u>time</u> and <u>temperature</u> control for <u>safety</u> because it is most <u>vulnerable</u> to <u>pathogen</u> growth; these types of food have the <u>FAT</u> <u>TOM</u> conditions needed for <u>bacterial</u> growth and are also commonly <u>involved</u> in <u>foodborne</u> -illness outbreaks.
Temperature danger zone (TDZ)	The <u>temperature</u> range between <u>41</u> °F and <u>135</u> °F (5°C and 57°C), in which <u>bacteria</u> grow <u>well</u> ; you can <u>control</u> the <u>growth</u> of most bacteria by <u>keeping</u> food <u>out</u> of the <u>temperature</u> danger <u>zone</u> .

Continued on the next page.

ACTIVITY 6.1 | **FILL IN THE BLANK** (*continued*)

Ready-to-eat food	Food that <u>can</u> be <u>eaten</u> without further preparation, <u>washing</u> , or <u>cooking</u> ; some examples include washed <u>fruit</u> and <u>vegetables</u> (both whole and cut), <u>deli</u> meat, <u>bakery</u> items, sugar, <u>spices</u> , seasonings, and <u>cooked</u> food.
Parasites	Organisms that get <u>nourishment</u> and <u>protection</u> from <u>another</u> living organism known as a <u>host</u> , such as a <u>person</u> , animal, or <u>plant</u> . Parasites can <u>live</u> in many types of <u>food</u> that humans like to <u>eat</u> and also can contaminate <u>water</u> . In the United States, the most common foodborne parasites are <u>protozoa</u> , <u>roundworms</u> , and <u>tapeworms</u> .
Fungi	Organisms found in <u>air</u> , <u>soil</u> , plants, <u>water</u> , and some <u>food</u> that can cause <u>illness</u> but most commonly are responsible for <u>spoiling</u> food; <u>mold</u> and <u>yeast</u> are two examples of fungi.
Mold	Tiny <u>plants</u> that <u>grow</u> under almost <u>any</u> condition but <u>grow</u> especially <u>well</u> in <u>acidic</u> food with <u>little</u> moisture, such as <u>jams</u> , <u>jellies</u> , and cured, salty <u>meats</u> such as <u>bacon</u> . Mold that is <u>visible</u> to the human eye is actually a tangled <u>mass</u> of <u>thousands</u> of tiny <u>mold</u> plants. Molds often <u>spoil</u> food and sometimes produce <u>toxins</u> that can make people <u>sick</u> . Sometimes mold is <u>intentionally</u> used to affect the <u>flavor</u> or characteristics of a product, such as with <u>Brie</u> , <u>camembert</u> , and <u>gorgonzola</u> cheeses.

ACTIVITY 6.1 | FILL IN THE BLANK (continued)

Yeast	Microorganism that can <u>spoil</u> food <u>quickly</u> , as indicated by the <u>smell</u> or <u>taste</u> of <u>alcohol</u> , white or pink <u>discoloration</u> , slime, and <u>bubbles</u> ; like molds, yeasts <u>grow</u> well in <u>acidic</u> food with <u>little</u> moisture, such as jellies, jams, <u>syrup</u> , <u>honey</u> , and <u>fruit</u> or fruit <u>juice</u> .
Food allergy	The body's <u>negative</u> <u>reaction</u> to a <u>food</u> protein.
Food allergens	The naturally occurring <u>proteins</u> that cause <u>allergic</u> reactions.
Cross-contact	When a <u>food</u> item <u>containing</u> an <u>allergen</u> comes in <u>contact</u> with another <u>food</u> item and their proteins <u>mix</u> ; refers specifically to food <u>allergens</u> .
Inspection	A formal <u>review</u> or <u>examination</u> conducted to see if an operation is <u>following</u> food <u>safety</u> laws.

ACTIVITY 6.2 | WORD SEARCH

Directions

Find and circle the key terms listed at the bottom.

Teacher Note:

This activity clarifies vocabulary into structured symbols, and provides an alternative way to display the content.

S X Q A I R E T C A B J O O S X G E A G B E L J G T Y H H F
 D Y J I L P F D W R R F C Q F O O D A L L E R G E N T Y Y C
 W R R F C Q X C B G K L W Q J K O P T F D W R R F C S W E R
 D E F O O D B O R N E I L L N E S S R A P F D W R R F C Q O
 P F D W R R F C Q S E E W S E B F S K O O W S N M M E W D S
 C A G H E W A Z C E A G W E E F U I F G H A Z A R D R T R S
 O A G M O T T A F A G B M B F D T Y H D W U P Z X Q W S S C
 N B L F G E A E L L I G E A L L E A G B M L J O G P U I E O
 T J O F O O D A L L E R G Y U I F G E I G B W E R Y R S W N
 A W R T Y H F G E A G B R E F G E A C B T E W O I O O R P T
 M G E T E A G W E E F U I W G E A R B W E N E W J R J T L A
 I E A G B A P A R A S I T E F D O R R F O S W E Y E H E H C
 N N V G E A G B E L J D S D D O G B L I G E A E R T L F J T
 A I V G E A W E A H R M Y A R E W X T W E L M N E E R O Y L
 T E W Q D A H E J O O S R G O E A C B E L X E K F N A O W E
 I R O P T F D W R R F C A B F G E A G B O R W D U O K D H J
 O G E G B E L J G T Y N U W E P O Q F G E A G B N K E S E P
 N V K L L X S X B W I G E A S B Y O W O K U R X G A P U I U
 J W F K K E W X Y S K X E N G H H Y P R Y R U R I I R T W Y
 I D F W E E R H M S G B I F G V I R U S E G E A K S X I O P
 F G E T G B T E R U K R Q D E H E J O W S U P R R B O P I O
 I R E E C A L F G E A G B L F G E A G B P Y E A S T H E W B
 E G R T P S D E W E F G E A G B E E G E U Y Y G E E A M N N
 Z X X M C C F B N G F D W R R F C S W S U Y N M D Y T F S S
 I O Z P H E W O W W P Q E A G W E E F U I F G E A L B W E T
 Q D X S T T V H O B G E A G B E L J E J O O S X G E O G K K
 T S X G E A G H L D W S X G W A G O S X G E A G E R H M E W
 E A G B E L J E S Y S W P A T H O G E N E A G B A N E S E W
 S G B E L J G T Y E W G B E L J E T Y W E F G W R Y J W E A
 F B I M M U N E S Y S T E M T Y H H F G E A G B E L J E A E

Foodborne Illness

Food Allergen

Parasite

Hazard

Yeast

Contamination

Cross-Contact

Inspection

FAT TOM

Fungi

Microorganism

Food Allergy

TCS Food

Virus

Mold

Immune System

Pathogen

Bacteria

RTE Food

TDZ

ACTIVITY 6.3 | COMPARE AND CONTRAST HAZARDS

Teacher Note:

This activity is left open-ended for ease in customizing your instruction.

If possible, integrate the ServSafe text into the curriculum for additional resources and information. More information can be found at ServSafe.com.

This activity uses the instructional strategy of the classification chart to guide students through the content. Another way to show the content is to develop the categories and segments into a hierarchy, or model the content into a functional visual representation, like a family tree. This also uses elements of a comparison matrix where students can further define the function of the categories as examples.

This graphic thinking model encourages the synthesizing and organizing of information, connected to the learning objective. It offers a way to visualize and process the information.

It can easily be modified to include images or symbols to decode the text.

Biological Hazards	Chemical Hazards	Physical Hazards
List examples of biological hazards. • Viruses: Examples of viruses that can cause foodborne illness include hepatitis A and Norovirus. • Bacteria: Examples of foodborne bacteria include <i>Salmonella</i> Typhi, Nontyphoidal <i>Salmonella</i>, <i>Shigella</i> spp., and shiga toxin-producing <i>E. coli</i> (STEC). • Parasites: In the United States, the most common foodborne parasites are protozoa, roundworms, and tapeworms. The foodborne parasite that causes the most hospitalizations and deaths in this country is <i>Toxoplasma gondii</i>, which causes toxoplasmosis. • Fungi: Mold and yeast are two examples of fungi. • Biological toxins: Sometimes plants or animals can become contaminated with biological toxins somewhere in the food chain. Examples of this might be contaminated seafood resulting from fish eating toxic algae or poisonous wild mushrooms.	List examples of chemical hazards. • Restaurant and foodservice chemicals can contaminate food if they are used or stored in the wrong manner. This includes cleaners, sanitizers, polishes, and machine lubricants.	List examples of physical hazards. • Metal shavings from cans • Glass from broken lightbulbs • Fingernails, hair, and bandages • Jewelry • Fruit pits

Continued on the next page.

ACTIVITY 6.3 | COMPARE AND CONTRAST HAZARDS *(continued)*

Biological Hazards	Chemical Hazards	Physical Hazards
List how biological hazards can cause foodborne illness. • Viruses: Viruses can survive refrigerator and freezer temperatures. They can't grow in food, but once they are eaten, they grow inside a person's intestines. People can get viruses from many things including food, water, any contaminated surface, or from other people. • Bacteria: Knowing what bacteria are and how they grow can help you control them. If the conditions are right, bacteria will grow rapidly, doubling their number as often as every 20 minutes. Some bacteria, as they grow and die, create toxins (poisons) in food. Cooking may not destroy these toxins, and people who eat the food can become sick. • Parasites: Parasites do not grow in food. They get nourishment and protection from other living organisms known as hosts. A host may be a person, animal, or plant. Parasites can live in cows, chickens, pigs, and fish—many types of food that humans like to eat. They also can contaminate water. • Fungi: Fungi can cause illness, but most commonly they are responsible for spoiling food. Fungi are found in air, soil, plants, water, and some food. • Biological toxins: Some pathogens make biological toxins, or poisons. Certain kinds of plants or animals contain toxins naturally. Sometimes plants or animals can become contaminated with biological toxins somewhere in the food chain. Examples of this might be contaminated seafood resulting from fish eating toxic algae, or poisonous wild mushrooms.	List how chemical hazards can cause foodborne illness. • Restaurant and foodservice chemicals can contaminate food if they are used or stored in the wrong manner. Chemicals stored in an area with food, utensils, and equipment used for food can spill into food or a food-contact surface, which can make a person sick when they consume it.	List how physical hazards can cause foodborne illness. • Physical contamination happens when objects get into food. These objects can be naturally occurring, such as the bones in fish. Other contaminants result from accidents and mistakes.

ACTIVITY 6.3 | COMPARE AND CONTRAST HAZARDS (continued)

Biological Hazards	Chemical Hazards	Physical Hazards
List how to prevent contamination from biological hazards. • Bacteria: ◦ Control FATTOM with TCS and TDZ • Viruses: ◦ Stay home if you've been vomiting or have diarrhea or jaundice (yellowing of skin and eyes). ◦ Wash your hands at the right times and in the right way. ◦ Avoid using bare hands to handle ready-to-eat food. • Parasites: Purchase food from approved, reputable suppliers. • Fungi: Purchase food from approved, reputable suppliers, TCS and TDZ, good storage practices. • Biological toxins: Purchase food from approved, reputable suppliers.	List how to prevent contamination from chemical hazards. • Chemicals should be stored in a separate area away from food, utensils, and equipment used for food. You should always follow the manufacturers' directions when using chemicals, especially while food is being prepared.	List how to prevent contamination from physical hazards. • Most physical contamination can be prevented by doing the following: ◦ Inspecting food closely when it is received ◦ Practicing good personal hygiene ◦ Following safe preparation procedures

ACTIVITY 6.4

MOST WANTED PATHOGEN

Directions

Create Most Wanted posters for each of the four main pathogens that can cause foodborne illness: viruses, bacteria, parasites, and fungi. Use the following questions to organize the information that you will include in your poster:

Teacher Note:
Review Activity 6.3 in this book with students, and allow for students to translate the information into the images that will form the posters.

- What am I?

- What are some examples of me?

ACTIVITY 6.4 | MOST WANTED PATHOGEN (continued)

- How am I spread? What happens when I make someone sick (include symptoms)?

- How can I be stopped or prevented from causing illness?

ACTIVITY 6.5

BACTERIA AND FAT TOM

Directions

Explain each of the six conditions needed for bacteria growth, known as FAT TOM.

Teacher Note:

This graphic thinking model encourages the synthesizing and organizing of information connected to the learning objective. It offers a way to visualize and process the information. It can easily be modified to include images or symbols to decode the text. Refer to Table 6.1 on page 107 in the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook.

This activity uses semantic mapping to organize the content into a visual representation of the information, which provides an alternate display of the content. It uses a graphic thinking model to show a sequence of events, time order or plan, concept map, and visualizing to connect the learning objectives to big ideas and career planning.

What Bacteria Need to Grow: FAT TOM	
Food	To grow, bacteria need an energy source. Carbohydrates such as baked potatoes and proteins such as beef are some examples.
Acidity	Bacteria grow best in food that contains little or no acid. An example of food with a lot of acid is lemons. Food items with little acid include chicken and cooked corn.
Temperature	Bacteria grow well in food that has a temperature between 41°F and 135°F (5°C and 57°C). This range is known as the temperature danger zone.
Time	Bacteria need time to grow. The more time bacteria spend in the temperature danger zone, the more opportunity they have to grow to unsafe levels.
Oxygen	Some bacteria need oxygen to grow. Others grow when oxygen isn't there. For example, some bacteria that grow without oxygen would grow quickly in a pot of cooked rice.
Moisture	Bacteria need moisture in food to grow. For example, tomatoes and melons have a large amount of water in them, which means they can easily support the growth of pathogens.

ACTIVITY 6.6 | MAKING THE CONNECTION: BACTERIA**Directions**

Explain how FAT TOM, time and temperature control for safety (TCS), and the temperature danger zone (TDZ) all relate to preventing foodborne illness caused by bacteria.

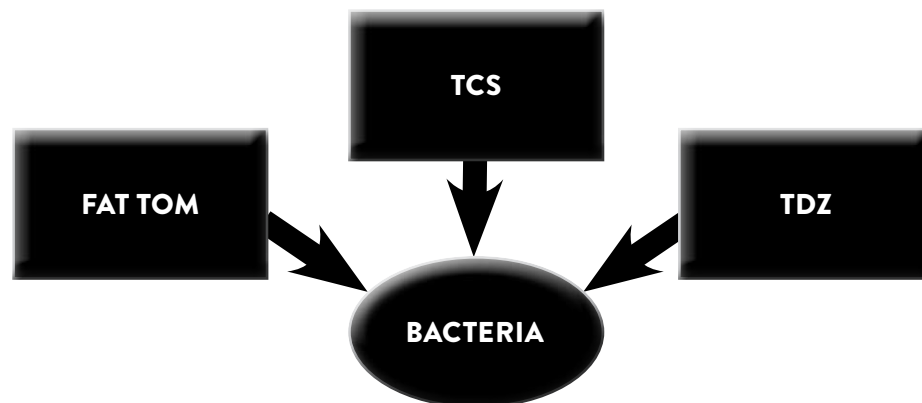
Teacher Note:

This activity uses semantic mapping to organize the content into a visual representation of the information, which provides an alternate display of the content. It uses a graphic thinking model to show a sequence of events, time order or plan, concept map, and visualizing to connect the learning objectives to big ideas and career planning.

This activity uses the following instructional strategies: critical thinking, literacy and math integration, classification chart, visualizing, the metacognitive process, and a semantic map.

This graphic thinking model encourages the synthesizing and organizing of information connected to the learning objective. It offers a way to visualize and process the information.

It can easily be modified to include images or symbols to decode the text.

**FAT TOM**

Bacteria need six conditions to grow. An easy way to remember these conditions is by remembering the phrase FAT TOM. FAT TOM stands for: food, acidity, temperature, time, oxygen, and moisture.

TCS

Food handlers can help to keep food safe by controlling FAT TOM. Most of the time, however, a restaurant or foodservice operation is only going to be able to control time and temperature. Food that is most vulnerable to pathogen growth is also referred to as food that needs time and temperature control for safety—TCS food for short.

TDZ

You can control the growth of most bacteria by keeping food out of the temperature danger zone—the temperature range between 41°F and 135°F (5°C and 57°C). Bacteria grow well in this temperature range.

To reduce the risk of foodborne illness, food handlers must keep TCS food out of the temperature danger zone as much as possible.

ACTIVITY 6.7 | TCS FOOD AND THE BIG EIGHT ALLERGENS**Directions**

Compare TCS foods with the “Big Eight” food allergens. What is the difference between the two?

Teacher Note:

This activity uses the instructional strategy of the classification chart to guide students through the content. Another way to show the content is to develop the categories and segments into a hierarchy, or modeling the content into a functional visual representation, like a family tree. This also uses elements of a comparison matrix where students can further define the function of the categories as examples.

This graphic thinking model encourages the synthesizing and organizing of information connected to the learning objective. It offers a way to visualize and process the information.

It can easily be modified to include images or symbols to decode the text.

ACTIVITY 6.7 | TCS FOOD AND THE BIG EIGHT ALLERGENS (continued)

TCS Food	The “Big Eight” Allergens
List examples of me. Food that is most vulnerable to pathogen growth is also referred to as food that needs time and temperature control for safety—TCS food for short. This food is also commonly involved in foodborne-illness outbreaks. You can control the growth of most bacteria by keeping food out of the temperature danger zone—the temperature range between 41°F and 135°F (5°C and 57°C). Bacteria grow well in this temperature range. To reduce the risk of foodborne illness, food handlers must keep TCS food out of the temperature danger zone as much as possible. TCS food includes: • Milk and dairy products • Meat such as beef, pork, and lamb • Shell eggs (except those treated to eliminate <i>Salmonella</i>) • Poultry • Fish • Shellfish and crustaceans • Baked potatoes • Heat-treated plant food, such as cooked rice, beans, and vegetables • Tofu or other soy protein; synthetic ingredients, such as textured soy protein in meat alternatives • Sprouts and sprout seeds • Sliced melons, cut tomatoes, and cut leafy greens • Untreated garlic-and-oil mixtures	List examples of me. A food allergy is the body’s negative reaction to a food protein. The proteins that cause allergic reactions are called food allergens, and these proteins occur naturally. When enough of the allergen is eaten, the immune system mistakenly considers it harmful and attacks the protein. This can result in an allergic reaction. People with food allergies can become sick or sometimes die from eating even tiny amount of a triggering allergen. In fact, if a food allergen even touches a dish that an allergic guest eats, it can be enough to trigger a reaction. When a food item containing an allergen comes in contact with another food item and their proteins mix, it’s called cross-contact. It sounds similar to cross-contamination, doesn’t it? But cross-contact refers specifically to food allergens. The Big Eight Food Allergens: • Eggs • Crustacean shellfish, such as crab, lobster, and shrimp • Fish, such as tuna and cod • Milk • Peanuts • Soy • Tree nuts, such as almonds, walnuts and pecans • Wheat
List what can happen if I am not handled properly. Foodborne illness	List what can happen if I am not handled properly. People with food allergies can become sick or sometimes die from eating even a tiny amount of a triggering allergen. In fact, if a food allergen even touches a dish that an allergic guest eats, it can be enough to trigger a reaction.

Continued on the next page.

ACTIVITY 6.7 | TCS FOOD AND THE BIG EIGHT ALLERGENS (continued)

TCS Food	The “Big Eight” Allergens
List how I can be handled properly. You can control the growth of most bacteria by keeping food out of the temperature danger zone—the temperature range between 41°F and 135°F (5°C and 57°C). Bacteria grow well in this temperature range. To reduce the risk of foodborne illness, food handlers must keep TCS food out of the temperature danger zone as much as possible.	List how I can be handled properly. Serving guests with food allergies: • Tell the guest how each dish is made. It is important to know which dishes contain Big Eight allergens. • Tell the guest about any “secret” ingredients that may contain allergens. While you might not want to share these recipes with the public, you still must be able to tell the guest if the dish contains an allergen. • Suggest alternative menu items that don’t have the food allergen. • Identify the allergen special order. Clearly indicate the order for the guest with the allergy. This is important for the kitchen staff. It’s also a good idea to verbally tell the kitchen staff about the food allergen. • Hand-deliver the allergen special order to the guest. Do this separately from other food to prevent cross-contact. Preparing Food for Guests with Food Allergies: • Check recipes and ingredient labels. Make sure the allergen is not present. • Wash, rinse, and sanitize cookware, utensils, and equipment before preparing the food. This includes food-prep surfaces. • Make sure the allergen doesn’t touch anything that is going to be served to or used by these guests. This includes food, beverages, utensils, or anything that is used in preparing food for them, such as equipment and gloves. • Wash your hands and change gloves before preparing the food. • Use equipment assigned only for preparing allergen special orders. Use separate fryers and cooking oils when frying food for guests with food allergies.

ACTIVITY 6.7 | TCS FOOD AND THE BIG EIGHT ALLERGENS (continued)

TCS Food	The “Big Eight” Allergens
Explain the difference between foodborne illness and an allergic reaction. A food allergy is the body’s negative reaction to a food protein. The proteins that cause allergic reactions are called food allergens, and these proteins occur naturally. When enough of the allergen is eaten, the immune system mistakenly considers it harmful and attacks the protein. This can result in an allergic reaction. Foodborne illness is contracted from a pathogen or toxin, where an allergic reaction is a medical condition where the reaction is caused by cross-contact. Both illnesses occur in the human body, but an allergy is not something a person can cure—it is a condition. Both also involve contamination during the food-handling process.	

ACTIVITY 6.8 | HOW FAST DOES IT GROW?**Directions**

Bacteria grow at different rates depending on the temperature. At 39°F (6°C), *Listeria monocytogenes* can double its population every 36 hours. But at 55°F (13°C), it doubles every six hours.

Let's say you have two containers of sliced turkey. The first container is held at 39°F (6°C). The second container is held at 55°F (13°C). Each container starts with a single *Listeria* bacterium. How many bacteria will be in each container after three days (72 hours)? Complete the tables to show the growth of the bacteria in each container.

Teacher Note:

In the first container, at 72 hours, there are 4 bacteria (2×2). At 39°F (4°C), the bacteria double every 36 hours. For the second container, at 55°F (13°C), the bacteria double every 6 hours. At the 12-hour mark, there are 4 bacteria (2×2). There are 8 bacteria at 18 hours (4×2), 16 bacteria at 24 hours (8×2), 32 at 30 hours (16×2), 64 at 36 hours (32×2), 128 at 42 hours (64×2), 256 at 48 hours (128×2), 512 at 54 hours (256×2), 1,024 at 60 hours (512×2), 2,048 at 66 hours ($1,024 \times 2$), and 4,096 bacteria at 72 hours ($2,048 \times 2$).

ACTIVITY 6.8 | HOW FAST DOES IT GROW? (continued)**First Container, at 39°F (6°C)**

Time	Bacteria
0 hours	1
36 hours	2
72 hours	4

Second Container, at 55°F (13°C)

Time	Bacteria
0 hours	1
6 hours	2
12 hours	4
18 hours	8
24 hours	16
30 hours	32
36 hours	64
42 hours	128
48 hours	256
54 hours	512
60 hours	1024
66 hours	2048
72 hours	4096

Chapter 7

Activity Guide

ACTIVITY 7.1 | FILL IN THE BLANK

Directions

Fill in the blanks for the definitions of the key terms using the glossary.

Teacher Note:

The activity uses the cloze strategy to guide reading or study of the key terms for each chapter, to assist with reading comprehension, and to check for understanding.

Food handlers	All foodservice <u>employees</u> who either <u>handle</u> food <u>directly</u> or <u>work</u> with the <u>surfaces</u> that the <u>food</u> will <u>touch</u> .
Cleaning	Process that <u>removes</u> food and other <u>dirt</u> from a <u>surface</u> .
Sanitizing	Process that <u>reduces</u> <u>pathogens</u> on a <u>surface</u> to <u>safe</u> levels.
Cleaners	Chemicals that <u>remove</u> food, <u>dirt</u> , <u>rust</u> , <u>stains</u> , <u>minerals</u> , and other <u>deposits</u> ; cleaners include the following <u>four</u> groups: <u>detergents</u> , <u>degreasers</u> , <u>delimers</u> , and <u>abrasive</u> cleaners.
Detergents	Cleaners that are either <u>general</u> purpose or <u>heavy</u> duty; <u>general</u> -purpose detergents remove <u>fresh</u> dirt and can be <u>used</u> on almost <u>anything</u> , whereas <u>heavy</u> -duty detergents <u>remove</u> <u>wax</u> , dried-on <u>dirt</u> , and baked-on <u>grease</u> .

ACTIVITY 7.1 | **FILL IN THE BLANK** (*continued*)

Degreasers	Cleaners that <u>dissolve</u> <u>grease</u> and work well where <u>grease</u> has <u>burned</u> on, such as on <u>oven</u> doors and range <u>hoods</u> .
Delimers	<u>Acid</u> cleaners used on <u>mineral</u> deposits and <u>dirt</u> that other cleaners cannot remove; for example, they are <u>designed</u> to <u>clean</u> <u>scaling</u> (mineral deposits such as those left by hard water), <u>rust</u> stains, and <u>tarnish</u> .
Abrasive cleaners	Cleaners with a <u>scouring</u> agent that helps <u>scrub</u> <u>hard</u> -to- <u>remove</u> dirt; <u>dish</u> washers often use abrasive cleaners to <u>remove</u> <u>baked</u> -on foods in pots and <u>pans</u> .
Contact time	The amount of <u>time</u> that <u>items</u> being <u>sanitized</u> must be <u>immersed</u> in the sanitizing <u>solution</u> ; the contact <u>time</u> depends on the <u>type</u> of sanitizer being <u>used</u> .
Cleaning program	A system that <u>organizes</u> all of the <u>cleaning</u> and sanitizing <u>tasks</u> in the kitchen; restaurant and foodservice managers with the most <u>effective</u> cleaning <u>programs</u> focus on <u>three</u> things: (1) creating a <u>master</u> cleaning <u>schedule</u> , (2) <u>training</u> staff to <u>follow</u> the cleaning <u>schedule</u> , and (3) <u>monitoring</u> the <u>program</u> to make sure it <u>works</u> .

Continued on the next page.

ACTIVITY 7.1 | **FILL IN THE BLANK** (*continued*)

Integrated pest management (IPM) program

A system that will prevent, control, or eliminate pest infestations in an operation by using prevention measures to keep pests from entering the operation and using control measures to eliminate any pests that get inside; there are three basic rules for an IPM program: (1) deny pests access to the operation; (2) deny pests food, water, and a hiding or nesting place; and (3) work with a licensed pest control operator (PCO) to get rid of pests that do enter the operation.

ACTIVITY 7.2 | HOW FOOD HANDLERS CAN CONTAMINATE FOOD**Directions**

Create images to illustrate how food handlers can contaminate food, using the following prompts.

Teacher Note:

Guide students to describe and define the actions a food handler may take and the bad practices that cause foodborne illness. Allow students to create or find images that describe these actions to provide further understanding of the learning objective.

This activity uses semantic mapping to organize the content into a visual representation of the information, which provides an alternate display of the content. This activity uses a graphic thinking model to show a sequence of events, time order or plan, concept map, and visualizing to connect the learning objectives to big ideas and career planning.

It activates background knowledge and reinforcement of the curriculum, incorporates goal-directed learning and self-assessment, and encourages reflection. It can be customized for a variety of learners with the use of media, visual representations, or assistive technology.

This activity uses the instructional strategy of the classification chart to guide students through the content. This also uses elements of a comparison matrix. Allow students to reach beyond the text and research additional information, with access to tools or technologies to navigate the material.

This activity provides a graphic organizer or concept map to highlight the content listed in the essential skill steps. It also provides a repeated reading of a select passage to apply critical thinking to create an example. Students may be able to add the examples provided in the text, or allow students to engage in exploration or other essential questions and big ideas by creating their own examples.

Answers: Refer to the content describing how food handlers can contaminate food with personal behaviors. Students may use a variety of symbols to describe the actions.

Continued on the next page.

ACTIVITY 7.2 | HOW FOOD HANDLERS CAN CONTAMINATE FOOD (continued)

Food handlers can contaminate food in any of the following ways:

- Have a foodborne illness
- Have wounds that contain a pathogen
- Have contact with a person who is sick
- Touch their hair, faces, or bodies and then don't wash their hands
- Touch anything that may contaminate their hands and then don't wash them
- Have symptoms such as diarrhea, vomiting, or jaundice (a yellowing of the eyes or skin)
- Eat, drink, smoke, or chew gum or tobacco while preparing or serving food
- Touch anything that has come into contact with human blood

To prevent food handlers from contaminating food, managers must create personal hygiene policies. These policies must address personal cleanliness, clothing, hand care, and health.

ACTIVITY 7.2 | HOW FOOD HANDLERS CAN CONTAMINATE FOOD (continued)

Have a foodborne illness	*Image of a “green” or sick person.
Have wounds that contain a pathogen	*Image of an infected wound exposed on arm.
Have contact with a person who is sick	*Image of person shaking hand with a “green” or sick person.
Touch their hair, faces, or bodies and then do not wash their hands	*Image of person touching their face or hair, image of a handwashing sink with an “X” through it to show not washing hands.

Continued on the next page.

ACTIVITY 7.2 | **HOW FOOD HANDLERS CAN CONTAMINATE FOOD** *(continued)*

Have symptoms such as diarrhea, vomiting, or jaundice (a yellowing of the eyes or skin)	*Image of dirty hands.
Touch anything that may contaminate their hands and then do not wash them	*Image of a toilet to show diarrhea or vomiting, yellow eyes.
Eat, drink, smoke, or chew gum or tobacco while preparing or serving food	*Image of cigarettes or gum package.
Touch anything that has come into contact with human blood	*Image of a cut or blood near a food-contact surface.

ACTIVITY 7.3 | WORD SEARCH

Directions

Find and circle the key terms listed at the bottom.

Teacher Note:

This activity clarifies vocabulary into structured symbols, and provides an alternative way to display the content.

L L L V Z K E D Y G **S A N I T I Z I N G** U C V G L O Z I M L
 R V M E H E W R P U W N X I T P I W F A W Y F E J F I U M A
 B B S **D E T E R G E N T S** E D N F D T X L M H P S B L **F** D Q
 Z I G C M I T O O F L C I A W X S V L U L N R A K J D **O** G O
 J E K N U H M I K L W U N I Z M U M J I S T O I K H O **O** A D
 C U F K X Y B W C F H F B U C F F V H G H X Q C N J O **D** Y J
 Q F L X C A J Y D P D H C O I Q K C R A T R O U U D D **H** Q J
 F E W I W O A U F R K H E H P V V H S A P A I P S S H **A** I S
 Z F D M C D I E X O X G D D Z F Q T X K C T L O K F V **N** L S
 A T Q V Q Q T I J E P N S Q X R Q K V U M S Q E O M K **D** Z J
 W Q X V N D K M I V J G V H U I G G I O C J B W P C K **L** Y G
 K W B N **D** W J G T T Q W M Y M V H Z **A** H L S A V L R F **E** Z L
 M E N I **E** B W L V U F J C Z T R Q E **B** Q W V P F L **C** C **R** O H
 C W **C** D **L** Z Z K G G D L J B C N U T **R** P U M X S O **L** L **S** F F
 I G **L** Z **I** S L E T V G L O G C X V H **A** O Y D O M M **E** D I Q X
 S H **E** H **M** G S M P C N C H E Z F T C **S** M L Y I Q T **A** J P R D
 J Y **A** Q **E** E O L M G S G G P J T V E **I** Z Z L W K O N **N** I B H **C**
 J Y **N** B **R** N H H Q B Z L L O Y U E K **V** V V H P I K **E** W X H **L**
 C V **I** S **S** R D F E G J W I N P D T V **E** J B J T C W **R** W M X **E**
 M H **N** H K X E N R I R U D D F T M X **C** D C M D Z F **S** T W K **A**
 T A **G** I Z J S Z D N D E L U K S B W **L** I C F D P N V B A U **N**
 V A **P** P C E R A R Q U P U I A Y I R **E** H Q T S X U A F D G **I**
 I R **R** A Q H O **I** **P** **M** **P** **R** **O** **G** **R** **A** **M** Z **A** R R P I I U N H T H **N**
 V F **O** A G **C** O N T A C T T I M E Y O N **N** Z L J D D Z D Y K T **G**
 N B **G** W E C P W V L G F S U F Y S K **E** R Z J U B B K Z J Y K
 O F **R** I K H C F B O D R Y I U Z D C **R** L W W A J Z P O T G E
 D T **A** W K I D R W T O U E P M Z I G **S** F R L Q X V X Y M O T
 H N **M** F T O W Y O M X S R W Y S H L I R Y B V H K W M J W Q
 Z X I S J K **D** **E** **G** **R** **E** **A** **S** **E** **R** **S** V T I J J X S N D I Z S F U
 C E N Y R Y X D M M U B J A P X W F Q B B I N T N J H O X H

Abrasive cleaners

IPM program

Cleaning

Cleaning program

Degreasers

Cleaners

Food handlers

Sanitizing

Delimers

Contact time

Detergents

ACTIVITY 7.4 | WHAT’S THE BIG DEAL WITH PERSONAL HYGIENE?

Directions

Fill in the hygiene guidelines concerning the statements in the left column.

Teacher Note:

Students will complete the “Why,” “Prevents Spread of What Type(s) of Hazard(s),” and the, “What NOT to do,” columns to further understand how personal hygiene is critical in the prevention of foodborne illness as a food handler.

This activity uses the instructional strategy of the classification chart to guide students through the content. Another way to show the content is to develop the categories and segments into a hierarchy, or model the content into a functional visual representation, like a family tree. This also uses elements of a comparison matrix where students can further define the function of the categories as examples of the segments.

This graphic thinking model encourages the synthesizing and organizing of information, connected to the learning objective. It offers a way to visualize and process the information.

Hygiene Guideline	Why?	Prevents spread of what type(s) of hazard(s)?	What NOT to do: Give an example of poor personal hygiene
Food handlers should always cover their hair. Tie long hair back. Wear a clean hat or other hair covering.	Pathogens can travel from dirty hair to food. Hair that is not contained can also fall out into food as a physical hazard.	Biological, Physical	Example: Kayla did not want to ruin her hair style by putting it up and under a hat, so she worked preparing food with her hair down for her shift.
Wear clean clothing every day. This includes chef coats and uniforms.	Dirty clothing may carry pathogens that cause foodborne illness	Biological	Example: Kyle forgot a clean uniform at home. Luckily, Kyle was able to pull a sort-of clean chef coat and uniform from the dirty linen bin—score!

ACTIVITY 7.4 | WHAT'S THE BIG DEAL WITH PERSONAL HYGIENE? (continued)

Hygiene Guideline	Why?	Prevents spread of what type(s) of hazard(s)?	What NOT to do: Give an example of poor personal hygiene
Remove aprons when leaving prep areas; for example, when taking out garbage or using the restroom. Change any apron that becomes dirty.	Pathogens from the garbage area and the bathroom can get onto your apron and, in turn, into food.	Biological	Example: Mikhaela had to use the restroom really fast before the rush started, and ran to the nearest staff restroom. Mikhaela wanted to be ready to cook, so she left the apron on while using the toilet.
Remove jewelry from hands and arms before preparing food or when working around prep areas. Do not wear watches, bracelets (including medical bracelets), or rings, except for a plain metal band.	Pathogens can stick all over your nice jewelry in little spaces between stones, or in between the links on a watch. These items are too difficult to clean properly, so they are not allowed in food-prep areas. Plain metal bands do not have any cracks or stones for pathogens to hide in, and the smooth surface is non-porous and easy to clean. Another thing to consider is that pieces of the jewelry, like the back of an earring or a stone from a ring, can actually fall out into food—a physical hazard risk.	Biological, Physical	Example: Terry just got a new ring with lots of diamonds. It was too pretty to take off. Terry now has a diamond ring full of <i>E. coli</i> . Gross, Terry!

ACTIVITY 7.5 | WASH YOUR HANDS**Directions**

Create images that illustrate the guidelines for when you should wash your hands.

Teacher Note:

Guide students to describe and define the situations a food handler may encounter that require handwashing in order to practice good personal hygiene and to prevent foodborne illness. Allow students to create or find images that describe these actions or situations to provide further understanding of the learning objective.

This activity uses the following instructional strategies: Critical thinking, literacy and math integration, classification chart, visualizing, the metacognitive process, and a semantic map.

Handwashing is the most important part of personal hygiene. It may seem like an obvious thing to do, but many food handlers do not wash their hands correctly or as often as they should.

Food handlers must wash their hands before they start work. They must also wash their hands after the following activities:

- Using the restroom
- Handling raw meat, poultry, or seafood
- Touching the hair, face, or body
- Sneezing, coughing, or using a tissue
- Eating, drinking, smoking, or chewing gum or tobacco
- Handling chemicals that might affect food safety
- Taking out garbage
- Clearing tables or busing dirty dishes
- Touching clothing or aprons
- Handling money
- Using a phone or cell phone
- Touching anything else that may contaminate hands, such as dirty equipment, work surfaces, or towels

This activity uses semantic mapping to organize the content into a visual representation of the information, which provides an alternate display of the content. This activity uses a graphic thinking model to show a sequence of events, time order or plan, concept map, and visualizing to connect the learning objectives to big ideas and career planning.

ACTIVITY 7.5 | WASH YOUR HANDS (continued)

After using the restroom	*Image of a restroom door or toilet.
After handling raw meat, poultry, or seafood	*Image of raw meat, poultry, or seafood, and a hand touching these items.
After touching the hair, face, or body	*Image of a hand touching the face or hair.
After sneezing, coughing, or using a tissue	*Image of person blowing the nose or sneezing.

Continued on the next page.

ACTIVITY 7.5 | WASH YOUR HANDS *(continued)*

After eating, drinking, smoking, or chewing gum or tobacco	*Image of cigarette or package of gum and a hand touching these items.
After handling chemicals that might affect food safety	*Image of a hand holding a chemical bottle.
After taking out garbage	*Image of a hand holding a garbage bag.
After clearing tables or busing dirty dishes	*Image of hands touching dirty dishes.

ACTIVITY 7.5 | WASH YOUR HANDS (continued)

After touching clothing or aprons	*Image of hands wiping a dirty apron.
After handling money	*Image of hands accepting money from a guest.
After using a phone or cell phone	*Image of hands texting or holding a phone.
After touching anything else that may contaminate hands, such as dirty equipment, work surfaces, or towels	*Image of hands wiping a dirty counter or piece of equipment.

ACTIVITY 7.6 | GIVE ME FIVE**Directions**

STEP 1 Fill in the guidelines for each step of the correct handwashing procedure.

Teacher Note:

This activity uses the following instructional strategies: critical thinking, literacy and math integration, classification chart, visualizing, the metacognitive process, and a semantic map.

1 Wet hands and arms with running water as hot as you can comfortably stand (at least 100°F (38°C)).

2 Apply soap. Apply enough to build up a good lather.

3 Scrub hands and arms vigorously for 10 to 15 seconds. Clean under fingernails and between fingers.

4 Rinse hands and arms thoroughly under running water.

5 Dry hands and arms with a single-use paper towel or warm-air hand dryer.

ACTIVITY 7.6 | GIVE ME FIVE (continued)

STEP 2 For each hand-care guideline, add the hazard that the guideline prevents (physical or biological).

Hazard	Hand-Care Guideline
Biological	Keep fingernails short and clean. Long fingernails can be difficult to keep clean.
Physical and biological	Do not wear false nails. They can break off into food and are difficult to keep clean.
Physical and biological	Do not wear nail polish. It can hide dirt under nails and flake off into food.
Physical and biological	Wear a bandage over wounds on hands and arms. Make sure it keeps the wound from leaking. Also wear a single-use glove or a finger cot (a finger cover) over bandages on hands or fingers. These will protect the bandage and keep it from falling off into food.

ACTIVITY 7.7 | MAKING THE CONNECTION: FOODBORNE ILLNESS**Directions**

Explain how handwashing, hand-care guidelines, and glove use all relate to preventing foodborne illness. Why are clean hands so important to food safety and good personal hygiene?

Teacher Note:

This activity uses semantic mapping to organize the content into a visual representation of the information, which provides an alternate display of the content. This activity uses a graphic thinking model to show a sequence of events, time order or plan, concept map, and visualizing to connect the learning objectives to big ideas and career planning.

**Handwashing**

Personal cleanliness is not just important for giving guests a good impression. It is an important part of personal hygiene as well. Pathogens can be found on hair and skin that aren't kept clean. These pathogens can be transferred to food and food equipment, contaminating that food and equipment.

Handwashing is the best way to prevent foodborne illness and the spread of pathogens.

Hand-Care Guidelines

Hand-care guidelines prevent the spread of pathogens and physical hazards like nail polish or fake nails that may contaminate food.

How to Use Gloves

Using bare hands to handle ready-to-eat food can increase the risk of contaminating it. Gloves, tongs, and deli tissues can help keep food safe by creating a barrier between hands and food.

ACTIVITY 7.8 | SO FRESH AND SO CLEAN (AND SANITIZED)**Directions**

Complete the following table to describe the steps for the proper cleaning and sanitizing of surfaces and equipment. Then, write a short response to explain when certain items should be cleaned and sanitized.

Teacher Note:

This activity uses semantic mapping to organize the content into a visual representation of the information, which provides an alternate display of the content. This activity activates background knowledge and reinforcement of the curriculum, incorporates goal-directed learning and self-assessment, and encourages reflection. It can be customized for a variety of learners with the use of media, visual representations, or assistive technology.

This activity uses the instructional strategy of the classification chart to guide students through the content. This also uses elements of a comparison matrix. Allow students to reach beyond the text and research additional information with access to tools or technologies to navigate the material.

**ESSENTIAL SKILLS: CLEANING AND SANITIZING A SURFACE**

1	Remove food bits from surface.
2	Clean the surface.
3	Rinse the surface.
4	Sanitize the surface.
5	Let the surface air-dry.

Continued on the next page.

ACTIVITY 7.8

SO FRESH AND SO CLEAN (AND SANITIZED) *(continued)*



ESSENTIAL SKILLS: WASHING KITCHEN EQUIPMENT
IN A THREE-COMPARTMENT SINK

1	Rinse, scrape, or soak items before washing them.
2	Clean items in the first sink. Wash them in a detergent solution at least 110°F (43°C). Use a brush, cloth, or nylon scrub pad to loosen dirt. Change the detergent solution when the suds are gone or the water is dirty.
3	Rinse items in the second sink. Spray them with water or dip them in water. Make sure you remove all traces of food and detergent. If dipping the items, change the rinse water when it becomes dirty or full of suds.
4	Sanitize items in the third sink. Soak them in hot water or a sanitizer solution. If using heat, remember to check the temperature of the water. If using chemicals, remember to use a test kit.
5	Air-dry items. Place items upside down so they will drain.

When should items be cleaned and sanitized? Write your response here.

Cleaning removes food and other dirt from a surface. Sanitizing reduces pathogens on a surface to safe levels.

All surfaces must be cleaned and rinsed, including walls, storage shelves, and garbage containers. In addition, any equipment or surface that touches food, such as knives, stockpots, preparation tables, and cutting boards, must be cleaned and sanitized.

All food-contact surfaces need to be cleaned and sanitized at the following times:

- After they are used.
- Before food handlers start working with a different type of food.
- Any time food handlers are interrupted during a task and the items being used may have been contaminated.
- After four hours, if items are in constant use.

Never use cloths or towels meant for cleaning food spills to clean food-contact surfaces. Store cloths or towels for general cleaning in a sanitizer solution between uses. Keep towels that come in contact with raw meat, seafood, or poultry separate from other cleaning towels.

ACTIVITY 7.9 | GET WITH THE CLEANING PROGRAM**Directions**

Complete the following table to explain the guidelines for developing a cleaning program and a master cleaning schedule. Then, create a master cleaning schedule to use in your own life. For example, develop a master cleaning schedule for your car, locker, or bedroom.

Teacher Note:

This activity activates background knowledge and reinforcement of the curriculum, incorporates goal-directed learning and self-assessment, and encourages reflection. It can be customized for a variety of learners with the use of media or visual representations or assistive technology.

This activity uses the instructional strategy of the classification chart to guide students through the content. This also uses elements of a comparison matrix. Allow students to reach beyond the text and research additional information with access to tools or technologies to navigate the material.

This activity provides a graphic organizer or concept map to highlight the content listed in the essential skill steps. It also provides a repeated reading of a select passage to apply critical thinking to create an example. Students may be able to add the examples provided in the text, or allow student to engage in exploration or other essential questions and big ideas by creating their own examples.

Continued on the next page.

ACTIVITY 7.9 | GET WITH THE CLEANING PROGRAM *(continued)*

A cleaning program is a system that organizes all of the cleaning and sanitizing tasks in the kitchen. A clean and sanitary operation is critical to a successful food safety management system. Restaurant and foodservice managers with the most effective cleaning programs focus on three things:

- 1 Creating a master cleaning schedule
- 2 Training staff to follow it
- 3 Monitoring the program to make sure it works

To create a master cleaning schedule, you must walk through the facility and look at the way cleaning is done. Then figure out how things need to be cleaned and the ways to make improvements. Next, make a master cleaning schedule. The schedule should have the following information:

- The item that needs to be cleaned
- What should be cleaned on that item
- When it should be cleaned
- What should be used to clean it
- Who should clean it

ACTIVITY 7.9 | GET WITH THE CLEANING PROGRAM (continued)

What should happen next after the cleaning schedule is created? List some of the key steps that should follow.

Once the schedule is created, employees must be trained to follow it. Then managers must make sure the schedule is working by checking that the cleaning is being done. Review and update the schedule as needed, for example, when the menu changes or when new equipment is purchased.

The importance of making sure the schedule is followed cannot be overstated.

Why is effective cleaning so important?

Effective cleaning helps to keep an operation free of smells, noise, pests, and messiness. It also helps prevent the transfer of pathogens from dirty surfaces to food or to clean surfaces. In addition, it helps guests to feel comfortable and safe in your operation.

Master Cleaning Schedule:

Item	What	When	Use	Who

Chapter 8

Activity Guide

ACTIVITY 8.1 | FILL IN THE BLANK

Directions

Fill in the blanks for the definitions of the key terms using the glossary.

Flow of food	The <u>path</u> that <u>food</u> takes in an operation, from the operation's <u>purchase</u> to its <u>service</u> of the food.
Cross-contamination	Result when pathogens <u>spread</u> from one <u>surface</u> or <u>food</u> to <u>another</u> .
Time-temperature abuse	Result when <u>food</u> has <u>remained</u> too long in the temperature <u>danger</u> zone, <u>41</u> °F to <u>135</u> °F (5°C to 57°C), which is the <u>range</u> in which <u>pathogens</u> grow <u>well</u> ; the <u>longer</u> food stays in the temperature <u>danger</u> zone, the <u>more</u> time <u>pathogens</u> have to <u>grow</u> . In addition, <u>food</u> is time-temperature <u>abused</u> any time it is <u>cooked</u> to the <u>wrong</u> internal <u>temperature</u> , <u>held</u> at the <u>wrong</u> temperature, or <u>cooled</u> or reheated <u>incorrectly</u> .

ACTIVITY 8.1 | **FILL IN THE BLANK** (*continued*)

Bimetallic stemmed thermometer	This type of <u>thermometer</u> can <u>check</u> temperatures from <u>0</u> °F to <u>220</u> °F (-18°C to 104°C) through its <u>metal</u> stem, which makes it useful for <u>checking</u> both <u>hot</u> and <u>cold</u> types of food. The <u>sensing</u> area of the thermometer goes from the <u>tip</u> of the <u>stem</u> to the <u>dimple</u> ; when checking temperature, <u>insert</u> the <u>stem</u> into the <u>food</u> up to the <u>dimple</u> .
Calibrated	Describes a <u>thermometer</u> that is <u>adjusted</u> to <u>ensure</u> it gives a <u>correct</u> reading.
Ice-point method	To <u>calibrate</u> , or <u>adjust</u> , a thermometer <u>based</u> on the <u>temperature</u> at which water <u>freezes</u> in order to <u>ensure</u> its <u>accuracy</u> .
Boiling-point method	To <u>calibrate</u> , or <u>adjust</u> , a thermometer based on the <u>temperature</u> at which water <u>boils</u> in order to <u>ensure</u> its <u>accuracy</u> .
Boiling	Describes the <u>point</u> where <u>water</u> is <u>hot</u> enough that <u>bubbles</u> form and rise to the top as <u>vapor</u> (steam).
Approved food source	A <u>source</u> of food that has been <u>inspected</u> by appropriate <u>agencies</u> (e.g., government agencies) and <u>meets</u> all applicable local, state, and federal <u>laws</u> .

Continued on the next page.

ACTIVITY 8.1 FILL IN THE BLANK (*continued*)

First-in, first-out (FIFO)	A <u>method</u> of <u>rotating</u> food in <u>storage</u> to <u>use</u> the <u>oldest</u> inventory <u>first</u>, which could include the following: (1) <u>Identify</u> the food item's use-by or <u>expiration</u> date, which is usually somewhere on the packaging; (2) <u>store</u> items with the <u>earliest</u> use-by or expiration <u>date</u> in <u>front</u> of items with <u>later</u> dates; (3) once shelved, <u>use</u> those <u>items</u> stored in <u>front</u> first.
Ice-water bath	A large <u>pot</u> filled with ice <u>water</u> in which containers of <u>hot</u> food can be <u>placed</u> in order for the <u>food</u> to be <u>cooled</u> more <u>quickly</u> and <u>evenly</u>, with frequent stirring.
Ice paddles	Plastic <u>paddles</u> that can be <u>filled</u> with <u>ice</u> or with <u>water</u> and then <u>frozen</u> and <u>used</u> to stir <u>food</u> in order to <u>cool</u> it <u>quickly</u>.
Off-site service	<u>Service</u> of food <u>away</u> from the <u>kitchen</u> operation, including <u>delivery</u>, <u>mobile</u>/temporary kitchens, and <u>vending</u> machines.
Food safety management system	A group of <u>procedures</u> and <u>practices</u> that <u>work</u> together to <u>prevent</u> foodborne <u>illness</u>; combined, these <u>procedures</u> and practices <u>control</u> risks and <u>hazards</u> throughout the <u>flow</u> of <u>food</u> in an operation.

ACTIVITY 8.1 | FILL IN THE BLANK (continued)

Active managerial control	A <u>manager</u> taking <u>responsibility</u> to actively <u>control</u> risk <u>factors</u> for foodborne <u>illness</u> in a <u>proactive</u>, rather than reactive way, including <u>anticipating</u> the <u>risks</u> and <u>planning</u> for them using such <u>tools</u> as <u>training</u> programs, manager <u>supervision</u>, and the incorporation of <u>standard operating procedures</u> (SOPs), or a more complex HACCP (<u>Hazard Analysis Critical Control Point</u>) program.
Hazard Analysis Critical Control Point (HACCP)	An example of a food <u>safety</u> management <u>system</u>; HACCP <u>identifies</u> major <u>biological</u>, <u>chemical</u>, or <u>physical</u> hazards at specific <u>points</u> within a food's <u>flow</u> through the <u>operation</u> so that those <u>hazards</u> can be <u>prevented</u>, <u>eliminated</u>, or <u>reduced</u>. An <u>effective</u> HACCP <u>system</u> is <u>unique</u> to the <u>operation</u> and based upon a written <u>plan</u> that <u>considers</u> an operation's <u>menu</u>, guests, <u>equipment</u>, <u>processes</u>, and operations.

ACTIVITY 8.2 | WORD SCRAMBLE**Directions**

Unscramble the key terms below and then define them in your own words.

Teacher Note:

This activity clarifies vocabulary into structured symbols and provides an alternative way to display the content.

This activity uses the instructional strategy of the classification chart to guide students through the content. Another way to show the content is to develop the categories and segments into a hierarchy, or model the content into a functional visual representation, like a family tree. This also uses elements of a comparison matrix where students can further define the function of the categories as examples.

This graphic thinking model encourages the synthesizing and organizing of information connected to the learning objective. It offers a way to visualize and process the information.

It can easily be modified to include images or symbols to decode the text.

Scrambled Word	Key Term	Definition
1 wlof fo odof	Flow of food	The path that food takes in an operation, from the operation's purchase to its service of the food.
2 csors-omaoitcinannt	Cross-contamination	Result when pathogens spread from one surface or food to another.
3 meit-rrteteemapu auebs	Time-temperature abuse	Result when food has remained too long in the temperature danger zone, 41°F to 135°F (5°C to 57°C), which is the range in which pathogens grow well. The longer food stays in the temperature danger zone, the more time pathogens have to grow. In addition, food is time-temperature abused any time it is cooked to the wrong internal temperature, held at the wrong temperature, or cooled or reheated incorrectly.
4 mitleiacbl dsteemm eemohrmrett	Bimetallic stemmed thermometer	This type of thermometer can check temperatures from 0°F to 220°F (-18°C to 104°C) through its metal stem, which makes it useful for checking both hot and cold types of food. The sensing area of the thermometer goes from the tip of the stem to the dimple. When checking temperature, insert the stem into the food up to the dimple.
5 lcatareib	Calibrate	Used to adjust a thermometer to ensure it gives a correct reading.
6 lec-pnito otedmh	Ice-point method	To calibrate, or adjust, a thermometer based on the temperature at which water freezes in order to ensure its accuracy.

ACTIVITY 8.2 | WORD SCRAMBLE (continued)

Scrambled Word	Key Term	Definition
7 Iniboig-ntipo dhomte	Boiling-point method	To calibrate, or adjust, a thermometer based on the temperature at which water boils in order to ensure its accuracy.
8 aeordvpp ofdo rcesuo	Approved food source	A source of food that has been inspected by appropriate agencies (e.g., government agencies) and meets all applicable local, state, and federal laws.
9 trfis-ni, rtfis-out (offi)	First-in, first-out (FIFO)	A method of rotating food in storage to use the oldest inventory first, which could include the following: (1) Identify the food item's use-by or expiration date, which is usually somewhere on the packaging; (2) store items with the earliest use-by or expiration dates in front of items with later dates; (3) once shelved, use those items stored in front first.
10 lec-rweta htba	Ice-water bath	A large pot filled with ice water in which containers of hot food can be placed in order for the food to be cooled more quickly and evenly with frequent stirring.
11 cle eadpld	Ice paddle	Plastic paddles that can be filled with ice or with water and then frozen and used to stir food in order to cool it quickly.
12 ffo-etsi vceeris	Off-site service	Service of food away from the kitchen operation, including delivery, mobile/temporary kitchens, and vending machines.
13 oodf aetfsy geamtmaen mysest	Food safety management system	A group of procedures and practices that work together to prevent foodborne illness. Combined, these procedures and practices control risks and hazards throughout the flow of food in an operation.
14 vciate enrlagmaia orlntco	Active managerial control	A manager taking responsibility to actively control risk factors for foodborne illness in a proactive, rather than reactive, way, including anticipating the risks and planning for them using such tools as training programs, manager supervision, and the incorporation of standard operating procedures (SOPs), or a more complex HACCP (Hazard Analysis Critical Control Point) program.
15 hdarza assnylia rliticca oolntcr itnpo (acphc)	Hazard Analysis Critical Control Point (HACCP)	An example of a food safety management system. HACCP identifies major biological, chemical, or physical hazards at specific points within a food's flow through the operation so that those hazards can be prevented, eliminated, or reduced. An effective HACCP system is unique to the operation and based upon a written plan that considers an operation's menu, guests, equipment, processes, and operations.

ACTIVITY 8.3

COMPARE AND CONTRAST

Directions

In the spaces provided, answer the questions and then compare and contrast cross-contamination and time-temperature abuse.

Teacher Note:

This activity uses the instructional strategy of the classification chart to guide students through the content. Another way to show the content is to develop the categories and segments into a hierarchy, or model the content into a functional visual representation, like a family tree. This also uses elements of a comparison matrix where students can further define the function of the categories as examples.

This graphic thinking model encourages the synthesizing and organizing of information connected to the learning objective. It offers a way to visualize and process the information. It can easily be modified to include images or symbols to decode the text.

Cross-Contamination	Time-Temperature Abuse
List examples of me. • Raw food and ready-to-eat food or surfaces touching these things. • Not cleaning and sanitizing work surfaces and utensils between each product preparation. • Using the same table to prepare many kinds of food, prepare raw meat, seafood, and poultry at the same time as ready-to-eat food. • Chemicals are stored and used on and near food and food-contact surfaces. • Food is stored incorrectly in the cooler or freezer. • Preparing items with known allergens for guests that suffer from food allergies.	List examples of me. • Food has remained in the temperature danger zone (TDZ), 41°F to 135°F (5°C to 57°C). • Food is held in the TDZ for four or more hours. • Food is cooked to the wrong internal temperature. • Food is held at the wrong temperature. • Food is cooled or reheated incorrectly.
List how I can cause harm. Pathogens can spread from one surface or food to another—otherwise known as cross-contamination. This can cause items to be infected by the pathogens that can cause foodborne illness.	List how I can cause harm. Many foodborne illnesses happen because TCS food has been time-temperature abused. This means food has remained in the temperature danger zone, 41°F to 135°F (5°C to 57°C). Pathogens grow well in this range, and they grow especially quickly in the middle of the range, between 70°F and 125°F (21°C to 52°C). The longer food stays in the temperature danger zone, the more time pathogens have to grow.

ACTIVITY 8.3 | COMPARE AND CONTRAST *(continued)*

Cross-Contamination	Time-Temperature Abuse
List how to prevent me from causing harm. If food handlers understand how and when cross-contamination can happen, then they can prevent it. The most basic way to prevent cross-contamination is to separate raw food and ready-to-eat food. To do this, employees must: • Make sure workstations, cutting boards, and utensils are clean and sanitized. • Not allow ready-to-eat food to touch surfaces that have come in contact with raw meat, seafood, or poultry. • Clean and sanitize work surfaces and utensils between each product preparation. If using the same table to prepare many kinds of food, prepare raw meat, seafood, and poultry at a different time than ready-to-eat food. Make sure chemicals are stored and used away from food and food-contact surfaces.	List how to prevent me from causing harm. To keep food safe, reduce the time it spends in this temperature range. If food is held in this range for four or more hours, throw it out. In addition, food is time-temperature abused any time it is cooked to the wrong internal temperature, held at the wrong temperature, or cooled or reheated incorrectly.
Explain the difference between cross-contamination and time-temperature abuse. What do they have in common? What distinguishes one from the other? Write a paragraph to explain. Cross-contamination is the spread of pathogens from one surface or food to another, which can cause foodborne illness. Time-temperature abuse means that food has stayed in the temperature danger zone, where pathogens can grow quickly. Both can be prevented, and can happen at any point in the flow of food. To protect food during preparation, you must handle it safely. The keys are time and temperature control and preventing cross-contamination. Both are also a part of a food safety management system.	

ACTIVITY 8.4 | KEEP IT CALIBRATED**Directions**

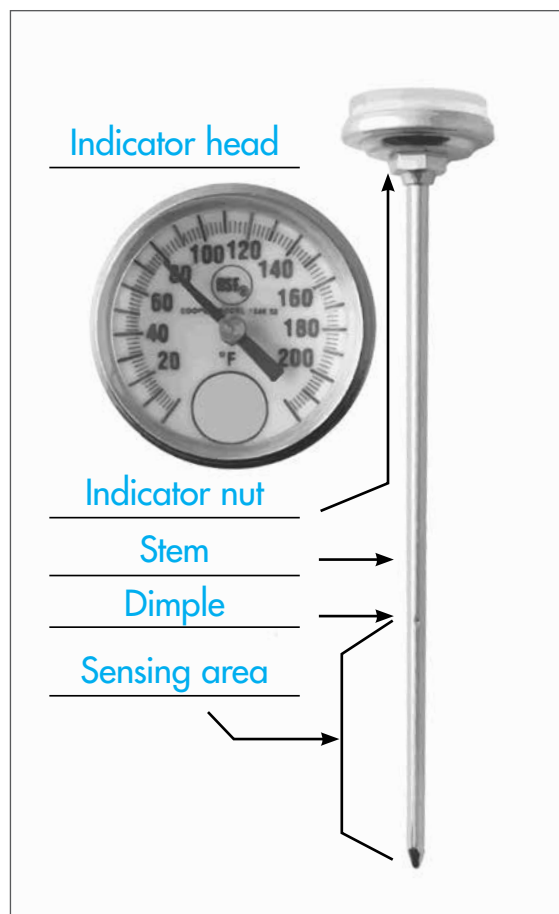
Label each part of a bimetallic stemmed thermometer. Then, describe how to calibrate the thermometer using the ice-point method.

Teacher Note:

This activity uses semantic mapping to organize the content into a visual representation of the information, which provides an alternate display of the content. This activity uses a graphic thinking model to show a sequence of events, time order or plan, concept map, and visualizing to connect the learning objectives to big ideas and career planning.

This graphic thinking model encourages the synthesizing and organizing of information, connected to the learning objective. It offers a way to visualize and process the information.

It can easily be modified to include images or symbols to decode the text.



ACTIVITY 8.4 | KEEP IT CALIBRATED (continued)**How to Calibrate Thermometers**

Follow these steps to calibrate a thermometer using the ice-point method.

- 1** Fill a large container with crushed ice. Add tap water until the container is full.
 - Stir the mixture well.
- 2** Put the thermometer stem into the ice water. Make sure the sensing area is under water.
 - Wait 30 seconds, or until the indicator stops moving.
 - Do **not** let the probe touch the container.
- 3** Adjust the thermometer so it reads 32°F (0°C).
 - Hold the calibration nut with a wrench or other tool. Rotate the thermometer head until it reads 32°F (0°C).

ACTIVITY 8.5 | THE FLOW OF FOOD**Directions**

Explain how the different parts of the flow of food all work together to keep food safe.

Teacher Note:

This activity uses the instructional strategy of the classification chart to guide students through the content. Another way to show the content is to develop the categories and segments into a hierarchy, or model the content into a functional visual representation, like a family tree. This also uses elements of a comparison matrix where students can further define the function of the categories as examples.

This graphic thinking model encourages the synthesizing and organizing of information connected to the learning objective. It offers a way to visualize and process the information.

It can easily be modified to include images or symbols to decode the text.

This activity uses semantic mapping to organize the content into a visual representation of the information, which provides an alternate display of the content. This activity uses a graphic thinking model to show a sequence of events, time order or plan, concept map, and visualizing to connect the learning objectives to big ideas and career planning.

Answers can include any of the following content:

Purchasing

- Approved food source

All the food used in a restaurant or foodservice operation should come from approved, reputable suppliers. An approved, reputable supplier is one that has been inspected by appropriate agencies and meets all applicable local, state, and federal laws.

ACTIVITY 8.5 | THE FLOW OF FOOD (continued)**Receiving**

- Temperature
- Packaging
- Product quality

Deliveries should be carefully and immediately inspected.

Then they should be put away quickly and stored in the correct order.

The packaging of food and nonfood items should be intact and clean. Reject any items with packaging problems.

Poor food quality is sometimes a sign of time-temperature abuse. Reject food if it has any of these problems:

- Moldy or has an abnormal color
- Slimy, sticky, or dry texture
- Soft flesh that leaves an imprint when you touch it
- Abnormal or unpleasant odor

Storage

- FIFO
- Preventing cross-contamination during storage

Store all TCS food at 41°F (5°C) or lower, or at 135°F (57°C) or higher. Make sure to monitor food temperatures regularly.

Label all ready-to-eat TCS food that is prepped in-house if it will be held for longer than 24 hours. The label must include the name of the food and the date by which it should be sold, eaten, or thrown out. This food can be stored for a maximum of seven days at 41°F (5°C) or lower.

Rotate food in storage to use the oldest inventory first.

Store food to prevent cross-contamination by wrapping or covering it tightly. Store refrigerated raw meat, poultry, and seafood separately from ready-to-eat food. Food storage should occur in the following top-to-bottom order:

1. Ready-to-eat food (top)
2. Seafood
3. Whole cuts of beef and pork
4. Ground meat and ground fish
5. Whole and ground poultry (bottom)

This order is based on the minimum internal cooking temperature of each food.

Continued on the next page.

ACTIVITY 8.5 | THE FLOW OF FOOD (continued)**Preparation and Cooking**

- Time-temperature abuse during preparation
- Thawing
- Proper internal cooking temperatures

Cross-contamination and time-temperature abuse can happen easily when you are preparing and cooking food.

When thawing food before preparation, never thaw food at room temperature. Cooking food to the correct temperature is critical for keeping it safe. Each type of food has a minimum internal temperature that it must reach.

Once food reaches its minimum internal temperature, make sure that it stays at that temperature for a specific amount of time.

Holding, Cooling, and Reheating

- Holding food safely
- Correct cooling process
- Reheating food correctly
- Serving food correctly

Keep food out of the temperature danger zone.

To hold TCS food safely, follow these guidelines:

- Hold hot food at 135°F (57°C) or higher.
- Hold cold food at 41°F (5°C) or lower.
- Check temperatures at least every four hours. Throw out any food that's in the temperature danger zone.
- Do not use hot-holding equipment to reheat food if it is not designed to do so.

The cooling process:

- First, cool food from 135°F (57°C) to 70°F (21°C) within two hours.
- Then cool it to 41°F (5°C) or lower in the next four hours.
- If food hasn't reached 70°F (21°C) within two hours, it must be either thrown out or reheated and then cooled again.

Follow these guidelines when reheating food:

- Food reheated for immediate service: You can reheat food that will be served immediately to any temperature.
- Food reheated for hot-holding: You must heat TCS food for hot-holding to an internal temperature of 165°F (74°C) for 15 seconds. Make sure the food reaches this temperature within two hours from start to finish.

ACTIVITY 8.6 | MAKING THE CONNECTION**Directions**

Explain the special receiving guidelines for the following items.

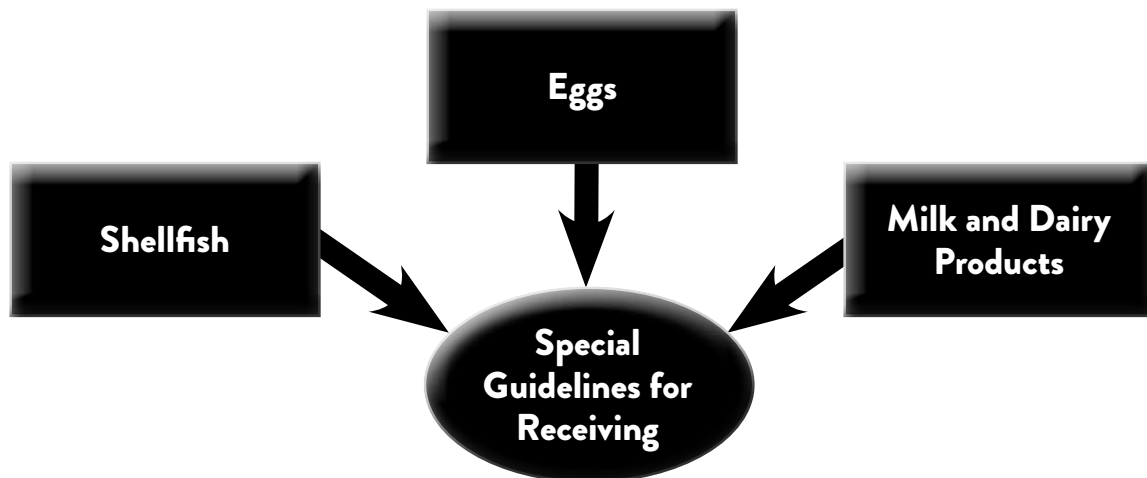
Teacher Note:

This activity uses semantic mapping to organize the content into a visual representation of the information, which provides an alternate display of the content. This activity uses a graphic thinking model to show a sequence of events, time order or plan, concept map, and visualizing to connect the learning objectives to big ideas and career planning.

This activity uses the following instructional strategies: critical thinking, literacy and math integration, classification chart, visualizing, the metacognitive process, and a semantic map.

This graphic thinking model encourages the synthesizing and organizing of information connected to the learning objective. It offers a way to visualize and process the information.

It can easily be modified to include images or symbols to decode the text.



Continued on the next page.

ACTIVITY 8.6 | MAKING THE CONNECTION *(continued)***Shellfish**

Live shellfish such as oysters, mussels, clams, and scallops should be received at an air temperature of 45°F (7°C) and an internal temperature no greater than 50°F (10°C).

Once received, the shellfish must be cooled to 41°F (5°C) or lower in four hours. Shucked shellfish (shellfish that has been removed from its shell) should be received at 45°F (7°C) or lower. Cool the shellfish to 41°F (5°C) or lower in four hours.

Live shellfish must be received with shellstock identification tags. These tags must remain attached to the delivery container until all of the shellfish have been used. Employees must write on the tags the date that the last shellfish was sold or served from the container—keep these tags on file for 90 days from the date written on them.

Eggs

Eggs must be clean and unbroken when you receive them. Reject eggs if they do not meet the following guidelines:

- Shell eggs must be received at an air temperature of 45°F (7°C) or lower.
- Liquid, frozen, and dehydrated egg products must be pasteurized and have a USDA inspection mark.
- Eggs also must meet USDA grade standards

Milk and Dairy

Milk and dairy products must be received at 45°F (7°C) or lower. Cool the milk to 41°F (5°C) or lower in four hours. These products also must be pasteurized and meet FDA Grade A standards.

ACTIVITY 8.7 | TOP-TO-BOTTOM STORAGE
Directions

STEP 1 Fill in the correct order for food storage to prevent cross-contamination. Then, draw examples of the various food items on the shelves (in the boxes).

Teacher Note:

This graphic thinking model encourages the synthesizing and organizing of information connected to the learning objective. It offers a way to visualize and process the information.

It can easily be modified to include images or symbols to decode the text.

1 Ready-to-eat food (top)
2 Seafood
3 Whole cuts of beef and pork
4 Ground meat and ground fish
5 Whole and ground poultry (bottom)

Continued on the next page.

ACTIVITY 8.7 | TOP-TO-BOTTOM STORAGE (continued)

STEP 2 Fill in the proper cooking temperatures for each item using the table below.

Cooking Requirements for Specific Types of Food	
Minimum Internal Temperature	Type of Food
165°F (74°C) for 15 seconds	• Poultry—including whole or ground chicken, turkey, or duck • Stuffing made with TCS ingredients • Stuffed meat, seafood, poultry, or pasta • Dishes that include previously cooked TCS ingredients (raw ingredients should be cooked to their minimum internal temperatures)
155°F (68°C) for 15 seconds	• Ground meat—including beef, pork, and other meat • Injected meat—including brined ham and flavor-injected roasts • Mechanically tenderized meat • Ground seafood—including chopped or minced seafood • Shell eggs that will be hot held for service
145°F (63°C) for 15 seconds	• Seafood—including fish, shellfish, and crustaceans • Steaks/chops of pork, beef, veal, and lamb • Shell eggs that will be served immediately
145°F (63°C) for 4 minutes	• Roasts of pork, beef, veal, and lamb
135°F (57°C)	• Commercially processed, ready-to-eat-food that will be hot held for service (e.g., cheese sticks, deep-fried vegetables)
135°F (57°C)	• Fruit, vegetables, grains (e.g., rice, pasta), and legumes (e.g., beans, refried beans) that will be hot held for service

STEP 3 How does internal cooking temperature relate to the storage order?

Storage order is based on the minimum internal cooking temperature of each food. For instance, meat cooked to higher temperatures is always stored beneath meat cooked to lower temperatures. This means that if cross-contamination does occur, pathogens can be killed by cooking items to the proper internal cooking temperature. That's why items like ready-to-eat food are on top, to prevent cross-contamination, because they will not be cooked any further.

ACTIVITY 8.8 | WHAT'S THE TEMP?**Directions**

Explain the temperature requirements for each topic below.

Teacher Note:

This activity uses the instructional strategy of the classification chart to guide students through the content. Another way to show the content is to develop the categories and segments into a hierarchy, or model the content into a functional visual representation, like a family tree. This also uses elements of a comparison matrix where students can further define the function of the categories as examples.

Topics	
Correct Cooling Process	• First, cool food from 135°F (57°C) to 70°F (21°C) within two hours. • Then, cool it to 41°F (5°C) or lower in the next four hours. • If food has not reached 70°F (21°C) within two hours, it must be either
Temperature Danger Zone	41°F to 135°F (5°C to 57°C). Pathogens grow well in this range, and they grow especially quickly in the middle of the range, between 70°F and 125°F (21°C to 52°C).
Correct Reheating Temperatures	You can reheat food that will be served immediately to any temperature. However, you must make sure the food was cooked and cooled correctly. You must heat TCS food for hot-holding to an internal temperature of 165°F (74°C) for 15 seconds. Make sure the food reaches this temperature within two hours from start to finish.
Correct Receiving Temperatures	Cold TCS food should be received at 41°F (5°C) or lower, unless otherwise specified by the manufacturer. Hot TCS food should be received at 135°F (57°C) or higher. Frozen food should be frozen solid.
Correct Holding Range of Temperatures for Hot and Cold Items	If food handlers aren't serving cooked food immediately, they must keep food out of the temperature danger zone. This means holding it correctly, cooling the food quickly, and reheating it correctly.

ACTIVITY 8.9 | COOL IT

Directions

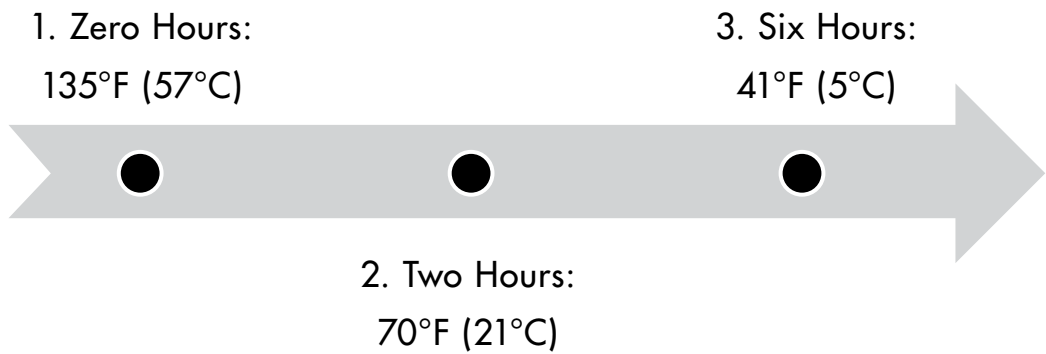
Use the chart and graph below to describe the two-stage cooling process. Include ways to cool food properly.

Teacher Note:

This activity uses the instructional strategy of the classification chart to guide students through the content. Another way to show the content is to develop the categories and segments into a hierarchy, or model the content into a functional visual representation, like a family tree. This also uses elements of a comparison matrix where students can further define the function of the categories as examples.

This graphic thinking model encourages the synthesizing and organizing of information connected to the learning objective. It offers a way to visualize and process the information.

It can easily be modified to include images or symbols to decode the text.



Temperature	Time
135°F (57°C)	0 hours
70°F (21°C)	2 hours
41°F (5°C)	6 hours

- 1 First, cool food from 135°F (57°C) to 70°F (21°C) within two hours.
- 2 Then cool it to 41°F (5°C) or lower in the next four hours.
- 3 If food hasn't reached 70°F (21°C) within two hours, it must be either thrown out or reheated and then cooled again.

There are many ways to cool food quickly and safely. First reduce the size of the food. Cut large food items into smaller pieces or divide large containers of food into smaller or shallow containers. The more surface area of the food provided, the more quickly it can release heat to cool.

Then cool it using one of these methods:

- Place small containers into an ice bath.
- Use clean and sanitized ice paddles to stir food.
- Add ice to food as an ingredient such as soups or stews.
- Place food into a blast chiller.

ACTIVITY 8.10 | NOW SERVING A SIDE OF CONTAMINATION**Directions**

Create images that show how service staff and kitchen staff can prevent contamination when serving food.

Teacher Note:

This activity uses the following instructional strategies: critical thinking, literacy and math integration, classification chart, visualizing, the metacognitive process, and a semantic map.

This graphic thinking model encourages the synthesizing and organizing of information, connected to the learning objective. It offers a way to visualize and process the information.

Continued on the next page.

ACTIVITY 8.10 | **NOW SERVING A SIDE OF CONTAMINATION** *(continued)*

Service Staff	Kitchen Staff
Hold dishes by the bottom or edge.	Handle ready-to-eat food with tongs, deli sheets, or gloves.
Hold glasses by the middle, bottom, or stem.	Use separate utensils for each food item.
Do not touch the food-contact areas of dishes or glassware.	Store serving utensils in the food with the handle extended above the rim of the container.
Carry glasses in a rack or on a tray to avoid touching the food-contact surfaces.	Place utensils on a clean and sanitized food-contact surface.
Do not stack glasses when carrying them.	
Hold flatware by the handle.	

ACTIVITY 8.10 | NOW SERVING A SIDE OF CONTAMINATION (continued)

Service Staff	Kitchen Staff
Store flatware so servers grasp handles, not food-contact surfaces.	
Do not hold flatware by food-contact surfaces.	
Avoid bare-hand contact with food that is ready-to-eat.	
Use ice scoops or tongs to get ice.	
Never scoop ice with your bare hands or a glass.	

Chapter 9

Activity Guide

ACTIVITY 9.1 | FILL IN THE BLANK

Directions

Fill in the blanks for the definitions of the key terms using the glossary.

Teacher Note:

The activity uses the cloze strategy to guide reading or study of the key terms for each chapter to assist with reading comprehension and to check for understanding.

Premises	All of the <u>property</u> including and around the <u>restaurant</u> .
Liability	The legal <u>responsibility</u> that one <u>person</u> has to <u>another</u> that is <u>enforceable</u> by <u>law</u> in court.
Reasonable care	A <u>legal</u> term that means that an ordinary <u>person</u> would <u>think</u> that the operation <u>takes</u> thoughtful, careful <u>precautions</u> .
Occupational Safety and Health Administration (OSHA)	The federal <u>agency</u> that <u>creates</u> and <u>enforces</u> safety-related <u>standards</u> and <u>regulations</u> in the <u>workplace</u> .
Accident	An <u>unplanned</u> , undesirable <u>event</u> that can <u>cause</u> property <u>damage</u> , <u>injuries</u> or fatalities, time lost from work, or disruptions of work; accidents are often referred to as <u>incidents</u> or <u>events</u> for risk purposes.

ACTIVITY 9.1 | **FILL IN THE BLANK** (*continued*)

Near miss	An <u>event</u> in which property <u>damage</u> or injury is narrowly <u>avoided</u> ; in the workplace, any event that makes guests or employees less safe should be investigated and recorded—even if an actual injury did not occur.
Accident investigation	The <u>act</u> of an operation <u>following</u> up on <u>reported</u> injuries or illnesses <u>involving</u> both <u>guests</u> and <u>employees</u> , which involves eight steps: (1) <u>Record</u> information as soon as possible after the event occurs, ideally within one hour, using OSHA-required forms as well as appropriate corporate or company forms; (2) include a <u>description</u> of the event, the date, and two signatures on accident report forms; (3) <u>collect</u> physical <u>evidence</u> or take pictures at the site of the event; (4) <u>interview</u> all people involved and any witnesses; (5) <u>determine</u> as clearly as possible the <u>sequence</u> of events, the root <u>causes</u> and effects, and the <u>actions</u> taken; (6) submit <u>reports</u> to OSHA, the insurance carrier, a lawyer, and corporate headquarters, as appropriate, and keep copies of all reports and photographs for your files; (7) keep all employees <u>informed</u> of procedures and hazards that arise from the situation; and (8) if they are not already available, <u>post</u> emergency phone <u>numbers</u> in public places.
Safety program guidelines	<u>Guidelines</u> to ensure <u>safety</u> that are based on existing safety <u>practices</u> and the insurance carrier's requirements, and designed to <u>meet</u> the specific <u>needs</u> of the operation, including <u>specific</u> guidelines reflecting the operation's geographic <u>location</u> , such as snow and ice removal, flood water drainage, or earthquake response plans.

Continued on the next page.

ACTIVITY 9.1 **FILL IN THE BLANK** (*continued*)

General safety audit	A safety <u>inspection</u> of <u>facilities</u> , <u>equipment</u> , employee <u>practices</u> , and management practices <u>designed</u> to <u>judge</u> the level of <u>safety</u> in an operation; a general safety <u>audit</u> identifies any areas or practices that <u>might</u> be <u>hazardous</u> to employees and guests, and the completed audit is presented in checklist form.
Facilities	The building (<u>exterior</u> and <u>interior</u>) and major <u>systems</u> , such as <u>electricity</u> and plumbing, including <u>outside</u> areas (such as drive-through windows, parking lots, and outdoor eating areas) as well as <u>furnishings</u> (such as booths, tables, and chairs) and <u>fixtures</u> (such as sinks, lights, and doors).
Equipment	Items including <u>cooking</u> and <u>cutting</u> equipment, refrigerators, <u>tools</u> , vehicles, fire extinguishers, alarms, etc., that must <u>meet</u> the legal <u>standards</u> for foodservice <u>equipment</u> and be <u>maintained</u> in <u>acceptable</u> working <u>condition</u> as part of a general safety audit.
Employee practices	<u>How</u> employees <u>do</u> their <u>jobs</u> ; as part of a general <u>safety</u> audit, managers must <u>train</u> employees in <u>safe</u> practices, including the proper <u>use</u> of work <u>equipment</u> , and then <u>supervise</u> them to make sure they <u>use</u> these <u>practices</u> on the <u>job</u> .
Management practices	How <u>management</u> does its <u>job</u> ; as part of a general <u>safety</u> audit, the inspector <u>evaluates</u> how <u>committed</u> management is to <u>protecting</u> employees and guests.

ACTIVITY 9.1 | **FILL IN THE BLANK** (*continued*)

Emergency plan	A <u>plan</u> put in place to <u>protect</u> workers, guests, and property <u>in</u> the <u>case</u> of an <u>emergency</u> or <u>disaster</u>. Emergency <u>plans</u> are <u>specific</u> to each <u>operation</u>, should be <u>posted</u> in highly <u>visible</u> areas, and should <u>include</u> the following elements: floor <u>plans</u> of the facility, noting first <u>aid</u> stations, <u>alarms</u>, sprinklers, and <u>fire</u> extinguishers; <u>evacuation</u> routes; and <u>emergency</u> telephone <u>numbers</u> for each type of emergency.
Harassment	Situation in which <u>slurs</u> or other <u>verbal</u> or <u>physical</u> conduct <u>related</u> to a person's <u>race</u>, <u>gender</u>, gender <u>expression</u>, <u>color</u>, <u>ethnicity</u>, <u>religion</u>, <u>sexual</u> <u>orientation</u>, or <u>disability</u> interferes with the <u>person's</u> work <u>performance</u> or creates an <u>unhealthy</u> work environment. Harassment covers many categories, including: <u>race</u>, color, <u>age</u>, religion, <u>sex</u> (including pregnancy), <u>national</u> origin, and <u>disability</u> or <u>genetic</u> information.
Complainant	The person <u>with</u> the <u>complaint</u> in a <u>harassment</u> situation.

ACTIVITY 9.2 | PART OF THE PROCESS

Directions

Explain the eight steps in an accident investigation.

Teacher Note:

This activity uses the instructional strategy of the classification chart to guide students through the content. Another way to show the content is to develop the categories and segments into a hierarchy, or model the content into a functional visual representation, like a family tree. This also uses elements of a comparison matrix, where students can further define the function of the categories as examples.

This graphic thinking model encourages the synthesizing and organizing of information connected to the learning objective. It offers a way to visualize and process the information.

It can easily be modified to include images or symbols to decode the text.

Each operation is required to have forms for reporting injuries or illnesses involving both guests and employees. An accident investigation involves eight steps:

- 1 Record information as soon as possible after the event occurs, ideally within one hour. Use OSHA-required forms as well as appropriate corporate or company forms.
- 2 Include a description of the event, the date, and two signatures on accident report forms.
- 3 Collect physical evidence or take pictures at the site of the event.
- 4 Interview all people involved and any witnesses.
- 5 Determine as clearly as possible the sequence of events, the root causes, effects, and the actions taken.
- 6 Submit reports to OSHA, the insurance carrier, lawyer, and corporate headquarters, as appropriate. Keep copies of all reports and photographs for your files.
- 7 Keep all employees informed of procedures and hazards that arise from the situation.
- 8 If they aren't already available, post emergency phone numbers in public places.

ACTIVITY 9.3 | COMPARE AND CONTRAST**Directions**

Fill in the blanks in the table below and compare and contrast examples of liability, reasonable care, an accident, and a near miss.

Teacher Note:

This activity uses the instructional strategy of the classification chart to guide students through the content. Another way to show the content is to develop the categories and segments into a hierarchy, or model the content into a functional visual representation, like a family tree. This also uses elements of a comparison matrix where students can further define the function of the categories as examples.

This graphic thinking model encourages the synthesizing and organizing of information connected to the learning objective. It offers a way to visualize and process the information.

It can easily be modified to include images or symbols to decode the text.

Continued on the next page.

ACTIVITY 9.3 | COMPARE AND CONTRAST (continued)

Liability	Reasonable Care	Accident	Near Miss
List examples of me. Restaurant and foodservice operators need to be aware of their responsibilities—and possible liabilities—regarding all of the property around the restaurant (the premises), as well as the conditions inside. Liability means the legal responsibility that one person has to another. These responsibilities are serious because they are enforceable by law in court. Failure to provide a safe environment—possibly resulting in an accident—can result in loss of reputation, fines, and/or lawsuits. For example, a restaurant is liable for keeping the property safe, like taking care of icy sidewalks to prevent injury.	List examples of me. A legal term that means that an ordinary person would think that the operation takes thoughtful, careful precautions. So management needs to focus on the following: • What potential hazards are in and around the operation • The necessary steps to correct hazards • How to display proper warnings where everyone can see them Developing an effective safety program helps managers to provide reasonable care. For example, a written safety program that is made part of the operation's employee training program and daily procedures can be used as evidence that the operation took reasonable care in case a legal situation ever develops.	List examples of me. An unplanned, undesirable event that can cause property damage, injuries or fatalities, time lost from work, or disruptions of work; accidents are often referred to as incidents or events for risk purposes. For example, a guest slipping and falling on ice in front of the restaurant in an accident.	List examples of me. An event in which property damage or injury is narrowly avoided. In the workplace, any event that makes guests or employees less safe should be investigated and recorded—even if an actual injury did not occur. For example, a guest may have almost slipped on an icy surface but did not fall.

ACTIVITY 9.3 | COMPARE AND CONTRAST *(continued)*

Liability	Reasonable Care	Accident	Near Miss
How do I relate to employees? You are responsible for keeping your coworkers and guests safe. If you see something, say something.	How do I relate to employees? Training is critical to show that reasonable care is taken in a situation where the restaurant is liable for any accidents.	How do I relate to employees? Take safety training seriously for yourself and guests. Accidents can be prevented. Report all accidents to management and document the incident.	How do I relate to employees? Report near misses to prevent accidents. Any event that makes guests or employees less safe should be investigated and recorded—even if an actual injury did not occur.
How do I relate to management? You are responsible for keeping your staff and guests safe, so training is critical to impress the importance of liability in the roles and responsibilities for each staff member.	How do I relate to management? It is critical to train employees and to document training to show that reasonable care is being taken to prevent accidents.	How do I relate to management? Engage in things like safety audits and hazard communication programs to prevent accidents. If accidents do occur, train employees to document the incident, and promptly investigate following the proper steps.	How do I relate to management? Near misses can help to inform safety audits and staff training to promote safety. Report any issues of faulty equipment or premises to repair these items and areas quickly.

ACTIVITY 9.4 | THE REAL COST OF ACCIDENTS**Directions**

Read the following information and complete the questions below:

Teacher Note:

This activity uses the following instructional strategies: critical thinking, literacy and math integration, classification chart, visualizing, the metacognitive process, and a semantic map.

This graphic thinking model encourages the synthesizing and organizing of information connected to the learning objective. It offers a way to visualize and process the information.

It can easily be modified to include images or symbols to decode the text.

OSHA has established specific mathematic calculations that enable any company to report their information so that they are comparable across any industry or group.

The standard base rate for the calculations is based on a rate of 200,000 labor hours, which is for 100 employees, each working 40 hours per week, for 50 weeks per year. Using this base rate for 100 employees, a company with any number of employees can calculate their rate and get a percentage per 100 employees.

OSHA Recordable Incident Rate

The OSHA Recordable Incident Rate, or IR, is calculated by multiplying the number of recordable cases by 200,000, and then dividing that number by the number of labor hours at the company.

$$\text{IR} = (\text{Number of OSHA recordable cases} \times 200,000) \div \text{Number of employee labor hours}$$

Rate Calculation Example:

Stardust Company has 17 full-time employees and 3 part-time employees who each work 20 hours per week. This equates to 37,000 labor hours each year. If the company experienced 2 recordable injuries:

$$\text{Labor hours} = (17 \times 40 \times 50) + (3 \times 20 \times 50) = 37,000$$

$$\text{IR} = (2 \times 200,000) \div 37,000 = 400,000 \div 37,000$$

$$\text{IR} = 10.81$$

This means that for every 100 employees, 10.81 employees have been involved in a recordable injury or illness.

ACTIVITY 9.4 | THE REAL COST OF ACCIDENTS (continued)**Directions**

Answer the two scenario questions. Show your work.

- 1 If a company has 48 full-time employees (40 hours per week for 50 of the 52 weeks in a year) and 12 part-time employees who work 24 hours per week (for 50 weeks), how many labor hours are in the year? If the company has experienced 6 recordable injuries, what is the IR?

$$48 \times (40 \times 50) = 96000$$

$$12 \times (24 \times 50) = 14400$$

$$96000 + 14400 = 110400 \text{ labor hours}$$

$$IR = (6 \times 200000) \div 110400 = 10.87$$

This means that, for every 100 employees, 10.87 employees have been involved in a recordable injury or illness.

- 2 If a company has 62 full-time employees (40 hours per week for 50 of the 52 weeks in a year) and 20 part-time employees who work 24 hours per week (for 50 weeks), how many labor hours are in the year? If the company has experienced 15 recordable injuries, what is the IR?

$$62 (40 \times 50) = 124000$$

$$20 (24 \times 50) = 24000$$

$$124000 + 24000 = 148000 \text{ labor hours}$$

$$IR = (15 \times 200000) \div 148000 = 20.27$$

ACTIVITY 9.5 | SAFETY DATA SHEETS

Directions

Choose three chemicals included in the SDS binder for your classroom. Find and list the information and directions for each chemical in the tables that follow, including any symbols.

Teacher Note:
Provide the Safety Data Sheet (SDS) information for students to complete. Updated copies of every SDS are available from your foodservice supplier, often for download on their website. If your classroom is not equipped with commercial chemicals and an SDS, refer to the school foodservice director to supply copies, or the plant services director for your district.
Refer to table 9.2 on page 165 in the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook for common chemicals.

Table 9.2: Common Restaurant and Foodservice Chemicals		
Chemical Cleaners	Fuels	Others
Ammonia (Quats)	Propane	Carbon dioxide
Brass and silver cleaners	Butane	Nitrogen dioxide
Chlorine bleach		Fire extinguishers
Degreasing agents		Herbicides and fungicides
Disinfectants		Pesticides
Drain cleaners		
Floor cleaners		
Dishwashing machine detergent		

Refer to the OSHA website for additional resources.

This activity activates background knowledge and reinforcement of the curriculum, incorporates goal-directed learning and self-assessment, and encourages reflection. It can be customized for a variety of learners with the use of media, visual representations, or assistive technology.

This activity uses the instructional strategy of the classification chart to guide students through the content. This also uses elements of a comparison matrix. Allow students to reach beyond the text and research additional information with access to tools or technologies to navigate the material.

This activity provides a graphic organizer or concept map to highlight the content listed in the essential skill steps. It also provides a repeated reading of a select passage to apply critical thinking to create an example. Students may be able to add the examples provided in the text, or allow students to engage in exploration or other essential questions and big ideas by creating their own examples.

ACTIVITY 9.5 | SAFETY DATA SHEETS (continued)

Chemical: _____

Safe use and handling	
Physical, health, fire, and reactivity hazards	
Precautions	
Appropriate personal protective equipment (PPE) to wear when using the chemical	
First-aid information and steps to take in an emergency	
Manufacturer's name, address, and phone number	
Preparation date of SDS	
Hazardous ingredients and identity information	

Continued on the next page.

ACTIVITY 9.5 | SAFETY DATA SHEETS (continued)

Chemical: _____

Safe use and handling	
Physical, health, fire, and reactivity hazards	
Precautions	
Appropriate personal protective equipment (PPE) to wear when using the chemical	
First-aid information and steps to take in an emergency	
Manufacturer's name, address, and phone number	
Preparation date of SDS	
Hazardous ingredients and identity information	

ACTIVITY 9.5 | SAFETY DATA SHEETS (continued)

Chemical: _____

Safe use and handling	
Physical, health, fire, and reactivity hazards	
Precautions	
Appropriate personal protective equipment (PPE) to wear when using the chemical	
First-aid information and steps to take in an emergency	
Manufacturer's name, address, and phone number	
Preparation date of SDS	
Hazardous ingredients and identity information	

ACTIVITY 9.6

PHYSICAL HAZARDS VS. HEALTH THREATS

Directions

Explain the difference between physical hazards and health threats in regard to chemicals. How does this relate to the Hazard Communication Standard (HCS)?

Teacher Note:

Refer to a SDS to review the hazards listed on a particular chemical. Physical hazards and health threats can be prevented with proper personal protective equipment.

Additional information can be found on the following websites:

- Hazardous and toxic substances on the OSHA website
- Chemical exposure on CDC website
- Human health and contaminated water on the EPA website

Physical Hazards	Health Threats
Physical hazards are chemicals that can cause damage to property and immediate injury (most commonly burns). These chemicals can be flammable, explosive, highly reactive to air or water, or stored under pressure.	Health hazards are chemicals that cause short- or long-term injuries or illnesses. They include chemicals that are toxic (poisonous), carcinogenic (cause cancer), irritating, or corrosive (cause a material to be eaten away or dissolved).

ACTIVITY 9.6 | PHYSICAL HAZARDS VS. HEALTH THREATS (continued)

What is the Hazard Communication Standard (HCS), and how does it relate to hazardous chemicals?

The Hazard Communication Standard (HCS) is also referred to as Right-to-Know and HAZCOM. This safety standard requires that employers notify their employees about chemical hazards present on the job and train employees to use these materials safely.

Not only does OSHA establish requirements for using chemicals, but it also requires chemical manufacturers and suppliers to provide a Safety Data Sheet (SDS) for each hazardous chemical they sell. SDS includes:

- Safe use and handling
- Physical, health, fire, and reactivity hazards
- Precautions
- Appropriate personal protective equipment (PPE) to wear when using the chemical
- First-aid information and steps to take in an emergency
- Manufacturer's name, address, and phone number
- Preparation date of SDS
- Hazardous ingredients and identity information

SDSs are often sent with the chemical shipment. Purchasers can also request them from suppliers or manufacturers. Employees have a right to see the SDS for any hazardous chemical they work with, so sheets should be kept where employees can access them.

ACTIVITY 9.7 | SAFETY AUDIT**Directions**

Design a safety audit for your classroom to assess the facilities and equipment. Use the table provided to write your own audit details and notes.

Teacher Note:

This activity activates background knowledge and reinforcement of the curriculum, incorporates goal-directed learning and self-assessment, and encourages reflection. It can be customized for a variety of learners with the use of media, visual representations, or assistive technology.

This activity uses the instructional strategy of the classification chart to guide students through the content. This also uses elements of a comparison matrix. Allow students to reach beyond the text and research additional information with access to tools or technologies to navigate the material.

This activity provides a graphic organizer or concept map to highlight the content listed in the essential skill steps. It also provides a repeated reading of a select passage to apply critical thinking to create an example. Students may be able to add the examples provided in the text, or allow students to engage in exploration or other essential questions and big ideas by creating their own examples.

Answers:

The completed audit is presented in checklist form. Any “no response” or blank space, which means that the inspector could not find the information, requires follow up. Regular safety self-inspections can help make sure all employees are using correct safety practices throughout the operation. The safety audit covers four general areas:

- **Facilities:** The building (exterior and interior) and major systems, such as electricity and plumbing. This includes outside areas (such as drive-thru windows, parking lots, and outdoor eating areas) as well as furnishings (such as booths, tables, and chairs) and fixtures (such as sinks, lights, and doors).
- **Equipment:** All equipment (cooking and cutting equipment, refrigerators, tools, vehicles, fire extinguishers, alarms, etc.) must meet the legal standards for foodservice equipment and be maintained in acceptable working condition. If equipment needs repair, the employees who use the machine must tell the team and their supervisor. If the equipment poses a hazard, then the machine itself should be turned off. A certified technician is the only person qualified to repair equipment and determine that it is safe to use. Two organizations that label appropriate equipment include the NSF and Underwriters Laboratories (UL).
- **Employee practices:** Managers must train employees in safe practices, and then supervise them to make sure they use these practices on the job. Training includes

ACTIVITY 9.7 | SAFETY AUDIT (continued)

proper use of work equipment. Using equipment incorrectly can lead to equipment problems and potential injuries.

- Management practices: The inspector evaluates how committed management is to protecting employees and guests.

Area of the Facility	Description	Item Is Safe	Item Is Not Safe	Notes
Kitchen	Walk-in cooler	Yes	N/A	Cooler is safe and has no issues noted.

ACTIVITY 9.8 | POLICIES TO PREVENT HARASSMENT

Directions

Use the prompts in the table below to develop policies to prevent harassment in a restaurant.

Teacher Note:

This activity uses the instructional strategy of the classification chart to guide students through the content. Another way to show the content is to develop the categories and segments into a hierarchy, or model the content into a functional visual representation, like a family tree. This also uses elements of a comparison matrix where students can further define the function of the categories as examples.

This graphic thinking model encourages the synthesizing and organizing of information connected to the learning objective. It offers a way to visualize and process the information.

Review a sample policy, for example the policy for employees in your own school district, or refer to a policy online. Compare the guidelines for the policy to how the policy is written to reflect the guidelines.

Additional information:

Search the Internet for government websites (.gov) to find sample harassment policies catered to your region.

Harassment happens when slurs or other verbal or physical conduct related to a person’s race, gender, gender expression, color, ethnicity, religion, sexual orientation, or disability interferes with the person’s work performance or creates an unhealthy work environment.

Harassment covers many categories, such as the following:

- Race
- Color
- Age
- Religion
- Sex (including pregnancy)
- National origin
- Disability or genetic information

ACTIVITY 9.8 | POLICIES TO PREVENT HARASSMENT *(continued)*

Harassment Policy Guideline	How Your Policy Addresses the Guideline
Emphasize mutual respect for all.	
State the values of respect held by the organization.	
State that all staff is expected to adhere to the policy.	
Define the areas covered by the Civil Rights Act.	
Address the covered situations as defined by respective jurisdictions, but also consider expansion based on other types of abuse not covered by civil rights laws.	
Alert managers to their responsibility for maintaining a harassment-free environment.	
Give employees options for help with dealing with harassment.	
Allow for informal resolution if the affected parties choose it.	
Indicate the process for handling a complaint.	
Indicate that the organization has no tolerance for disrespectful behavior and misconduct, any of which may result in disciplinary action—including termination.	

Chapter 10

Activity Guide

ACTIVITY 10.1 | FILL IN THE BLANK

Directions

Fill in the blanks for the definitions of the key terms using the glossary.

Teacher Note:

The activity uses the cloze strategy to guide reading or study of the key terms for each chapter, to assist with reading comprehension, and to check for understanding

Class A fires	Fires involving <u>wood</u> , <u>paper</u> , <u>cloth</u> , cardboard, <u>rubber</u> , and many <u>plastics</u> and that typically happen in <u>dry</u> -storage areas, <u>dining</u> areas, <u>garbage</u> areas, <u>restrooms</u> .
Class B fires	Fires that involve flammable <u>liquids</u> such as <u>oils</u> and <u>grease</u> and usually <u>start</u> in <u>kitchens</u> and <u>maintenance</u> areas.
Class C fires	Fires that involve live <u>electrical</u> equipment and that can occur in <u>motors</u> , <u>switches</u> , <u>cords</u> , circuits, and <u>wiring</u> .
Class K fires	<u>Kitchen</u> fires involving cooking <u>oils</u> and <u>fats</u> , such as in a deep-fat <u>fryer</u> .
Automatic systems	<u>Systems</u> that respond to a fire and <u>operate</u> even when <u>no</u> one is in the <u>facility</u> , such as automatic <u>sprinklers</u> , which provide an <u>early</u> and effective <u>response</u> to fire.

ACTIVITY 10.1 | **FILL IN THE BLANK** (*continued*)

Smoke detectors	Devices that detect <u>smoke</u> to <u>warn</u> of a fire; smoke detectors <u>require</u> a flow of <u>air</u> in order to <u>work</u> well.
Heat detectors	Devices that detect fires when <u>activated</u> by the significant <u>increase</u> of <u>temperature</u> associated with <u>fire</u> ; they <u>work</u> where there is <u>no</u> smoke.
Flame detectors	Devices that <u>react</u> to the <u>movement</u> of <u>flames</u> to detect a fire.
First aid	Medical <u>treatment</u> given to an <u>injured</u> person either for light <u>injuries</u> or <u>until</u> more <u>complete</u> treatment can be <u>provided</u> by <u>emergency</u> service or other health-care <u>providers</u> .
Cardiopulmonary resuscitation (CPR)	Medical <u>procedure</u> that <u>restores</u> <u>breathing</u> and <u>heartbeat</u> to injured <u>persons</u> who show <u>no</u> signs of <u>breathing</u> or <u>pulse</u> .
Heimlich maneuver	Medical <u>procedure</u> that <u>removes</u> food or other <u>obstacles</u> from the <u>airway</u> of a <u>choking</u> person. Some states <u>require</u> either employee <u>training</u> in the Heimlich maneuver or <u>posters</u> to be <u>displayed</u> in the restaurant to <u>describe</u> the steps of the <u>procedure</u> .
Arson	The <u>deliberate</u> and <u>malicious</u> burning of property, which is a serious <u>crime</u> .

ACTIVITY 10.2 PERSONAL PROTECTIVE EQUIPMENT

Directions

Answer the five Ws (who, what, where, when, and why) for each category of personal protective equipment.

Teacher Note:

This activity uses semantic mapping to organize the content into a visual representation of the information, which provides an alternate display of the content. It uses a graphic thinking model to show a sequence of events, time order or plan, concept map, and visualizing to connect the learning objectives to big ideas and career planning.

	Specialized Clothing and Gear	Goggles	Shoes
Who (wears it)	Cooks and other kitchen employees who work around heat, like dishwashers and porters	All employees that may be around activities like splashing chemicals or food that might fly out of grinders, choppers, or mixers.	All employees should wear closed-toe and non-skid shoes that work in the operation
What (does it do)	Protects against injuries, like burns	Protects against injury to the eye—physical or chemical hazards	Protects against slips, trips, and falls in an operation
Where (do they wear it)	Things like long sleeves and aprons are worn to protect against heat burns or splashing hazards on the arms and torso	Goggles are worn on the eyes	Proper shoes are worn on the feet at all times in an operation
When (do they wear it)	Things like long sleeves and aprons are worn to protect against heat burns or splashing hazards	Goggles are worn on the eyes whenever a task requires PPE	Proper shoes are worn at all times in an operation
Why (do they wear it)	To protect against serious injury, like burns	To protect the eyes from damage caused by physical or chemical hazards getting into the eye	To protect against injury caused by slips, trips, and falls

ACTIVITY 10.3 | TYPES OF FIRES AND EXTINGUISHERS**Directions**

Fill in the table with the following information for class A fires, class B fires, and class C fires: material involved in the fire, where the fire most often occurs, and the type of extinguisher that can be used to put out the fire.

Teacher Note:

This activity uses semantic mapping to organize the content into a visual representation of the information, which provides an alternate display of the content. It uses a graphic thinking model to show a sequence of events, time order or plan, concept map, and visualizing to connect the learning objectives to big ideas and career planning.

Class of Fire	Material on Fire	Where Fire Occurs	Type of Extinguisher	Example
Class A (Ordinary combustibles)	Wood, paper, cloth, and cardboard	Most often occur in food storage rooms, dining areas, restrooms, and garbage storage areas	Type A or A/B/C extinguishers may be used on a class A fire	Examples: Fire in trash can; cigarette igniting a tablecloth; plastic container that comes in contact with a range burner or hot griddle
Class B (Flammable liquids)	Flammable liquids, gases, grease, oil, shortening, pressurized cans	May occur in kitchens (deep-fat fryers) and maintenance areas	Only B/C extinguishers containing the dry chemicals sodium bicarbonate or potassium bicarbonate should be used on deep-fat fryer fires. If a class B fire does not occur in a deep-fat fryer, any A/B or B/C extinguisher can be used.	Examples: Flames from a grill igniting grease deposits on a hood filter in the kitchen; aerosol cans stored near a heat source exploding
Class C (Electrical equipment)	Live electrical equipment, cords, circuits, motors, switches, wiring	May occur wherever electrical equipment is located	Only those B/C and A/B/C extinguishers containing nonconductive materials, such as carbon dioxide, should be used on electrical fires	Examples: Fire in a toaster; frayed cord igniting while a machine is operating; fire in the motor of a grinder

ACTIVITY 10.4

FIGHTING FIRE ALONE

Directions

Explain the six steps to take when the decision is made that you cannot fight a fire alone. Then, create an image that further explains each step.

Teacher Note:

This activity uses semantic mapping to organize the content into a visual representation of the information, which provides an alternate display of the content. It uses a graphic thinking model to show a sequence of events, time order or plan, concept map, and visualizing to connect the learning objectives to big ideas and career planning.

Examples of when not to fight a fire alone:

- The smoke is extremely thick.
- The fire is too hot for you to get close enough to fight it effectively.
- The fire is greater than three feet across.
- There are potentially hazardous substances near the fire.
- You do not have the correct type of fire extinguisher for the fire at hand.
- You do not know how to use the fire extinguisher.

The steps are similar to fire and emergency drills that take place in a school. If possible, run a drill and allow students to document the process with photos that can be used as the images to explain the steps. The idea is for students to visualize and understand the step, and experience it, if possible.

Steps to Take When You Cannot Fight the Fire Alone	Images to Explain the Step
1 Call the fire department.	*Image of a phone and a firetruck
2 Begin evacuating staff and guests.	*Image of an exit sign near a door, people leaving through the door
3 Turn off the gas valve to prevent escalation. (Most restaurant and foodservice operations have a large valve that turns off all gas to the kitchen.)	*Image of an off switch and a gas burner
4 Meet other employees at the preassigned meeting place.	*Image of a group of people outdoors waiting, sign with meeting place
5 Make sure that all persons have safely escaped.	*Image of clipboard showing someone taking attendance
6 When the fire department arrives, inform a firefighter if anyone is missing; do not reenter the building yourself.	*Image of person talking to a firefighter, a door with a sign that reads 'enter' with a circle and line drawn around and through the enter sign

ACTIVITY 10.5 | COMPARE AND CONTRAST: SAFETY GEAR**Directions**

Compare and contrast clothing worn in the workplace. What are some examples of clothing that can increase your risk of injury? What are some examples of protective clothing?

Teacher Note:

This activity can be easily customized. Direct students to think about best practices and bad practices to form the examples.

This activity uses the instructional strategy of the classification chart to guide students through the content. Another way to show the content is to develop the categories and segments into a hierarchy, or model the content into a functional visual representation, like a family tree. This also uses elements of a comparison matrix where students can further define the function of the categories as examples of the segments.

This graphic thinking model encourages the synthesizing and organizing of information connected to the learning objective. It offers a way to visualize and process the information.

Examples of Clothing That Can Increase Risk of Injury	Examples of Protective Clothing
List examples of me. • Loose or baggy shirts that can get caught on machinery, catch on fire, or interfere with lifting • Jewelry, especially necklaces and bracelets, that can get caught in machinery • Scarves or neckties that can get caught in machinery or catch on fire • Pants that are too large or long (not hemmed) • Open-toe shoes or those that are not non-skid	List examples of me. • Long sleeves to protect their arms • An apron or chef's jacket for added protection from burns • Dry mitts and gloves, because wet materials can conduct heat quickly and cause steam burns • Heat-resistant, knee-length protective aprons and snug-fitting gloves made from nonflammable materials • Goggles or safety glasses • Shoes should have the following qualities: ◦ Skid-resistant soles ◦ Low, sturdy heels ◦ Either no laces or laces that tie tightly ◦ Water, heat, and grease resistance ◦ Closed toes ◦ Nonporous material to prevent hot liquids or caustic chemicals from soaking through
Explain the similarities and differences between the two lists above. The items that should not be worn don't protect against injury, and represent the bad practice. Not wearing these items can prevent injury. PPE also can prevent injury. Wearing these items represents the additional gear required to prevent injury. Both categories are meant to protect employees, and not following the guidelines of either category can lead to injury.	

ACTIVITY 10.6

DETECTOR DETECTIVE

Directions

Explain how each of the following fire detection devices works. Perform research on each, and develop a basic plan to use and maintain each device in your classroom; include installation, how often the device should be inspected, how to test each device, and a basic diagram to show the key parts of each device.

Teacher Note:
Students will need to conduct research to find the additional information requested of them, like the installation, inspection, testing procedure, and diagrams or images.
Refer to the National Fire Protection Association (NFPA)’s website for additional information.

Smoke Detectors	Heat Detectors	Flame Detectors
Require a flow of air in order to work well, so they should not be located in “dead” spaces, such as the end of a hall or between ceiling beams. And placement should be in accordance with your local regulatory requirements. Types: • Ionization detectors: Use a small electric current to detect combustion particles from smoke, heat, or flames. • Photoelectric detectors: Use a beam of light located inside the device to react to smoke or flame.	Detect fires where there is no smoke. They are activated by the significant increase of temperature associated with fire. Types: • Thermostats: Contain a metal strip or disk that closes against an electric contact and starts the alarm when a preset temperature is reached. • Rise of rate detectors: Trigger an alarm when the temperature rises faster than a preset number of degrees per minute.	React to the movement of flames. A fire safety expert should install and maintain all fire detection devices. They use infrared and ultraviolet sensors that respond to the movement of flame, or to its radiant energy.

ACTIVITY 10.7 | THE DOs AND DON'Ts OF AVOIDING BURNS

Directions

Using the 10 steps to avoid burns, create a “do” and “don’t” for each step. Also, create images that illustrate each point as either a good practice to prevent burns or a bad practice that could cause burns.

Teacher Note:

Refer to Essential Skills: Steps for Avoiding Burns on page 184 of the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook. For each statement, students will categorize it as a “do” or “don’t,” then write a statement that represents the opposite of the category.

Students will perform additional research to integrate images as needed.

Do	Don't
Example: Be sure equipment is in good working condition.	Example: Use equipment that is unsafe.
Avoid overcrowding the range top.	Fill the whole stove with pots, covering all burners.
Set pot handles away from burners, and make sure they don't stick out over the edge of the range top.	Let handles sit on top of a flame (they will become as hot as the burner), or let handle stick out (you can run into it).
Adjust burner flames to cover only the bottom of a pan.	Let the flames get so big that they creep up the sides of the pan.
Check hot food on stoves carefully by standing to one side of the pot or kettle and lifting the edge of the lid farthest from you.	Open a lid right next to your face—steam can burn just as much as flame.

Continued on the next page.

ACTIVITY 10.7 | THE DOs AND DON'Ts OF AVOIDING BURNS *(continued)*

Do	Don't
Place sealed pouch bags in boiling water carefully to avoid splashing.	Throw a bag in boiling water so that it splashes all over.
Never leave hot fat unattended.	Pour a bunch of olive oil in a pan and walk away as it heats up.
Ask for help when moving or carrying a heavy pot of simmering liquid from the burners to storage or hot-holding areas.	Be a hero by trying to carry a super heavy pot and then drop it all over yourself, causing serious burns and injury.
Use only non-metal items in the microwave.	Use metal containers, foil, or utensils.
Use hot pads and be careful when removing food and food containers from the microwave.	Grab hot containers directly with your hands.

ACTIVITY 10.8

SAFEGUARDING THE OPERATION

Directions

List all the different ways to prevent common slips, trips, and falls in the exterior and interior of your classroom. Identify some potential hazards that may be unique to your classroom and kitchen, and explain in your own words how you could prevent injury.

Teacher Note:

This activity activates background knowledge and reinforcement of the curriculum, incorporates goal-directed learning, self-assessment, and encourages reflection. It can be customized for a variety of learners with the use of media, visual representations, or assistive technology.

This activity uses the instructional strategy of the classification chart to guide students through the content. This also uses elements of a comparison matrix. Allow students to reach beyond the text and research additional information with access to tools or technologies to navigate the material.

This activity provides a graphic organizer or concept map to highlight the content listed in the essential skill steps. It also provides a repeated reading of a select passage to apply critical thinking to create an example. Students may be able to add the examples provided in the text, or allow students to engage in exploration or other essential questions and big ideas by creating their own examples.

Refer to table 10.5 on page 185 of the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook. Students may perform additional research to seek their own examples or explore the school facilities to create a plan catered to your own kitchen and classroom.

Exterior Areas	Interior Areas
Check exterior areas for weather hazards, such as snow, ice, flooding, standing puddles, or oil slicks.	Grease and oil on floors is a major cause of slips and falls and can occur anywhere. To prevent grease buildup, clean floors thoroughly at least once a day, usually after closing.
Remove debris, such as garbage or tree branches, especially after storms or high winds.	Keep floor coverings (carpets, rugs, mats, and runners) in good repair and clean them regularly. Make sure that these coverings fit smoothly and are tight to the floor.

Continued on the next page.

ACTIVITY 10.8 | SAFEGUARDING THE OPERATION *(continued)*

Exterior Areas	Interior Areas
Repair potholes or other damage to the pavement as soon as possible.	Rug and runner edges should be unfrayed, securely bound, and free of holes or tears, especially at the seams.
Be sure there is adequate lighting in the parking lot and outdoor walkways so that people can avoid possible hazards. If any bulbs are burned out, replace them immediately.	Use nonskid floor mats in areas that often get wet or slippery, such as entrances, aisles, and food-preparation and serving areas.
Schedule routine maintenance to ensure parking lot safety.	Clean floors and carpets immediately whenever a spill occurs. While one employee is in charge of the cleanup, another employee should warn guests and direct them around the spill.
Sidewalks and ramps leading to the entrances of the restaurant should be clean and free of trash and brush.	While prompt service is important, hurrying can cause accidents. Watch for chairs or tables sticking into aisles. All aisles in serving and dining areas should be at least four feet wide.
Keep stairways clear of boxes, bags, and equipment, and repair them immediately if any problem occurs.	Remind guests of steps and raised dining areas. Mark those areas clearly, keep them free of any clutter, and help those guests who may need assistance.
	Do not run or “fool around” on restaurant premises.

ACTIVITY 10.9 | FIRST AID**Directions**

Complete the following table with the steps to perform first aid on common minor injuries.

Teacher Note:

This activity uses the following instructional strategies: critical thinking, literacy and math integration, classification chart, visualizing, the metacognitive process, and a semantic map.

This graphic thinking model encourages the synthesizing and organizing of information connected to the learning objective. It offers a way to visualize and process the information.

It can easily be modified to include images or symbols to decode the text.

Refer to Table 10.6 First Aide for Common Minor Injuries on page 190 in the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook.

First Aid for Common Minor Injuries**Minor Burns**

- 1 Cool the burn by running the burned area under cold running water for 5 minutes or until the pain subsides.
- 2 Cover the burn with a sterile gauze bandage. Gauze should be wrapped loosely to avoid pressure to the burn area. Do not apply ointment to the burn, as it could prevent proper healing.
- 3 Take an over-the-counter pain reliever.

Chemical Burns

- 1 Remove the cause of the burn by flushing the chemicals off the skin surface with cool, running water for 20 minutes.
- 2 Remove items such as clothing or jewelry that have been contaminated.
- 3 Apply a cool, wet cloth to relieve pain.
- 4 Wrap the burned area loosely with a dry, sterile dressing.
- 5 Rewash the burned area.

Continued on the next page.

ACTIVITY 10.9 | FIRST AID (continued)**Cuts and Scrapes**

- 1 Stop the bleeding by applying pressure to the cut with a clean cloth.
- 2 Clean the wound with clean water.
- 3 Apply antibiotic cream or ointment to keep the wound moist.
- 4 Cover the wound with a bandage to prevent bacteria from getting in.
- 5 Change the bandage once a day, or when it becomes wet or dirty.
- 6 Watch for signs of infection—redness, pain, drainage, warmth, or swelling.

Sprains and Strains

First aid for sprains and strains includes rest, ice, compression, and elevation (RICE).

- 1 Rest the injured part of the body.
- 2 Apply Ice or a cold compress for 10–15 minutes at a time every few hours for the first 48 hours to prevent swelling.
- 3 Wear an elastic compression bandage for at least 48 hours to reduce swelling.
- 4 Keep the injured part elevated above the level of the heart to reduce swelling.

Muscle Cramps

- 1 Massage the muscle.
- 2 Apply cold or heat.
- 3 Take an over-the-counter pain reliever, if required.

ACTIVITY 10.10 | CPR AND THE HEIMLICH MANEUVER**Directions**

Use the following prompt to perform research and write a response on performing CPR and the Heimlich maneuver. Think why you agree or disagree with the statement below. Consider a key term from chapter 9, liability, and how this connects to the statement.

You should not attempt to perform CPR or the Heimlich maneuver unless you have had specific, current training and certification.

Teacher Note:

This is an open-ended research-based response that will vary in variety of ways.

Recall that liability is the legal responsibility that one person has to another that is enforceable by law in court. Guide research into particular cases where a person may have performed CPR or the Heimlich incorrectly and became liable for injuries related to the life-saving process. Perform an online search to discover any additional sources that will work for your classroom.

This activity activates background knowledge and reinforcement of the curriculum, incorporates goal-directed learning, self-assessment, and encourages reflection. It can be customized for a variety of learners with the use of media or visual representations or assistive technology.

Chapter 11

Activity Guide

ACTIVITY 11.1 | FILL IN THE BLANK

Directions

Fill in the blanks for the definitions of the key terms using the glossary.

Teacher Note:

This activity uses the instructional strategy of the classification chart to guide students through the content. Another way to show the content is to develop the categories and segments into a hierarchy, or model the content into a functional visual representation, like a family tree. This also uses elements of a comparison matrix where students can further define the function of the categories as examples.

This graphic thinking model encourages the synthesizing and organizing of information, connected to the learning objective. It offers a way to visualize and process the information.

It can easily be modified to include images or symbols to decode the text.

Refer students to pages 204–206 in the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook to review the descriptions and images of cutters and mixers.

Receiving table/area	Place _____ in a foodservice operation where employees _____ weigh _____, inspect _____, and check delivered _____ items _____.
Scales	Equipment _____ in the receiving area that employees use to _____ weigh _____ items in order to _____ confirm _____ that what was _____ ordered _____ matches what is _____ delivered _____.
Utility carts	Wheeled _____ equipment used in the receiving area made of _____ durable _____ injection molding (plastic), molded shelving, or heavy steel and used to _____ carry _____ food _____ cases _____ to storage areas.

ACTIVITY 11.1 | **FILL IN THE BLANK** (*continued*)

Shelving	Equipment used to <u>store</u> dry <u>goods</u> ; operations use stainless- <u>steel</u> shelves because they are very <u>strong</u> and <u>easy</u> to <u>clean</u> .
Refrigerators (walk-in and reach-in)	Equipment used to <u>maintain</u> food <u>temperatures</u> between <u>32</u> °F and <u>41</u> °F (0°C and 5°C). A <u>walk</u> -in refrigerator (often just called a “walk-in”) is built into the foodservice facility itself, whereas a <u>reach</u> -in refrigerator (often just called a “reach-in”) can have one, two, or three internal compartments. A reach-in might have <u>full</u> -sized doors or <u>half</u> doors, windows in the doors, or doors on both sides. Some have <u>wheels</u> so that they can be used in different areas of the kitchen. There are also <u>roll</u> -in, <u>display</u> , on-site, and <u>portable</u> refrigerators.
Freezers (walk-in and reach-in)	Equipment used to <u>maintain</u> food <u>temperatures</u> of <u>0</u> °F (–18°C) or <u>lower</u> . A <u>walk</u> -in freezer (often just called a “walk-in”) is built into the foodservice facility itself, whereas a <u>reach</u> -in freezer (often just called a “reach-in”) can have one, two, or three internal compartments. A reach-in might have full-sized doors or half doors, windows in the doors, or doors on both sides. Some have wheels so that they can be used in different areas of the kitchen. There are also roll-in, display, on-site, and portable freezers.
Cutters	<u>Machines</u> used in a professional kitchen to <u>cut</u> meats, vegetables, and other food.
Mixers	<u>Machines</u> used in a professional kitchen to <u>mix</u> and <u>blend</u> sauces and batters.
Steamers	<u>Machines</u> used in a professional kitchen to <u>cook</u> vegetables and grains by allowing the food to come into direct contact with <u>steam</u> , heating the food very <u>quickly</u> .

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ACTIVITY 11.1 **FILL IN THE BLANK** (*continued*)

Broilers	<u>Machines</u> used in restaurant and foodservice operations to cook food quickly with very <u>intense</u> direct <u>heat</u>; the heat <u>source</u> is <u>above</u> or <u>both</u> above and <u>below</u> to heat the food.
Ranges	Cooking units with <u>open</u> <u>heat</u> sources that are usually the <u>most</u> frequently <u>utilized</u> pieces of equipment in restaurant and foodservice kitchens.
Ovens	Kitchen <u>equipment</u> in restaurant and foodservice operations used for <u>baking</u>, heating, or <u>roasting</u> food.
Proofing cabinet	Piece of kitchen equipment designed to <u>proof</u> bread and <u>keep</u> it <u>hot</u> after it is baked, allowing for <u>control</u> of the <u>temperature</u> and <u>humidity</u> of doughs during both the <u>proofing</u> and <u>second</u> rise, to make a consistent product.
Bain-marie	A <u>cylindrical</u> stainless-steel <u>pot</u> meant to sit in a <u>steam</u> table, sometimes held in a hot-water <u>bath</u>, depending upon the type of steam table. Inserts come in many sizes, ranging from one quart to 36 quarts. A bain-marie, when set properly, <u>holds</u> food at <u>135</u> °F (57°C).
Carbonated beverage machine	A machine <u>attached</u> to <u>tanks</u> that hold premixed blends for selected soft drinks and a tank that contains <u>CO₂</u>. When the switch on the unit is pressed, the machine automatically <u>mixes</u> the <u>blend</u> and <u>gas</u> to <u>make</u> the <u>beverage</u>. The machine <u>contains</u> a <u>refrigeration</u> unit to chill the lines to reduce foaming in the dispensed beverage.

ACTIVITY 11.1 **FILL IN THE BLANK** (*continued*)

Chafing dishes	Stainless-steel <u>containers</u> used to <u>keep</u> food items <u>hot</u> on a <u>buffet</u> table; typically, the heat source is <u>canned</u> <u>fuel</u> , which is placed <u>underneath</u> the chafers <u>filled</u> with hot <u>water</u> .
Coffeemaker	A machine that automatically makes <u>coffee</u> ; the operator adds coffee and, because the unit is usually <u>connected</u> to a <u>water</u> supply, simply <u>pushes</u> a <u>button</u> to make the coffee. Units come in a variety of sizes, from those that make a single 12-cup pot to the large banquet-size urns that make 100 or more cups.
Espresso machine	Machine that <u>produces</u> the traditional Italian coffee beverage called <u>espresso</u> , which is a <u>concentrated</u> <u>coffee</u> beverage brewed by forcing hot <u>water</u> under <u>pressure</u> through <u>finely</u> <u>ground</u> coffee.
Food warmer/steam table	Unit designed to <u>hold</u> hotel <u>pans</u> (or steam table pans)—either one full-size pan or multiple smaller pans per slot—and to <u>work</u> with <u>water</u> in the <u>holding</u> unit, without water, or either way. A food warmer/steam table, when set properly, <u>holds</u> food at <u>135</u> °F (57°C).
Hot-holding cabinet	A heavily <u>insulated</u> cabinet designed to <u>hold</u> either <u>hotel</u> pans or <u>sheet</u> pans on racks in the interior, with a thermostat <u>controlling</u> the <u>temperature</u> so that the cabinet <u>holds</u> food at the <u>desired</u> <u>temperature</u> . Often these units also have <u>controls</u> for <u>humidity</u> to prevent stored food from drying out. <u>Some</u> units have <u>wheels</u> to make it <u>easy</u> to <u>move</u> them to the service area.

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ACTIVITY 11.1 | **FILL IN THE BLANK** (*continued*)

Hot box	An <u>insulated</u> piece of equipment designed to <u>hold</u> sheet <u>pans</u> and hotel pans of <u>food</u> .
Ice machines	Machines that make <u>ice</u> cubes, <u>flakes</u> , and <u>chips</u> , and crushed <u>ice</u> .
Speed racks	These racks are generally made of <u>metal</u> and have <u>slots</u> that food handlers can <u>slide</u> sheet <u>pans</u> into, which can create <u>shelves</u> of various <u>heights</u> depending on <u>need</u> . Speed racks equipped with <u>wheels</u> are suitable for kitchens, bakeshops, dry storage, refrigerators, and freezers. A <u>wider</u> variant is made to hold <u>large</u> serving <u>trays</u> for <u>banquets</u> , so that cooks can <u>make</u> <u>plates</u> up in <u>advance</u> and <u>store</u> them (for instance, composed salads can be assembled and stored without dressing).
Tea maker	A machine that <u>works</u> the <u>same</u> as a <u>coffeemaker</u> but makes <u>tea</u> for iced <u>tea</u> .

ACTIVITY 11.2 | RECEIVING AND STORING FOOD EQUIPMENT

Directions

List and define the equipment used in the process of receiving and storing food.
Find or create images to pair with the definitions.

Teacher Note:

Allow students to perform research online or in catalogs to find images.

This activity uses the instructional strategy of the classification chart to guide students through the content. Another way to show the content is to develop the categories and segments into a hierarchy, or model the content into a functional visual representation, like a family tree. This also uses elements of a comparison matrix where students can further define the function of the categories as examples.

This graphic thinking model encourages the synthesizing and organizing of information connected to the learning objective. It offers a way to visualize and process the information.

It can easily be modified to include images or symbols to decode the text.

Receiving	Storing
Receiving table/area—Employees weigh, inspect, and check delivered items on a receiving table or in a receiving area. Scales—Employees weigh items using a scale to confirm that what was ordered matches what is delivered. Utility carts—Carts molded of durable injection molding (plastic), molded shelving, or heavy steel are used to carry food cases to storage areas. Chutes, conveyors, dollies, dumbwaiters, and elevators are all used to move food and supplies from one area of the operation to another.	Shelving—Operations use stainless steel instead of wood because wood is difficult to keep clean and is not acceptable to many local health departments. Stainless steel shelves are very strong and easy to clean. Walk-in refrigerators or walk-in freezers (often just called a “walk-in”)—These are built right into the foodservice facility itself. A reach-in refrigerator or reach-in freezer (often just called a “reach-in”) —These can have one, two, or three internal compartments. A reach-in might have full-sized doors or half doors, windows in the doors, or doors on both sides of the freezer. Some have wheels so that they can be used in different areas of the kitchen. There are also roll-in, display, on-site, and portable refrigerators and freezers.

ACTIVITY 11.3 FOOD-PREPARATION EQUIPMENT: CUTTERS AND MIXERS

Directions

Identify the names of the equipment by each item's description.

Types of Cutters and Mixers	
Cutter/Mixer	Description
Countertop blender	Purée, liquefy, and blend food. The blender consists of a base that houses the motor and a removable, lidded jar with a propeller-like blade in the bottom. Speed settings for the motor are in the base. Jars for this are made of stainless steel, plastic, or glass.
Immersion blender	It is a long, stick-like machine that houses a motor on one end of the machine with a blade on the other end. This operates in the same manner as a countertop blender to purée and blend food except that a cook holds it manually in a container of food, whereas a countertop blender contains the food itself.
Food chopper	Chops vegetables, meat, and other food using a vertical rotating blade and a bowl that rotates the food under the blade. This unit is often called a buffalo chopper. Never push food under the cover of the bowl, because your fingers could be caught by the moving blades. To clean, first unplug the unit. Remove the blades carefully, and handle with the same care given a knife.
Food processors	This is a processing machine that houses the motor separately from the bowl, blades, and lid. It grinds, purées, blends, crushes, and kneads foods.
Horizontal cutter mixer (HCM)	Cuts, mixes, and blends food quickly with a high-speed, horizontal, rotating blade that is housed in a large bowl with a tight cover. To vary from coarse to fine or actual purée, control the length of time the blade runs through the product. Always count to 10 before opening the lid after stopping the blade. The force created in the bowl moves the food rapidly. Allow time for food to stop moving, or it may fly out when the lid is opened. Unplug the unit before cleaning it. Handle the blades with the same care as a knife. The mixer will not operate if the hinged lid is not locked.

ACTIVITY 11.3 | FOOD-PREPARATION EQUIPMENT: CUTTERS AND MIXERS (continued)

Types of Cutters and Mixers	
Cutter/Mixer	Description
Mandoline	Made of stainless steel with adjustable slicing blades to slice and julienne. Its narrow, rectangular body sits on the work counter at a 45-degree angle. It is useful for slicing small quantities of fruit or vegetables in situations where a large electric slicer isn't necessary. There are also extremely popular plastic models, which may have fixed or adjustable blades. Typically, these do not stand on counters but are held over a bowl or work surface. Always use a hand guard or steel gloves to avoid injury.
Meat grinder	This is a free-standing machine or an attachment for a standing mixer. Drop food in through a feed tube, where it is pulled along by a metal worm and then cut by blades as the food is forced out through the grinder plate. To avoid cross-contamination, clean all areas thoroughly after use.
Meat slicer	Most have a slanted, circular blade. Food either passes through the machine automatically or a cook pushes a hopper that holds the product along a carriage into the blade. The thickness is set by increasing and decreasing the distance between the guide plate and the blade. The guard on the hopper must always be used to move the hopper. This protects the hands. During cleaning, the machine must be unplugged and the blade set at 0 (no distance between the guide plate and blade). Remember that the blade is a knife and can cut even when it is not turning. Because the blades are very sharp, it is important to pay close attention when using them.
Mixer	Come in 5-quart, 20-quart, 60-quart, and 80-quart sizes. Cooks use them to mix and process large amounts of food with any number of specialized attachments, including paddles, wire whips, dough hooks, meat grinders, shredders, slicers, and juicers. • Use to mix, mash, and cream soft foods. • Use to beat and add air to light foods, such as egg whites and cake frosting. • A heavier version of the wire whip, use it to whip, cream, and mash heavier foods. • Use to mix heavy, thick dough.

ACTIVITY 11.4 | FOOD-PREPARATION EQUIPMENT: STEAMERS AND BROILERS

Directions

Describe the listed equipment and its use in a restaurant or foodservice operation.

Teacher Note:

Refer students to pages 207–208 of the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook for descriptions of steamers and broilers.

Types of Steamers and Broilers

Equipment	Description
Steamer	Use a steamer to steam food such as vegetables and grains. It uses low or high steam pressure. A steamer often consists of a set of stacked pots. The lower pot holds boiling water. The upper pot has a perforated bottom that allows the steam to enter through and cook the food in the pot above. All types of steamers cook food quickly in very hot (212°F/100°C) water vapor.
Convection steamers	In a convection steamer, the steam is generated in a boiler and then piped to the cooking chamber, where it is vented over the food. Pressure does not build up in the unit. Rather, it is continually exhausted, which means the door may be opened at any time without danger of scalding or burning as with a pressure steamer. Cooks use convection steamers to cook large quantities of food.
Pressure steamer	A pressure steamer cooks food with high-pressure steam. Water is heated under pressure in a sealed compartment, allowing it to reach temperatures greater than 212°F (100°C). It's very important to release the pressure before opening the door on a pressure steamer. The cooking time is controlled by automatic timers, which open the exhaust valves at the end of the cooking time to vent the steamer.
Steam-jacketed kettle	These kettles come in free-standing and tabletop versions and in a very wide range of sizes. The kettle's bottom and sides have two layers, and steam circulates between the layers, heating liquid food like soups and stews quickly and evenly. Because the circulating steam evenly heats all sides of the kettle instead of just the bottom, food cooks faster and more evenly and is less likely to burn.
Tilting fry pan	Although this piece of equipment is often called a fry pan or skillet, cooks use it to grill, steam, braise, sauté, and stew many different kinds of food. Most tilting fry pans have lids that allow the unit to function as a steamer. They are very easy to clean.
Charbroiler	Charbroilers use gas or electricity to mimic the effects of charcoal in a grill, and as a result are sometimes referred to as grills. Food juices drip onto the heat source to create flames and smoke, which adds flavor to food.
Countertop broiler	This is a small broiler that sits on top of a work table. Primarily quick-service restaurants use these. The heat source is located above the food and produces an intense radiant heat.
Hotel broiler	Use this large radiant broiler to broil large amounts of food quickly.
Rotisserie	In a rotisserie, cooks place food on a stick, or spit, and roast it over or under a heat source. The unit may be open or enclosed like an oven. Cooks use it most often for cooking chicken, turkey, and other types of poultry.
Salamander	This is a small radiant broiler usually attached to the back of a range. Use it to brown, finish, and melt food to order.

ACTIVITY 11.5 FOOD-PREPARATION EQUIPMENT: RANGES, GRIDDLES, FRYERS, AND OVENS
Directions

Describe the listed equipment and its use in a restaurant or foodservice operation.

Teacher Note:

Refer to pages 209–212 in the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook for descriptions and images for ranges, griddles, fryers, and ovens.

Types of Ranges, Griddles, Fryers, and Ovens

Equipment	Description
Deep-fat fryer	Gas and electric fryers cook food in oil at temperatures between 300°F and 400°F (149°C and 204°C). Some computerized fryers lower and raise the food baskets automatically.
Flat-top burner (also called a French top)	A flat-top burner cooks food on a thick slate of cast iron or a steel plate that covers the heat source. A flat-top burner provides even and consistent heat.
Griddle	Similar to a flat-top range, a griddle has a heat source located beneath a thick plate of metal. Cook food directly on this surface, which is usually designed with edges to contain the food and a drain to collect waste.
Induction burner	An induction burner generates heat by means of magnetic attraction between the cooktop and a steel or cast-iron pot or pan. The cooktop itself remains cool. Reaction time is significantly faster with the induction cooktop than with traditional burners. Do not use copper or aluminum pans on this burner. They will not work.
Open burner	A grate-style gas burner supplies direct heat by way of an open flame to the item being cooked. The heat can be easily controlled.
Wok burner	This is a gas burner (or propane for home use) with multiple jets, designed to cradle a rounded wok pan in extremely intense heat. The high heat of a wok burner produces the wok hei, which is a particularly savory, charred flavor associated with the best wok-cooked dishes.
Convection oven	Convection ovens have a fan that circulates heated air around the food as it cooks. This shortens cooking times and uses energy efficiently. They reduce recipe temperatures designed for conventional ovens by 25 to 50 degrees, because the circulating air is so much more efficient.
Combi-oven	This unit combines a convection oven with a steamer. Using a combi-oven, cooks can work with convective steam, with convective dry hot air, or with a combination of both. These are very efficient, flexible units, but they are relatively expensive.

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ACTIVITY 11.5 **FOOD-PREPARATION EQUIPMENT: RANGES, GRIDDLES, FRYERS, AND OVENS** *(continued)*
Types of Ranges, Griddles, Fryers, and Ovens

Equipment	Description
Conventional (standard) oven	In a conventional oven, the heat source is located on the floor of the oven. Heat rises into the cavity, or open space in the oven, which contains racks for the food to sit on as it cooks. These ovens are usually located below a range-top burner. Conventional ovens are inexpensive and easy to integrate with other pieces of cooking equipment.
Conveyor oven	In this type of oven, a conveyor belt moves the food along a belt in one direction. It cooks with heat sources on both top and bottom.
Deck oven	A deck oven is a type of conventional oven in which two to four shelves are stacked on top of each other. Cook food directly on these shelves, or decks.
Microwave oven	Microwave ovens heat food not with heat but with microwaves of energy that cause a food's molecules to move rapidly and create heat inside the food. In restaurant and foodservice kitchens, cooks use microwaves mainly to thaw and reheat food.
Rotary oven	A rotary oven has three to five circular shelves on which food cooks as the shelves move around a central rod.
Slow-roasting oven	Use this oven to roast meat at low temperatures. This helps preserve the meat's moisture, reduce shrinkage, and brown its surfaces.
Smoker	Use a smoker for smoking and slow-cooking food. A true smoker treats food with smoke and operates at either cool or hot temperatures. Smokers generally have racks or hooks, allowing food to smoke evenly.
Tandoor oven	This is a cylindrical or barrel-shaped oven, often made of clay, with a wood or charcoal fire inside at the base and an open top. Food can be thrust inside the oven on long metal spikes (famously, chicken), or portions of thin dough can be slapped against the inside of the oven to develop characteristic bubbling and charring. These ovens easily reach 800°F to 900°F (427°C to 482°C).
Proofing cabinet	Designed to proof your bread and keep it hot after it's baked. This is important for bakeries in order to control the temperature and humidity of doughs during both the proofing and second rise to make a consistent product. Because it can hold the product after, these cabinets can save on space and time instead of having two pieces of equipment.

ACTIVITY 11.6 | FOOD-PREPARATION EQUIPMENT: HOLDING AND SERVING EQUIPMENT

Directions

Identify the names of the equipment by each item's description.

Teacher Note:

Refer to pages 214–216 of the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook for descriptions and images of holding and serving equipment.

Types of Holding and Serving Equipment

Equipment	Description
Bain-marie	A cylindrical stainless-steel pot meant to sit in a steam table. These may or may not be held in a hot-water bath, depending upon the type of steam table. Inserts come in many sizes, ranging from one quart to 36 quarts. When set properly, holds food at 135°F (57°C). Never use it to cook or reheat food.
Carbonated beverage machine	This machine is attached to tanks that hold the premixed blends for selected soft drinks and to a tank that contains CO ₂ . When a cook or server presses the switch on the unit, it automatically mixes the blend and gas to make the completed beverage. The unit contains a refrigeration unit to chill the lines to reduce foaming in the dispensed beverage.
Chafing dishes	These are used to keep food items hot on a buffet table. Typically, the heat source is canned fuel.
Coffee maker	This is a machine that automatically makes coffee. The operator adds coffee and, because the unit is usually connected to a water supply, simply pushes a button to make the coffee. The units come in a variety of sizes, from ones that make a single 12-cup pot to the large banquet-size urns that make 100 or more cups.
Espresso machine	This machine produces a traditional Italian coffee beverage.

Continued on the next page.

ACTIVITY 11.6

FOOD-PREPARATION EQUIPMENT: HOLDING AND SERVING EQUIPMENT
(continued)

Types of Holding and Serving Equipment

Equipment	Description
Food warmer or steam table	This unit is designed to hold hotel pans (or steam table pans), either one full-size pan or multiple smaller pans per slot. Different types of units are designed to work with water in the holding unit, without water, or either way. When set properly, this piece of equipment holds food at 135°F (57°C). Never use it to cook or reheat food.
Hot box	This is an insulated piece of equipment designed to hold sheet pans and hotel pans of food.
Hot-holding cabinet	This is a heavily insulated cabinet designed to hold either hotel pans or sheet pans on racks in the interior. A thermostat controls the temperature, so that the cabinet holds food at the desired temperature. Often these units also have controls for humidity to prevent stored food from drying out. Some units have wheels to make it easy to move them to the service area.
Ice machine	This makes ice cubes, flakes, chips, and crushed ice. Always scoop ice with a proper ice scoop.
Tea maker	This works the same as the coffeemaker, but it makes tea for iced tea.
Speed racks	These racks are generally made of metal and have slots that food handlers can slide sheet pans into. This can create shelves of various heights depending on need. They are equipped with wheels and are suitable for kitchens, bakeshops, dry storage, refrigerators, and freezers. A wider variant is made to hold large serving trays for banquets, so that cooks can make plates up in advance and store them (for instance, composed salads can be assembled and stored without dressing).

ACTIVITY 11.7 | THE DOs AND DON'Ts OF SLICERS, STEAMERS, AND DEEP-FAT FRYERS

Directions

Create a “do” and “don’t” safety or usage step when working with deep-fat fryers, slicers, and steamers. Use Table 11.6 on page 213 in the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook as a guide.

Teacher Note:

For each statement, students will categorize the items as a “do” or “don’t,” depending on the wording. Then they will create a statement that describes the opposite. Statements can either reinforce the best practice with do or don’t language or describe a bad practice.

Sample responses are included below.

Item	Do	Don't
Deep-fat fryer	Example: Use caution when working around hot oil.	Example: Don't drop items with force or splash the HOT OIL.
Deep-fat fryer	Get trained in the proper use and maintenance of your deep fryer.	Do not use a deep-fat fryer without first being trained on how to use it.
Deep-fat fryer	Observe all safety procedures and wear all protective equipment provided for your use while preparing hot items.	Do not lean over the fryer when it is in use.
Deep-fat fryer	Use gloves and scrapers and other cleaning tools with handles provided by your employer.	Do not use at-home cleaning tools or equipment that is not heat-safe.
Deep-fat fryer	Use the correct grease level and cooking temperatures for your deep fryer.	Do not overfill the fryer with oil and turn it to the highest setting—displacement occurs.
Deep-fat fryer	Avoid reaching over or climbing on top of fryers and other hot surfaces. Clean vents when oil is cool.	Do not climb up on the ledge to clean right after closing.
Deep-fat fryer	Dispose used frying oil by following the manufacturers' recommendations.	Do not dump oil down a prep sink.
Deep-fat fryer	Keep floor surfaces clean and dry to prevent slipping or falling onto hot surfaces. Wear slip-resistant shoes. Floors should be cleaned often with grease-cutting solutions.	Do not leave spilled oil on the ground near the fryer.
Deep-fat fryer	Do clean floors after the oil is cool, and exercise caution.	Do not work too closely to hot fryers when the floor is wet.

Continued on the next page.

ACTIVITY 11.7 THE DOs AND DON'Ts OF SLICERS, STEAMERS, AND DEEP-FAT FRYERS
(continued)

Item	Do	Don't
Deep-fat fryer	Do store beverages away from food-preparation areas.	Do not spill water or ice into oil. Do not store employee drinks by deep fryers. They could be easily bumped into the hot oil and cause a flare-up.
Deep-fat fryer	Do only use the proper amount of product for the level of oil in the fryer. Too much cools the oil down, lowering the temperature of the oil and extending cooking time, and causes the oil to overflow (displacement).	Do not overfill or pour excessive amounts of product into a deep fryer at one time. Overfilling causes excessive splashing and bubbling over of hot oil.
Deep-fat fryer	Do portion items into baskets away from the oil, allowing any ice to fall away before placing the baskets in the oil.	Do not pour excess ice from packages into the fryer.
Deep-fat fryer	Do set the oil to the correct temperature. The highest setting will burn the oil, the coating on fried items, and the outside of the food items. The oil will turn very dark and will smoke.	Do not overheat the oil. Use only manufacturer's recommended cooking temperatures.
Deep-fat fryer	Do strain the oil when it is cool. Ideally fryers will be cleaned the next morning to ensure the oil has cooled.	Do not move or strain hot oil containers. Wait until the oil is cool.
Deep-fat fryer	Do take oil directly to the disposal area.	Do not store oil on floors by the grill area. Someone could slip and fall into the oil.
Deep-fat fryer	Do extinguish hot oil/grease fires by using a class K fire extinguisher.	Do not just use the first extinguisher you see. Make certain you have the proper type for a grease fire!
Slicer	Do dedicate full attention to slicing tasks and avoid distractions.	Do not operate the slicer when distracted or playing around.
Slicer	Do wear cut-resistant gloves when operating or cleaning.	Do not bother with cut gloves.

ACTIVITY 11.7 | THE DOs AND DON'Ts OF SLICERS, STEAMERS, AND DEEP-FAT FRYERS
(continued)

Item	Do	Don't
Slicer	Do secure the food correctly so it does not slip.	Do not use your hand to hold the food when using the slicer.
Slicer	Do turn off, unplug, and set the blade adjustment to zero before cleaning. This makes sure that the knife edge is not exposed.	Do not worry about unplugging the slicer. You turned it off. It can't turn on by itself, right?
Slicer	Do keep the work area clean and free of clutter.	Do not let food remain on the floor near the slicer.
Slicer	Do always use tampers or pushers to push food into place.	Do not use your hands to push the food into place.
Slicer	Do always use tampers or pushers to push food into place.	Do not use hands to feed food into the slicer.
Slicer	Do keep limbs intact by following the proper procedure.	Do not reach across the blade for any reason
Slicer	Do use locking features to keep blade in place when not in operation.	Do not leave the slicer unlocked, even when you're planning to use it later.
Steamer	Do guard against possible steam burns when opening the door.	Do not stick your face right near the door when you open it!
Steamer	Do have steamers checked by a reliable service person.	Do not ignore leaks.
Steamer	Do be certain that the safety valve is in good working order.	Do not assume the safety valve is always in good working order.
Steamer	Do shut off steam and call a reliable service person if steam pressure rises above safety levels.	Do not ignore equipment problems even if the steamer seems to be working.
Steamer	Do clean up spilled food immediately.	Do not let spilled food remain on the floor near the steamer.

ACTIVITY 11.8

THE REAL COST OF EQUIPMENT

Directions

Research the price of the items listed below and record your findings. Then discuss how cleaning and maintenance apply to the cost of equipment.

Teacher Note:

Guide students to research the various prices for the listed items online or in catalogs. Use a search engine with the words “commercial kitchen equipment pricing” to view a variety of vendors. You may customize to have students compare vendor pricing.

This activity activates background knowledge and reinforcement of the curriculum, incorporates goal-directed learning, self-assessment, and encourages reflection. It can be customized for a variety of learners with the use of media, visual representations, or assistive technology.

It also uses the instructional strategy of the classification chart to guide students through the content. This also uses elements of a comparison matrix. Allow students to reach beyond the text and research additional information with access to tools or technologies to navigate the material.

This activity provides a graphic organizer or concept map to highlight the content listed in the essential skill steps. It also provides a repeated reading of a select passage to apply critical thinking to create an example. Students may be able to add the examples provided in the text, or allow students to engage in exploration or other essential questions and big ideas by creating their own examples.

Item	Price
Receiving table/area	
Scales	
Utility carts	
Shelving	
Refrigerators (walk-in and reach-in)	
Freezers (walk-in and reach-in)	
Cutters	
Mixers	

ACTIVITY 11.8 THE REAL COST OF EQUIPMENT (continued)

Item	Price
Steamers	
Broilers	
Ranges	
Ovens	
Proofing cabinets	
Bain-marie	
Carbonated beverage machine	
Chafing dishes	
Coffeemaker	
Espresso machine	
Food warmer/steam table	
Hot box	
Hot-holding cabinet	
Ice machine	
Tea maker	
Speed racks	

Why is regular cleaning and maintenance for equipment so important? Do you see a relationship to the cost of some items? Consider how often certain pieces of equipment are bought or replaced. Write a summary of your thoughts below.

Kitchen equipment is incredibly expensive. Some pieces are over \$20,000.00! But equipment is also built to last. Therefore proper cleaning and maintenance is required, because operations cannot afford to buy the bigger ticket items every year. Consider it like an expensive car: would you trash your brand new dream car?

Chapter

12

Activity Guide

ACTIVITY 12.1

WHAT’S YOUR FUNCTION?

Directions

Define the function of the different pieces of smallware and equipment.

Teacher Note:

Allow students to create images or take photos/screenshots of pieces of equipment from the kitchen/lab or perform online research to locate additional images, if necessary.

This activity uses semantic mapping to organize the content into a visual representation of the information, which provides an alternate display of the content. This activity uses a graphic thinking model to show a sequence of events, time order or plan, concept map, and visualizing to connect the learning objectives to big ideas and career planning.

Smallware	Function
Bench scraper	A rigid, small sheet of stainless steel with a metal blade. Used to scrape material off of a work surface or “bench” or to cut or portion soft, semifirm items (like bread dough or cookie dough).
Bowl scraper	A flexible piece of rubber or plastic. Used to combine ingredients in a bowl and then scrape them out again, to cut and separate dough, and to scrape extra dough and flour from wooden worktables.
Can opener	A large can opener is mounted onto a metal utility table in order to be used to open large cans. A small, handheld can opener, like those for home use, may be used in a restaurant or foodservice kitchen to open small cans of food.
Channel knife	A knife used to cut grooves lengthwise in a vegetable such as a carrot.
Cheesecloth	A light, fine-mesh gauze for straining liquids such as stocks or custards, for bundling herbs, or for thickening yogurt.
China cap (<i>chinois</i>)	A pierced, metal, cone-shaped strainer. Used to strain soups, stocks, and other liquids to remove all solid ingredients. A very fine China cap made of metal mesh and called a chinois strains out very small solid ingredients.

ACTIVITY 12.1 | WHAT'S YOUR FUNCTION? (continued)

Smallware	Function
Colander	Allows liquid to drain while retaining solids such as cooked pasta and vegetables. Colanders stand on metal feet, while strainers are usually handheld.
Cook's fork (kitchen fork)	A fork with two long, pointed tines to test the doneness of braised meat and vegetables, to lift items to the plate, and to steady an item being cut. Do not use a cook's fork to turn meat that is being dry-cooked because the tines may pierce the meat and release the juices.
Corer	Used to remove the core of an apple or pear in one long, round piece.
Fish scaler	Removes scales from a fish.
Food mill	A machine that comes with several detachable parts, such as coarse, medium, and fine grating screens. Used to purée food to different consistencies.
Funnel	Used to pour liquid from a larger to a smaller container.
Grater	Also known as a shredder; grates food into fine pieces.
Kitchen shears	Strong scissors used to cut string and butcher's twine and to cut grapes into small clusters.
Offset spatula	Often used to turn food on a griddle or broiler. It has a wide, chisel-edged blade and a short handle.
Parisienne scoop	Also called a melon baller. Cuts ball shapes out of soft fruits and vegetables.
Pastry bag	A bag made of canvas, plastic, or nylon, used to pipe out frostings, creams, and puréed foods. Different pastry tips create a variety of decorations.
Pastry brush	Used to brush egg wash, melted butter, glazes, and other liquids onto items such as baked goods, raw pasta, or meat.
Peeler	Cuts a thick layer from vegetables and fruits more efficiently than a paring knife.
Pie server	A specially shaped spatula made for lifting out and serving pieces of pie. It is also known as a wedge spatula.
Piping tools	Include piping bags (canvas, plastic, disposable), decorative tips (metal, plastic, of varying shapes), and presses (cylinders with a handle on one end that force dough through a metal cutout).
Pizza cutter	Also known as a pastry wheel. Used to cut pizza and rolled-out dough.
Ricer	Used to create rice-like pieces of cooked food by pressing the food through a sheet of small holes—known as a pierced hopper—that are typically about the diameter of a piece of rice.
Rolling pin	A cylinder used to roll over pastry to flatten or shape it.
Rubber spatula	A spatula with a long handle, often called a scraper, used to fold ingredients together and scrape the sides of bowls.

Continued on the next page.

ACTIVITY 12.1 | **WHAT'S YOUR FUNCTION?** *(continued)*

Smallware	Function
Sandwich spreader	A short, stubby spatula used to spread sandwich fillings and condiments.
Skimmer	Has a larger round, flat head with holes. Used to remove foam from stock or soup and to remove solid ingredients from liquids. Mesh skimmers are also available.
Sieve	Also known as a sifter. Has a mesh screen to sift flour and other dry baking ingredients and to remove any large impurities, as well as to combine and aerate the food product.
Spoons	Cooking spoons for quantity cooking are solid, perforated, or slotted. They are made of stainless steel and hold about three ounces. Solid spoons are serving spoons without holes in them. Use them to spoon out both liquid and solid ingredients. Perforated and slotted spoons have holes that allow liquid to drain while holding the solid items on the spoon.
Straight spatula	A flexible, round-tipped tool used for icing cakes, spreading fillings and glazes, leveling dry ingredients when measuring, and even turning small pancakes and other food items.
Strainer	Made of mesh-like material or metal with holes in it. Strainers come in different sizes and are often shaped like a bowl. Strainers strain pasta, vegetables, and other larger food items cooked in liquid.
Tamis/drum sieve	A screen that stretches across a metal or wood base that is shaped like a drum. Food is forced through it. It is used to purée very soft food and to remove solids from purées.
Tongs	Scissor-like utensil that food handlers use to pick up and handle all kinds of solid food. To keep food safe, food handlers should never use their hands to pick up food.
Wire whip (whisk)	Wire whips of different sizes and heaviness are used to mix, beat, and stir food.
Zester	Shreds small pieces of the outer peel of citrus fruits such as oranges, lemons, and limes.
Balance scale/ baker's scale	Weighs dry ingredients in the bakeshop.
Bimetallic stemmed thermometer	Used to check the temperature of large or thick food. They are inserted into the food up to a dimple on the probe and held for at least 15 seconds to check temperature.
Digital (electric) scale	A precise scale used to measure weight. It provides a digital readout in both U.S. and metric systems.
Ladle	Available in various sizes and measured in fluid ounces and milliliters so they can be used to portion out liquids.
Measuring cup	Measures varying quantities of both dry goods and liquids. Measuring cups with spouts measure liquids, and those without spouts measure dry ingredients.
Measuring spoon	Used to measure small quantities of spices or liquids. The spoons measure in the amounts of $\frac{1}{8}$ teaspoon (not all sets include this smallest size), $\frac{1}{4}$ teaspoon, $\frac{1}{2}$ teaspoon, 1 teaspoon, and 1 tablespoon.

ACTIVITY 12.1 | WHAT'S YOUR FUNCTION? (continued)

Smallware	Function
Portion scale	Used to measure recipe ingredients, from ¼ ounce to 1 pound to 2 pounds.
Portion scoop	Short-handled measuring utensil used to scoop out soft foods, such as ice cream, butter, and sour cream. Portion scoops come in various sizes.
Thermocouple	Thermometer that measures temperature in thick or thin food almost instantly as temperature is read at the tip of the probe. Do not leave this kind of thermometer in food as they cook.
Volume measures	Similar to liquid measuring cups but bigger, usually available in sizes of 1 pint, 1 quart, ½ gallon, and 1 gallon.
Brazier	Also called a <i>rondeau</i> . This medium to large pot, more shallow than sauce pots, has straight sides and two handles for lifting. This is typically made of heavyweight material with a thick bottom for good heat distribution. Use it to braise meat and vegetables.
Double boiler	Has an upper pot and a lower pot. The lower pot holds boiling or simmering water that gently cooks the food in the upper pot. Use it for melting chocolate or heating milk, cream, or butter.
Saucepot	Used to prepare sauces, soups, and other liquids. Sauce pots are more shallow than stock pots, with straight sides and two loop handles for lifting.
Stockpot	A large pot for preparing stocks. Stock pots with spigots allow the liquid to be poured out easily without losing any of the solid ingredients.
Cake pan	Pans with straight sides and available in a variety of sizes and shapes, including round, rectangular, square, and specialty (such as heart-shaped).
Cast-iron skillet	A heavy, thick pan made of cast iron, used to pan grill or panfry food like meat or vegetables.
Crêpe pan	A shallow skillet with very short, slightly sloping sides, used to create crêpes, a thin pancake.
Fish poacher	A long, narrow, metal pan with a perforated rack used to raise or lower the fish into a cooking liquid so it doesn't break apart.
Hotel pan	Used to hold prepared food in a steam table, hot-holding cabinet, or refrigerator. These can sometimes be used for baking, roasting, or poaching, but because it is thin, it generally does not do well with proteins and vegetables.
Muffin tin	Small, round cups or molds used to make muffins, cupcakes, or other small baked goods.
Roasting pan	A shallow, rectangular pan with medium-high sides and two handles, used to roast and bake foods, such as meat and poultry.
Saucepan	A pan with medium height, straight sides, and a single long handle, used for general cooking, in particular liquid or liquid-based mixtures, on ranges.

Continued on the next page.

ACTIVITY 12.1 | WHAT'S YOUR FUNCTION? (continued)

Smallware	Function
Sauté pan	The original French sauté pan is slope-sided and made of thin metal for quick heating. It is used strictly to sauté items.
<i>Sautoir</i>	The classic <i>sautoir</i> shape has a wide bottom and straight sides. Some typical tasks include pan-frying, stir-frying, and shallow poaching.
Sheet pan	A very shallow pan, about one inch deep, used for just about anything, from baking cookies to roasting vegetables.
Springform pan	A two-part, spring-loaded baking pan. The bottom piece and ring secure with a spring to hold the bottom in place. Once an item is baked, the chef can release the spring to make it easy to remove the cake from the pan.
Wok	A metal pan with a rounded bottom and curved sides. The curved sides make it easy to toss or stir food. Cooks use woks especially for frying and steaming in Asian cooking.
Boning knife	Food handlers and cooks in the butchering area use this six-inch knife to separate raw meat from the bone. They come in two types: one has a thin, flexible blade that is shorter than the blade of a chef's knife; the other has a thicker, less flexible blade used for cutting larger pieces of protein.
Chef's (French) knife	This is an all-purpose knife for chopping, slicing, and mincing all types of foods. Its blade is normally 8 to 14 inches long and tapers to a point at the tip.
Clam knife	This short, blunt-point knife is used to shuck, or open, clams. Unlike the oyster knife, it has a very sharp edge.
Cleaver	This heavy, rectangular knife is used to chop all kinds of food, from vegetables to meat. It is also able to cut through bones.
Oyster knife	An oyster knife is a short, stubby knife with a pointed tip for shucking oysters.
Paring knife	The paring knife is used to trim and pare vegetables and fruits. It is a small knife with a sharp blade, only two to four inches long.
Santoku	A santoku is a general-purpose kitchen knife with a five- to seven-inch blade length and Grants on the side that help food to release easily. The santoku knife is designed for a comfortable, well-balanced grip, while allowing for full blade use.
Serrated slicer	This knife has a long, thin, serrated blade and is used to slice breads and cakes.
Slicer	This knife is used for slicing cooked meat. Its blade can be as long as 14 inches.
Steak knife	This curved knife is used for cutting beef steaks from the loin.
<i>Tourné</i>	Similar to a paring knife, this knife has a curved blade for cutting the curved surfaces of vegetables. It is sometimes called a bird's beak for its shape.

ACTIVITY 12.2 | THE RIGHT TOOL FOR THE JOB

Directions

Place the key term into the proper category: hand tools and small equipment, measuring utensils, pots and pans, and knives.

Teacher Note:

This activity uses the instructional strategy of the classification chart to guide students through the content. Another way to show the content is to develop the categories and segments into a hierarchy, or model the content into a functional visual representation, like a family tree. This also uses elements of a comparison matrix where students can further define the function of the categories as examples of the segments.

This graphic thinking model encourages the synthesizing and organizing of information connected to the learning objective. It offers a way to visualize and process the information.

Key Term	Hand Tools and Small Equipment	Measuring Utensils	Pots and Pans	Knives
Bench scraper	X			
Bowl scraper	X			
Can opener	X			
Channel knife	X			
Cheesecloth	X			
China cap (<i>chinois</i>)	X			
Colander	X			
Cook's fork (kitchen fork)	X			
Corer	X			
Fish scaler	X			

Continued on the next page.

ACTIVITY 12.2 | **THE RIGHT TOOL FOR THE JOB** *(continued)*

Key Term	Hand Tools and Small Equipment	Measuring Utensils	Pots and Pans	Knives
Food mill	X			
Funnel	X			
Grater	X			
Kitchen shears	X			
Offset spatula	X			
Parisienne scoop	X			
Pastry bag	X			
Pastry brush	X			
Peeler	X			
Pie server	X			
Piping tools	X			
Pizza cutter	X			
Ricer	X			
Rolling pin	X			
Rubber spatula	X			
Sandwich spreader	X			
Skimmer	X			
Sieve	X			

ACTIVITY 12.2 | THE RIGHT TOOL FOR THE JOB (continued)

Key Term	Hand Tools and Small Equipment	Measuring Utensils	Pots and Pans	Knives
Spoons	X			
Straight spatula	X			
Strainer	X			
Tamis/drum sieve	X			
Tongs	X			
Wire whip (whisk)	X			
Zester	X			
Balance scale/baker's scale		X		
Bimetallic stemmed thermometer		X		
Digital (electric) scale		X		
Ladle		X		
Measuring cup		X		
Measuring spoon		X		
Portion scale		X		
Portion scoop		X		
Thermocouple		X		
Volume measures		X		
Cookware			X	

Continued on the next page.

ACTIVITY 12.2 | **THE RIGHT TOOL FOR THE JOB** *(continued)*

Key Term	Hand Tools and Small Equipment	Measuring Utensils	Pots and Pans	Knives
Brazier			X	
Double boiler			X	
Saucepot			X	
Stockpot			X	
Cake pan			X	
Cast-iron skillet			X	
Crêpe pan			X	
Fish poacher			X	
Hotel pan			X	
Muffin tin			X	
Roasting pan			X	
Saucepan			X	
Sauté pan			X	
<i>Sautoir</i>			X	
Sheet pan			X	
Springform pan			X	
Wok			X	
Boning knife				X

ACTIVITY 12.2 | THE RIGHT TOOL FOR THE JOB (continued)

Key Term	Hand Tools and Small Equipment	Measuring Utensils	Pots and Pans	Knives
Chef's (French) knife				X
Clam knife				X
Cleaver				X
Oyster knife				X
Paring knife				X
Santoku				X
Serrated slicer				X
Slicer				X
Steak knife				X
<i>Tourné</i>				X
Vegetable peeler	X			

ACTIVITY 12.3 HAND TOOLS AND SMALL EQUIPMENT

Directions

Identify the names of equipment using the definitions.

Teacher Note:

Allow students to create images or take photos/screenshots of pieces of equipment from the kitchen/lab or perform online research to locate additional images, if necessary. This activity uses semantic mapping to organize the content into a visual representation of the information, which provides an alternate display of the content. This activity uses a graphic thinking model to show a sequence of events, time order or plan, concept map, and visualizing to connect the learning objectives to big ideas and career planning.

Tool	Function
Bench scraper	A rigid, small sheet of stainless steel with a metal blade. Used to scrape material off of a work surface or “bench” or to cut or portion soft, semifirm items (like bread dough or cookie dough).
Bowl scraper	A flexible piece of rubber or plastic. Used to combine ingredients in a bowl and then scrape them out again, to cut and separate dough, and to scrape extra dough and flour from wooden worktables.
Can opener	This item is mounted onto a metal utility table in order to be used to open large cans. A smaller version may be used in a restaurant or foodservice kitchen to open small cans of food.
Channel knife	A knife used to cut grooves lengthwise in a vegetable such as a carrot.
Cheesecloth	A light, fine-mesh gauze for straining liquids such as stocks or custards, for bundling herbs, or for thickening yogurt.
China cap	A pierced, metal, cone-shaped strainer. Used to strain soups, stocks, and other liquids to remove all solid ingredients. A very fine version made of metal mesh and called a <i>chinois</i> (chin-WAH) strains out very small solid ingredients.
Colander	Allows liquid to drain while retaining solids such as cooked pasta and vegetables. This item stands on metal feet.
Cook's fork	A fork with two long, pointed tines to test the doneness of braised meat and vegetables, to lift items to the plate, and to steady an item being cut. Do not use this item to turn meat that is being dry-cooked because the tines may pierce the meat and release the juices.

ACTIVITY 12.3 HAND TOOLS AND SMALL EQUIPMENT (continued)

Tool	Function
Corer	Used to remove the core of an apple or pear in one long, round piece.
Fish scaler	Removes scales from a fish.
Food mill	A machine that comes with several detachable parts, such as coarse, medium, and fine grating screens. Used to purée food to different consistencies.
Funnel	Used to pour liquid from a larger to a smaller container.
Grater	Also known as a shredder; grates food into fine pieces.
Kitchen shears	Strong scissors used to cut string and butcher's twine and to cut grapes into small clusters.
Offset spatula	Often used to turn food on a griddle or broiler. It has a wide, chisel-edged blade and a short handle.
Parisienne scoop	Also called a melon baller. Cuts ball shapes out of soft fruits and vegetables.
Pastry bag	A bag made of canvas, plastic, or nylon, used to pipe out frostings, creams, and puréed foods. Different pastry tips create a variety of decorations.
Pastry brush	Used to brush egg wash, melted butter, glazes, and other liquids onto items such as baked goods, raw pasta, or meat.
Peeler	Cuts a thick layer from vegetables and fruits more efficiently than a paring knife.
Pie server	A specially shaped spatula made for lifting out and serving pieces of pie. It is also known as a wedge spatula.
Piping tools	Include piping bags (canvas, plastic, disposable), decorative tips (metal, plastic, of varying shapes), and presses (cylinders with a handle on one end that force dough through a metal cutout).

Continued on the next page.

ACTIVITY 12.3 **HAND TOOLS AND SMALL EQUIPMENT** *(continued)*

Tool	Function
Pizza cutter	Also known as a pastry wheel. Used to cut pizza and rolled-out dough.
Ricer	Used to create rice-like pieces of cooked food by pressing the food through a sheet of small holes—known as a pierced hopper—that are typically about the diameter of a piece of rice.
Rolling pin	A cylinder used to roll over pastry to flatten or shape it.
Rubber spatula	A spatula with a long handle, often called a scraper, used to fold ingredients together and scrape the sides of bowls.
Sandwich spreader	A short, stubby spatula used to spread sandwich fillings and condiments.
Skimmer	Has a larger round, flat head with holes. Used to remove foam from stock or soup and to remove solid ingredients from liquids. Mesh skimmers are also available.
Sieve	Also known as a sifter. Has a mesh screen to sift flour and other dry baking ingredients and to remove any large impurities, as well as to combine and aerate the food product.
Spoons	Used for quantity cooking, these are solid, perforated, or slotted. They are made of stainless steel and hold about three ounces. These items are also used as serving spoons or used to spoon out both liquid and solid ingredients.
Straight spatula	A flexible, round-tipped tool used for icing cakes, spreading fillings and glazes, leveling dry ingredients when measuring, and even turning small pancakes and other food items.
Strainer	Made of mesh-like material or metal with holes in it. They come in different sizes and are often shaped like a bowl. These are used to strain pasta, vegetables, and other larger food items cooked in liquid.
Tamis/drum sieve	A screen that stretches across a metal or wood base that is shaped like a drum. Food is forced through it. It is used to purée very soft food and to remove solids from purées.
Tongs	Scissor-like utensil that food handlers use to pick up and handle all kinds of solid food. To keep food safe, food handlers should never use their hands to pick up food.
Wire whip	Used to mix, beat, and stir food.
Zester	Shreds small pieces of the outer peel of citrus fruits such as oranges, lemons, and limes.

ACTIVITY 12.4 | MEASURING UTENSILS

Directions

Identify the names of equipment using the definitions.

Teacher Note:

Allow students to create images or take photos/screenshots of pieces of equipment from the kitchen/lab or perform online research to locate additional images, if necessary.

This activity uses semantic mapping to organize the content into a visual representation of the information, which provides an alternate display of the content. This activity uses a graphic thinking model to show a sequence of events, time order or plan, concept map, and visualizing to connect the learning objectives to big ideas and career planning.

Tool	Function
Balance scale/baker's scale	Weighs dry ingredients in the bakeshop.
Bimetallic stemmed thermometer	Used to check the temperature of large or thick food. They are inserted into the food up to a dimple on the probe and held for at least 15 seconds to check temperature.
Digital (electric) scale	A precise scale used to measure weight. It provides a digital readout in both U.S. and metric systems.
Ladle	Available in various sizes and measured in fluid ounces and milliliters so they can be used to portion out liquids.
Measuring cup	Measures varying quantities of both dry goods and liquids. Those with spouts measure liquids, and those without spouts measure dry ingredients.
Measuring spoon	Used to measure small quantities of spices or liquids. They measure in the amounts of $\frac{1}{8}$ teaspoon (not all sets include this smallest size), $\frac{1}{4}$ teaspoon, $\frac{1}{2}$ teaspoon, 1 teaspoon, and 1 tablespoon.
Portion scale	Used to measure recipe ingredients, from $\frac{1}{4}$ ounce to 1 pound to 2 pounds.
Portion scoop	Short-handled measuring utensil used to scoop out soft foods, such as ice cream, butter, and sour cream.
Thermocouple	Thermometer that measures temperature in thick or thin food almost instantly as temperature is read at the tip of the probe. Do not leave this kind of thermometer in food as it cooks.
Volume measures	Similar to liquid measuring cups but bigger, usually available in sizes of 1 pint, 1 quart, $\frac{1}{2}$ gallon, and 1 gallon.

ACTIVITY 12.5 | POTS AND PANS

Directions

Identify the names of equipment using the definitions.

Teacher Note:

Allow students to create images or take photos/screenshots of pieces of equipment from the kitchen/lab or perform online research to locate additional images, if necessary.

This activity uses semantic mapping to organize the content into a visual representation of the information, which provides an alternate display of the content. This activity uses a graphic thinking model to show a sequence of events, time order or plan, concept map, and visualizing to connect the learning objectives to big ideas and career planning.

Pot or Pan	Function
Brazier	Also called a <i>rondeau</i> . This medium to large pot, more shallow than saucepots, has straight sides and two handles for lifting. This is typically made of heavyweight material with a thick bottom for good heat distribution. Use it to braise meat and vegetables.
Double boiler	Has an upper pot and a lower pot. The lower pot holds boiling or simmering water that gently cooks the food in the upper pot. Use it for melting chocolate or heating milk, cream, or butter.
Saucepot	Used to prepare sauces, soups, and other liquids. They are more shallow than stockpots, with straight sides and two loop handles for lifting.
Stockpot	A large pot for preparing stocks. They have spigots that allow the liquid to be poured out easily without losing any of the solid ingredients.
Cake pan	Pans with straight sides and available in a variety of sizes and shapes, including round, rectangular, square, and specialty (such as heart-shaped).
Cast-iron skillet	A heavy, thick pan made of cast iron, used to pan grill or pan-fry food like meat or vegetables.
Crêpe pan	A shallow skillet with very short, slightly sloping sides, used to create crêpes, a thin pancake.
Fish poacher	A long, narrow, metal pan with a perforated rack used to raise or lower the fish into a cooking liquid so it doesn't break apart.

ACTIVITY 12.5 POTS AND PANS (continued)

Pot or Pan	Function
Hotel pan	Used to hold prepared food in a steam table, hot-holding cabinet, or refrigerator. These can sometimes be used for baking, roasting, or poaching, but because they are thin, they generally do not do well with proteins and vegetables.
Muffin tin	Small, round cups or molds used to make muffins, cupcakes, or other small baked goods.
Roasting pan	A shallow, rectangular pan with medium-high sides and two handles, used to roast and bake foods, such as meat and poultry.
Saucepan	A pan with medium height, straight sides, and a single long handle, used for general cooking, in particular liquid or liquid-based mixtures, on ranges.
Sauté pan	The original French sauté pan is slope-sided and made of thin metal for quick heating. It is used strictly to sauté items.
Sautoir	This item has a wide bottom and straight sides. Some typical tasks include pan-frying, stir-frying, and shallow poaching.
Sheet pan	A very shallow pan, about one inch deep, used for just about anything, from baking cookies to roasting vegetables.
Springform pan	A two-part, spring-loaded baking pan. The bottom piece and ring secure with a spring to hold the bottom in place. Once an item is baked, the chef can release the spring to make it easy to remove the cake from the pan.
Wok	A metal pan with a rounded bottom and curved sides. The curved sides make it easy to toss or stir food. This item is used for frying and steaming in Asian cooking.

ACTIVITY 12.6 | KNIVES

Directions

Identify the names of equipment using the definitions.

Teacher Note:

Allow students to create images or take photos/screenshots of pieces of equipment from the kitchen/lab or perform online research to locate additional images, if necessary.

This activity uses semantic mapping to organize the content into a visual representation of the information, which provides an alternate display of the content. This activity uses a graphic thinking model to show a sequence of events, time order or plan, concept map, and visualizing to connect the learning objectives to big ideas and career planning.

Knife	Function
Boning knife	Food handlers and cooks in the butchering area use this six-inch knife to separate raw meat from the bone. They come in two types: one has a thin, flexible blade that is shorter than the blade of a chef's knife; the other has a thicker, less flexible blade used for cutting larger pieces of protein.
Chef's (French) knife	This is an all-purpose knife for chopping, slicing, and mincing all types of foods. Its blade is normally 8 to 14 inches long and tapers to a point at the tip.
Clam knife	This short, blunt-point knife is used to shuck, or open, clams. Unlike the oyster knife, it has a very sharp edge.
Cleaver	This heavy, rectangular knife is used to chop all kinds of food, from vegetables to meat. It is also able to cut through bones.
Oyster knife	This is a short, stubby knife with a pointed tip for shucking oysters.
Paring knife	This knife is used to trim and pare vegetables and fruits. It is a small knife with a sharp blade, only two to four inches long.
Santoku	This is a general-purpose kitchen knife with a five- to seven-inch blade length and <i>granton</i> on the side that help food to release easily. It is designed for a comfortable, well-balanced grip, while allowing for full blade use.
Serrated slicer	This knife has a long, thin, serrated blade and is used to slice breads and cakes.
Slicer	This knife is used for slicing cooked meat. Its blade can be as long as 14 inches.
Steak knife	This curved knife is used for cutting beef steaks from the loin.
Tourné	Similar to a paring knife, this knife has a curved blade for cutting the curved surfaces of vegetables. It is sometimes called a bird's beak for its shape.

ACTIVITY 12.7 PARTS OF A KNIFE

Directions

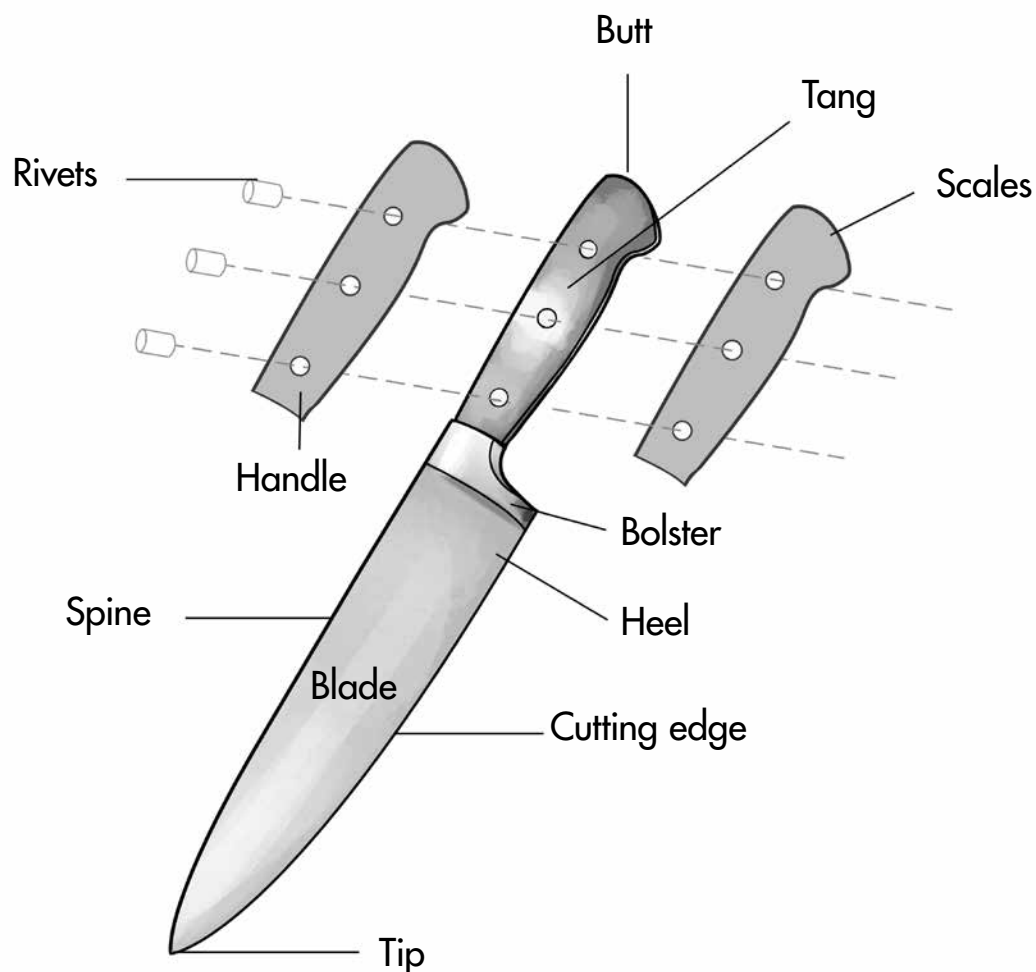
Fill in the diagram with the parts of a knife.

Teacher Note:

Refer to figure 12.3 on page 233 in the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook.

This activity uses semantic mapping to organize the content into a visual representation of the information, which provides an alternate display of the content. This activity uses a graphic thinking model to show a sequence of events, time order or plan, concept map, and visualizing to connect the learning objectives to big ideas and career planning.

Scales	Bolster	Cutting edge	Butt	Handle	Rivets
Tang	Blade	Heel	Tip	Spine	



ACTIVITY 12.8 | INVENTORY

Directions

Take an inventory of all tools and equipment in your kitchen/classroom lab. Count the number of each item that you have on hand. For those items that you do not have in the lab, research the cost of purchasing the tool or equipment. Include how many items of each you would purchase. Record all the data below.

Teacher Note:

Students will inventory all of the supplies available in your classroom and kitchen. They will find the item, compile the data on the item, reference the quantity of the item, and record the data in the chart below. For items that are not currently in your classroom, allow students to research online or in a catalog how much it would be to purchase the item. Students will record the price and vendor in the chart below.

This activity is grounded in student discovery and inquiry, applying critical thinking skills with data reporting and analysis. With a science-based approach by compiling data, students will combine elements of a lab report with elements of literacy by comparing and contrasting several methods. Overall, students are directed to big ideas that connect to a learning objective.

Item	In Stock?	Quantity in Stock	If not in stock, provide a price and quantity to purchase the item
Bench scraper			
Bowl scraper			
Can opener			
Channel knife			
Cheesecloth			
China cap			
Colander			
Cook's fork (kitchen fork)			

ACTIVITY 12.8 | INVENTORY (continued)

Item	In Stock?	Quantity in Stock	If not in stock, provide a price and quantity to purchase the item
Corer			
Fish scaler			
Food mill			
Funnel			
Grater			
Kitchen shears			
Offset spatula			
Parisiennne scoop			
Pastry bag			
Pastry brush			
Peeler			
Pie server			
Piping tools			
Pizza cutter			
Ricer			
Rolling pin			
Rubber spatula			

Continued on the next page.

ACTIVITY 12.8 | INVENTORY *(continued)*

Item	In Stock?	Quantity in Stock	If not in stock, provide a price and quantity to purchase the item
Sandwich spreader			
Skimmer			
Sieve			
Spoons			
Straight spatula			
Strainer			
Tamis/drum sieve			
Tongs			
Wire whip (whisk)			
Zester			
Balance scale/baker's scale			
Bimetallic stemmed thermometer			
Digital (electric) scale			
Ladle			
Measuring cup			
Measuring spoon			
Portion scale			
Portion scoop			

ACTIVITY 12.8 | INVENTORY (continued)

Item	In Stock?	Quantity in Stock	If not in stock, provide a price and quantity to purchase the item
Thermocouple			
Volume measures			
Brazier			
Double boiler			
Saucepot			
Stockpot			
Cake pan			
Cast-iron skillet			
Crêpe pan			
Fish poacher			
Hotel pan			
Muffin tin			
Roasting pan			
Saucepan			
Sauté pan			
<i>Sautoir</i>			
Sheet pan			
Springform pan			

Continued on the next page.

ACTIVITY 12.8 | INVENTORY *(continued)*

Item	In Stock?	Quantity in Stock	If not in stock, provide a price and quantity to purchase the item
Wok			
Boning knife			
Chef's (French) knife			
Clam knife			
Cleaver			
Oyster knife			
Paring knife			
Santoku			
Serrated slicer			
Slicer			
Steak knife			
<i>Tourné</i>			

ACTIVITY 12.9 | CLASSICAL CUTS

Directions

Using a ruler, measure the exact dimensions of the classical knife cuts listed in the table below, and create a drawing of each that is true to size.

Teacher Note:

For example, students will measure with a ruler and draw a cube in the space provided for the large dice that is $\frac{3}{4}$ of an inch by $\frac{3}{4}$ of an inch, by $\frac{3}{4}$ of an inch.

Students may perform additional research to find images for the cuts before drawing their own versions, or may refer to Table 12.7 on pages 239-240 of the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook.

Knife Cut	Dimensions	Image
Large dice	$\frac{3}{4}" \times \frac{3}{4}" \times \frac{3}{4}"$	
Medium dice	$\frac{1}{2}" \times \frac{1}{2}" \times \frac{1}{2}"$	
Small dice	$\frac{1}{4}" \times \frac{1}{4}" \times \frac{1}{4}"$	
Batonnet	$\frac{1}{4}" \times \frac{1}{4}" \times 2"$	

Continued on the next page.

ACTIVITY 12.9 | **CLASSICAL CUTS** *(continued)*

Knife Cut	Dimensions	Image
<i>Brunoise</i>	$\frac{1}{8}" \times \frac{1}{8}" \times \frac{1}{8}"$	
<i>Julienne</i>	$\frac{1}{8}" \times \frac{1}{8}" \times 2"$	
<i>Rondelle</i>	$\frac{1}{4}"$ -thick slices	
<i>Diagonal</i>	$\frac{1}{4}"$ -thick oval slices	
<i>Paysanne</i>	$\frac{1}{2}" \times \frac{1}{2}" \times \frac{1}{8}"$	
<i>Tourné</i>	Football shape, $\frac{3}{4}"$ diameter, 2" long, 7 equal sides, flat ended	

ACTIVITY 12.10 | SAFETY FIRST**Directions**

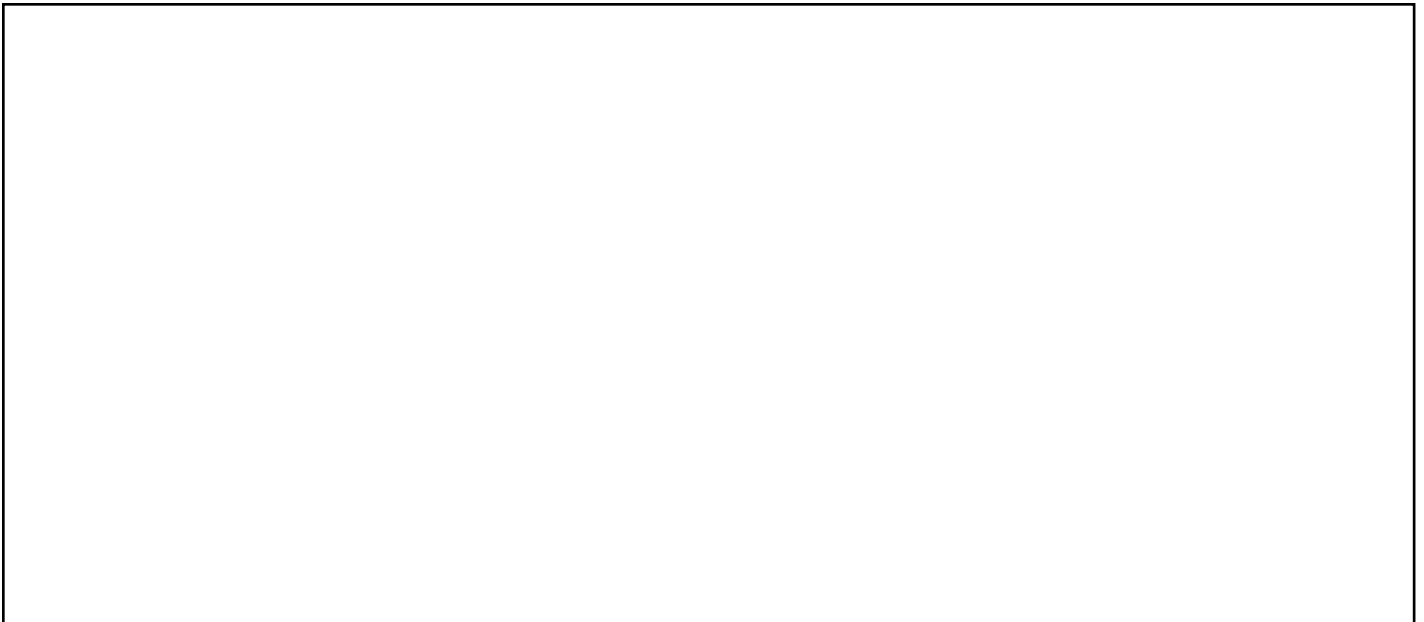
Using the guidelines for proper care and use of knives on page 237, design a poster that illustrates each guideline for knife care and safety.

Teacher Note:

Refer students to the following guidelines, found on page 237 in the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook.

To properly care for and use knives, follow these guidelines:

- Keep knives sharpened. A sharp blade cuts more evenly and with less force than a dull blade, so it is safer.
- Use a knife only for its intended purpose.
- Keep the handle of the knife clean and dry.
- Never leave knives soaking in water. Clean the knife immediately and return it to its proper storage place.
- Never talk or point with a knife.
- Never distract others who are using knives.
- If a knife is dropped, jump back and allow it to fall. Do not try to catch it.
- Store knives in knife kits, racks, or sheaths.
- Never hand someone a knife. Put the knife on the counter and let the other person pick it up.



Chapter 13

Activity Guide

ACTIVITY 13.1 | THE RESTAURANT FAMILY TREE

Directions

Create a family tree to show the major positions in a modern professional kitchen and how the positions relate to one another. Include both the kitchen brigade and the dining room brigade.

Teacher Note:

Students will synthesize the information in Tables 13.2 and 13.3 in the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook on the modern kitchen and dining room brigade systems. A hierarchy or chain of command will show the chef at the top, for example, followed by the other brigade positions. Students will perform research on Escoffier's brigade system to view additional information and to see how various hierarchies in the kitchen are developed.

Perform a search on the Internet using the key search terms "kitchen brigade diagram," and use the image search filter. A variety of diagrams and charts showing a variety of ways that classic and modern kitchens organize their chain of command. Guide students to think critically about the classic brigades and the more modern brigades to discuss why the systems may have changed or how the type of cuisine or menu determines the staffing structure.

Allow students to use the blank space below to sketch the family tree that represents the kitchen and dining room brigade system from their own research. Images or drawing may help to illustrate the various positions.

Refer to modern chefs like Thomas Keller or Eric Ripert for information on modern kitchen brigades that most resemble the classic Escoffier brigades in today's kitchens.

ACTIVITY 13.1 | THE RESTAURANT FAMILY TREE (continued)

1 Chef

2 Sous chef and pastry chef

3 Station chef and expediter

4 Cooks

5 Prep cooks

6 Dishwasher and buser

1 Maitre D'hotel

2 Captain and wine steward

3 Headwaiter

4 Front waiter

5 Back waiter

6 Runner or apprentice

ACTIVITY 13.2

WORK SECTIONS AND THEIR STATIONS

Directions

Complete the following table by filling in the correct stations under the correct section. Add images or symbols to each station to represent the items prepared in that area.

Teacher Note:

Refer students Table 13.1 on page 247 in the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook to identify the proper stations that fall under the listed work sections.

This can be easily modified into a poster assignment to show the various sections and stations organized with images.

Image selection can be created based on research using a variety of options to express the information that creates understanding for the individual.

This activity uses semantic mapping to organize the content into a visual representation of the information, which provides an alternate display of the content. This activity uses a graphic thinking model to show a sequence of events, time order or plan, concept map, and visualizing to connect the learning objectives to big ideas and career planning.

Sections	Stations	Image
Hot-food section	• Broiler station • Fry station • Griddle station • Sauté/sauce station • Holding	
Garde-manger section	• Salad preparation • Cold-food preparation • Sandwich station • Showpiece preparation	
Bakery section	• Mixing station • Dough holding and proofing • Dough rolling and forming • Baking and cooling • Finish cake decorating • Dessert preparation • Frozen dessert preparation • Plating desserts	

ACTIVITY 13.2 | WORK SECTIONS AND THEIR STATIONS *(continued)*

Sections	Stations	Image
Banquet section	• Steam cooking • Dry-heat cooking (roasting, broiling)	
Short-order section	• Holding and plating • Griddle station • Fry station • Broiler station	
Beverage section	• Hot beverage station • Cold beverage station • Alcoholic beverage station	

ACTIVITY 13.3

MISE EN PLACE

Directions

List the seven guidelines for proper *mise en place*.

Teacher Note:

Refer to Table 13.4 in the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook for *mise en place* guidelines. For the following activity, students will design a *mise en place* plan for setting up their stations, per the parameters you have discussed in your kitchen. For example, cutting boards may have a wet towel or mesh underneath to prevent slippage, the sanitizer bucket may be located on a cart near the station, the chef knife will be facing blade away from the student on the top of the cutting board, and all utensils will be organized in a bain marie or half sheet pan, along with a hotel pan for waste. Refer to the videos for a visual representation of proper *mise en place* for a variety of tasks.

Refer to the example for dicing an onion below for suggested *mise en place* steps. The idea is that students will prepare and consider the full timeline of each task and apply the guidelines for planning ahead to each task in the future.

Planning Ahead	
1	Identify each ingredient and piece of equipment needed to prepare, finish, and hold each menu item for service. Do this the night before when possible.
2	Write a timeline showing which activities should be done in which order (for instance, peel carrots before cooking them). Make sure to note any critical times—for example, if the beef roast takes 90 minutes to cook and requires 15 minutes of rest time, note those times. Do this the night before when possible as well.
3	Assemble the workstation (cutting board, containers, etc.), tools, and ingredients.
4	Perform advance preparation consistent with providing the best possible product to customers. As each item is finished, label it and store it appropriately to prevent time-temperature abuse, nutrient loss, and moisture loss.
5	Once service begins, balance the need to work quickly with the need to prepare safe, delicious, and high-quality food for guests.
6	After service, clean the station and store any leftover food as quickly as possible, observing food safety rules.
7	Consider what went well during preparation and service. What could have been done better? How could the work have been streamlined? Think about these issues when preparing for the next day's work.

ACTIVITY 13.3 MISE EN PLACE (continued)

Design a diagram for setting up a workstation.

Then, use the seven steps to write out the standard procedure to set up a workstation (for a task like dicing an onion).

Ingredients

Tools and equipment

Knife

Cutting board

Waste pan

Cleaning and sanitizing buckets

Planning Ahead: Dicing an Onion

1 Plan all the tools and equipment needed to dice an onion.

2 Gather the cutting board, knife, onion, pan for diced onion, pan for waste, towels, cleaning and sanitizing buckets, and a chef knife. Set up the station.

3 Perform the steps to dicing an onion: peel, slicing in half, dice, repeat.

4 Discard waste in pan, and place the diced onion in a container.

5 Clean, rinse, sanitize and air dry the station and all tools and equipment.

6 Place proper onion scraps in a bin for stock or another use, and compost or throw away those items that cannot be reused.

7 Store diced onion properly in a cooler with a label. Once equipment and tools are dry, put away all items in the proper place.

ACTIVITY 13.4 | CLARIFYING BUTTER

Directions

Using the Essential Skills for Clarifying Butter in your textbook, create a start-to-finish timeline and *mise en place* plan to perform the task. Make sure to consider things like setting up your station, sanitizer buckets and towels, doing dishes, and proper storage—including labeling. Be as specific as possible. When testing the *mise en place* plan, time yourself for the various steps to create an accurate timeline.

Teacher Note:

Refer to page 259 of the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook for the guidelines for clarifying butter and the video showing how to clarify butter in the teacher USB. Students will list out the tools, ingredients, and steps below. The idea is to plan a timeline from start to finish of each item or action that is required to accomplish the steps.

This activity is grounded in student discovery and inquiry applying critical thinking skills with data reporting and analysis. With a science-based approach by compiling data, students will combine elements of a lab report with elements of literacy by comparing and contrasting several methods. Overall, students are directed to big ideas that connect to a learning objective.

How many minutes for each task						Total minutes
Minutes—start to finish	0					
Task						

ACTIVITY 13.4 | CLARIFYING BUTTER *(continued)*

Ingredients	Tools	Equipment	Notes
Butter	Ladle	Stove top burner	Student notes to check for understanding will relate to student's specific questions here
	Stock pot		
	Container for waste		
	Container for clarified butter		

Continued on the next page.

ACTIVITY 13.4

CLARIFYING BUTTER *(continued)*

Steps	Timing	Notes
List steps, from start to finish, from set up to clean up here, using the essential skills steps for clarifying butter.		Student notes on performing the task will relate to individual student
1 Prepare a pound of butter in a small stockpot.		
2 Over a low flame, gently melt the butter without disturbing it (no stirring), so it melts completely.		
3 Ladle off the white liquid foam. Then ladle off the desired butterfat from the water bottom portion, which is the milk proteins.		
4 Discard the milk proteins.		
5 Properly store and label the clarified butter.		

ACTIVITY 13.5 | SEASONING VS. FLAVORING**Directions**

List the qualities of seasoning and flavoring and cite examples of each. Then write a paragraph comparing and contrasting the two items.

Teacher Note:

This activity uses the instructional strategy of the classification chart to guide students through the content. Another way to show the content is to develop the categories and segments into a hierarchy, or model the content into a functional visual representation, like a family tree. This also uses elements of a comparison matrix, where students can further define the function of the categories as examples.

This graphic thinking model encourages the synthesizing and organizing of information connected to the learning objective. It offers a way to visualize and process the information.

It can easily be modified to include images or symbols to decode the text.

Seasoning	Flavoring
A seasoning is something that enhances the flavor of an item without changing the primary flavor of the dish. Seasonings must be used with care to prevent overuse, but they generally should be added at the start of the dish to create a depth of flavor. There are four basic types of seasoning ingredients: Salts, peppers, sugars, and acids.	Flavor refers to the way a food tastes. A flavoring should enhance the base ingredients of the dish or bring another flavor to the product. For example, the addition of a small amount of onion to a consommé enhances the flavor of the stock without changing it, but the addition of a large quantity of onion introduces an onion flavor to the dish. There are many types of flavorings that have the capability to change the taste of the original food product: Herbs, spices, extracts, fruits and vegetables, aromatic liquids, and cured foods.

Compare and contrast the differences between seasoning and flavoring.

What is the difference between seasoning and flavoring? If a cook adds a small amount of salt to the water used to cook pasta, the pasta will simply taste like cooked pasta. That means it has been properly seasoned. However, if the cook adds a lot of salt, the cooked pasta will take on the distinct and easy-to-identify flavor of salt. Salt has become a flavoring in the dish, not a seasoning.

ACTIVITY 13.6 IDENTIFYING HERBS AND SPICES

Directions

Create or find images for the herbs and spices below, and provide the cuisines associated with each.

Teacher Note:

Refer to Table 13.6 on pages 253-258 in the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook for common herbs and spices.

Gather as many items as possible to complete a practical lab where students can smell, see, and touch the herbs and spices. Set up small containers of each herb and spice, labeled with the appropriate name. Allow students to smell each herb and spice. As an option have the students record the scent notes in the table. If possible, provide fresh and dried herb examples, and allow students to compare and contrast the difference. Once students have completed the lab with the labels, quiz students on the sight and scent of various herbs and spices by leaving the containers of herbs and spices unlabeled.

Common Herbs Used in Cuisine			
	Name: Basil Cuisine: Italian, Mediterranean, American		Name: Bay leaves Cuisine: Turkish, Mediterranean, North American, Indian
	Name: Chives Cuisine: Central Asian, Central European		Name: Cilantro Cuisine: Latin, American
	Name: Dill Cuisine: Northern European, North American		Name: Lavender Cuisine: French, North American

ACTIVITY 13.6 | **IDENTIFYING HERBS AND SPICES** *(continued)*

Common Herbs Used in Cuisine			
	Name: Lemon grass Cuisine: Asian, Thai, Malaysian, Vietnamese		Name: Marjoram Cuisine: Mediterranean, North American, Western Asian
	Name: Mint leaves Cuisine: Northern Mediterranean (Morocco, North Africa, Turkey)		Name: Oregano Cuisine: Mediterranean, Italian, Mexican
	Name: Parsley Cuisine: All cuisines		Name: Rosemary Cuisine: Mediterranean
	Name: Sage Cuisine: European, Croatian, North American		Name: Savory Cuisine: European, North African, Mediterranean
	Name: Tarragon Cuisine: European (French), Mexican		Name: Thyme Cuisine: European, African, North American

Continued on the next page.

ACTIVITY 13.6 | IDENTIFYING HERBS AND SPICES (*continued*)

Common Spices Used in Cuisine

	Name: Allspice Cuisine: Jamaican, Caribbean, tropical South American		Name: Anise Cuisine: Turkish, Spanish, Egyptian, Mediterranean, Central American
	Name: Capers Cuisine: Mediterranean		Name: Caraway Cuisine: Dutch, Canadian, Russian
	Name: Cardamom Cuisine: Indian, Asian, Guatemalan		Name: Cayenne Cuisine: Central American, South American, Mexican, Southwestern American
	Name: Chili pepper Cuisine: Central American, South American, Mexican, Southwestern American, Caribbean, Indian		Name: Cinnamon Cuisine: Indian, French, Indonesian, Asian, Caribbean, Mexican, Central American

ACTIVITY 13.6 | IDENTIFYING HERBS AND SPICES *(continued)*
Common Spices Used in Cuisine

	Name: Cloves Cuisine: Asian, Sri Lankan, Indian, European, North American		Name: Coriander Cuisine: European, Indian, Canadian, Egyptian, Vietnamese
	Name: Cumin Cuisine: Indian, Middle Eastern, African, Mexican		Name: Fennel Cuisine: Southern European, Italian, Mediterranean
	Name: Ginger Cuisine: Chinese, Indian, Jamaican		Name: Mace Cuisine: Indonesian, Caribbean, French
	Name: Mustard seeds Cuisine: Asian, Indian, Northern European, French		Name: Nutmeg Cuisine: Indonesian, French

Continued on the next page.

ACTIVITY 13.6 | IDENTIFYING HERBS AND SPICES (continued)

Common Spices Used in Cuisine			
	Name: Paprika Cuisine: South American, Hungarian, Spanish		Name: Peppercorns Cuisine: All cuisines
	Name: Poppy seeds Cuisine: Indian, Turkish, Dutch, Eastern European, North American, Southeast Asian		Name: Saffron Cuisine: Asian, Indian, Spanish, Mexican
	Name: Star anise Cuisine: Chinese, Vietnamese, Laotian		Name: Sesame seeds Cuisine: African, Mexican, Chinese, Indonesian
	Name: Turmeric Cuisine: Eastern Asian, Indian, Caribbean		Name: Vanilla bean Cuisine: Mexican, Central American, African

ACTIVITY 13.7 | THE AMAZING EGG**Directions**

Begin by creating a *mise en place* plan for separating eggs and whipping egg whites. Then complete the chart by measuring the weight and volume of various parts of the egg throughout the process of separating eggs and whipping egg whites.

Teacher Note:

For the following *mise en place* charts, refer students to pages 260-261 of the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook for the essential skill steps for separating eggs and whipping egg whites.

**ESSENTIAL SKILLS: SEPARATING EGGS**

- 1 Use two containers and a small bowl.
- 2 Crack open the egg over the bowl.
- 3 Transfer the egg back and forth between the halves of the shell, letting the white drop into the bowl.
- 4 Place the yolk in one of the containers.
- 5 Inspect the egg white. If there are any traces of yolk present, reserve it for use in other preparations. If the white is clean, transfer it to the container for egg whites.

**ESSENTIAL SKILLS: WHIPPING EGG WHITES**

- 1 Thoroughly clean the mixing bowl and whisk. Oil residue will reduce the volume of the whipped egg white.
- 2 For the greatest volume in whipped egg whites, start with the egg whites at room temperature.
- 3 Begin whipping the egg whites by hand or machine at a moderate speed. Tilt the bowl to make whipping by hand easier, resting the bowl on a folded towel to prevent it from slipping. To add more volume and give the foam greater stability, add a small amount of lemon juice or cream of tartar.
- 4 When the whites are quite foamy, increase the speed of the mixer (or your hand whipping).
- 5 Whip to the appropriate stage. Never overbeat egg whites. Overbeaten egg whites may resemble those at the stiff-peak stage, but their surface looks dry.
 - At soft peak, whipped egg whites have a droopy, rounded peak.
 - At medium peak, whipped egg whites have a moist surface and form a rounded, but fairly stable, peak.
 At stiff peak, the whipped egg whites have stiff, stable peaks. Stop beating while the surface is still moist and glossy.

Continued on the next page.

ACTIVITY 13.7 | THE AMAZING EGG (*continued*)

The practice of planning the ingredients, tools, and equipment needed to perform each task helps students to practice the critical *mise en place* concept with practice. Students will analyze each recipe or step to understand the timeline and flow in the professional kitchen. The *mise en place* report also functions as a lab report, where students will have the ability to connect the content in the textbook to the hands-on application of the essential skill or recipe. Students will plan in advance each activity, with the guidance of the text or recipe, and create an individualized plan.

ACTIVITY 13.7 | THE AMAZING EGG (continued)

Separating Eggs

Ingredients	Tools	Equipment	Notes
Eggs	Two containers	Hands	Student notes here
	1 mixing bowl		
	Cleaning and sanitizing buckets		
	Towels		
Steps		Timing and Notes	
Collect all tools and equipment and set up the work station.		Student notes on timing and process here	
Use two containers and a small bowl.			
Crack open the egg over the bowl.			
Transfer the egg back and forth between the halves of the shell, letting the white drop into the bowl			
Place the yolk in one of the containers.			
Inspect the egg white. If there are any traces of yolk present, reserve it for use in other preparations. If the white is clean, transfer it to the container for egg whites.			
Label and store the egg whites and yolks, or use immediately for another preparation.			
Clean, rinse, and sanitize all tools and equipment.			
Put away all items when air-dried, in the proper places.			

Continued on the next page.

ACTIVITY 13.7 | THE AMAZING EGG *(continued)*

Whipping Egg Whites

Ingredients	Tools	Equipment	Notes
Steps	Timing and Notes		

ACTIVITY 13.7 | THE AMAZING EGG (continued)

Item	Volume	Weight
2 whole eggs, out of shell	$\frac{1}{2}$ cup	3.33 oz
2 egg yolks	Slightly less than $\frac{1}{4}$ cup	1.33 oz
2 egg whites	$\frac{1}{4}$ cup	2 oz
Whipped whites to soft peaks	1 cup	2 oz
Whipped whites to medium peaks	1 $\frac{1}{2}$ cups	2 oz
Whipped whites to stiff peaks	2 $\frac{1}{2}$ -3 cups	2 oz
		2 oz

Write a summary of your findings below.

Egg whites will increase in volume during the whipping process from soft peaks to stiff peaks as more air is incorporated into the egg whites. Egg whites will not change in weight during the process.

ACTIVITY 13.8 | THE USES OF PARCHMENT PAPER

Directions

Parchment paper is often used to line pans to prevent food from sticking to them. Additionally, it is also used to make a cartouche, which covers the surface of a stew, soup, stock, or sauce to reduce evaporation, to prevent a skin from forming, and/or to keep components submerged. Using the guidelines for making a parchment liner for a round pan, create a process for making a liner for two additional items.

Teacher Note:
Allow students to use the Internet to research how to make a parchment liner for a loaf pan and a cartouche. An additional activity would be for the students to measure and record each step in a graph as they are creating the three different liners. Also allow students to define the origin of the word “cartouche” in relation to ancient Egyptian culture, and allow the students to create both cartouches.

Making a Parchment Liner for a Round Pan	Making a Parchment Liner for a Loaf Pan	Making a Parchment Cartouche (with and without a vent, for both dry and wet applications)
1 Cut a square of parchment paper a little larger than the pan’s diameter.		
2 Fold the square in half to form a triangle.		
3 Continue folding in half until a long, thin triangle is formed.		
4 Position the triangle’s narrow end above the pan’s center and cut away the part that extends beyond the edge of the pan.		
5 Unfold the triangle and flatten it into the pan.		

ACTIVITY 13.9 | NUTRITION LABELS

Directions

Complete the following table to define the information that is listed on nutrition labels. Perform research on how to read a nutrition label, including what foods should be limited and what nutrients you should get enough of. Use your research findings to create a poster that explains how to read a nutrition label.

Teacher Note:

Use the Internet to search for sample nutrition labels to use as a reference in this activity.

This activity uses semantic mapping to organize the content into a visual representation of the information, which provides an alternate display of the content. This activity uses a graphic thinking model to show a sequence of events, time order or plan, concept map, and visualizing to connect the learning objectives to big ideas and career planning.

Serving size and servings per container: The serving size is the basis for reporting each food's nutrient content and is defined as the amount of food customarily eaten at one time for each food category. The servings per container reflect how many servings are contained within the package. The size of the serving on the food package influences the number of calories and all the nutrient amounts listed on the top part of the label.
Total calories: The caloric content of one serving.
Total fat and saturated fat: The total grams of fat in one serving and the number of grams of saturated fat in one serving (included under grams of total fat per serving) are listed.
Trans fat: All labels must list grams of trans-fatty acid, also called trans fat, which has been shown to have a negative effect on cholesterol and heart health. Like the other fats, the amount of trans fat is listed as the number of grams in one serving.
Cholesterol: Cholesterol is listed in milligrams, and the percentage of daily values is based not on calories but on a daily recommendation of 300 milligrams or less.
Sodium: Sodium is listed in milligrams with a percentage of daily values based on a daily recommendation of 2,400 milligrams or less.
Total carbohydrate, dietary fiber, and sugars: Dietary fiber and sugars are included in a food's total carbohydrate content. The percentage of dietary fiber is based on a daily recommendation of 25 grams. This has been associated with decreasing cholesterol and aiding in food transport through the digestive tract.
Protein: The total grams of protein in one serving are listed.
Vitamin D, calcium, iron, and potassium: The FDA requires the label to list vitamin D and the minerals calcium, iron, and potassium because they have identified that people generally do not get enough of these and are therefore at higher risk of chronic health problems.

ACTIVITY 13.10

LABEL IT

Directions

The following table lists the DVs found on a nutrition label.

Locate five different labels for your favorite food or drinks. Record the DV for each nutrient listed in the chart and then calculate the total for each nutrient using all five nutrition labels. Compare your total results to the recommended DV for each nutrient. What did you notice? Record your results.

Teacher Note:

Students will perform research using five common labels that they provide from research or will be provided by the teacher. Refer to the FDA’s website for additional information. Students will record the information from the label into the chart, and then add the five individual food components for a total daily value profile for those items. Students will then compare their totals with the recommended daily values provided on the chart below.

Refer to the school foodservice director for labels for common items on the menu in the school cafeteria.

Nutrient	DV	Food Label #1	Food Label #2	Food Label #3	Food Label #4	Food Label #5	Total
Total Fat	65 g						
Saturated Fat	20 g						
Cholesterol	300 mg						
Sodium	2,400 mg						
Total Carbohydrate	300 g						
Dietary Fiber	25 g						
Protein	50 g						
Vitamin D	400 IU						
Calcium	1,000 mg						
Iron	18 mg						
Potassium	3,500 mg						

Results:

ACTIVITY 13.11 | PROTEIN, CARBOHYDRATES, AND FATS**Directions**

Using the five nutrition labels used for Activity 13.10, calculate the percentages of protein, carbohydrate, and fat calories from the serving sizes on the labels.

Teacher Note:

Refer to activity 13.10 for the labels needed to complete the assignment.

Protein = 4 calories per gram
Carbohydrates = 4 calories per gram
Fat = 9 calories per gram

Figuring Percentages of Calories in Daily Food Intake

1 Total fat grams $\times$ 9 = Total fat calories

Total fat calories $\div$ Total calorie intake = Percentage of fat calories
(Move the decimal point to the right two spaces to get the percentage.)

2 Total protein grams $\times$ 4 = Total protein calories

Total protein calories $\div$ Total calorie intake = Percentage of protein calories
(Move the decimal point to the right two spaces to get the percentage.)

3 Total carbohydrates grams $\times$ 4 = Total carbohydrates calories

Total carbohydrates calories $\div$ Total calorie intake = Percentage of carbohydrates calories (Move the decimal point to the right two spaces to get the percentage.)

	Item #1	Item #2	Item #3	Item #4	Item #5
Protein					
Carbohydrates					
Fat					

Chapter 14

Activity Guide

ACTIVITY 14.1 | UNDERSTANDING THE BASICS OF MATH

Directions

Mark each statement related to understanding the basics of math as either true (T) or false (F). For each answer that is false, rewrite it to make it true. Be prepared to discuss your answers with your instructor and your fellow classmates.

- 1 F Math skills are not required in the professional kitchen.

- 2 T The four basic math operations are addition, subtraction, multiplication, and division.

- 3 F When working with fractions, the denominator is the upper part of the fraction and the numerator is the lower part.

ACTIVITY 14.1 | UNDERSTANDING THE BASICS OF MATH (continued)

4 F The commonly used system of measurement in the United States is metric units.

5 T Metric units are based on multiples of 10.

6 F To convert temperatures from Celsius ($^{\circ}\text{C}$) to Fahrenheit ($^{\circ}\text{F}$), subtract 32 from the Celsius number, multiply by 9, and then divide by 5.

7 T The temperature at which water boils is 212°F (100°C).

8 F The temperature at which water freezes is 32°F (0°C).

ACTIVITY 14.2 | DETERMINING YIELDS

Directions

Complete the table below using the yield chart found within chapter 14.

Teacher Note:

Refer to Table 14.7 on page 286 and 287 in the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook, and the following example to solve for the AP amount using the yield percentage and the EP amount.

To determine how much of an item is needed as an AP amount, simply divide the edible portion amount needed by the yield percentage. For example, a recipe for pasta salad calls for 4 pounds of cauliflower. The conversion chart shows that cauliflower has a 55 percent yield. To calculate how much will be needed to prepare 4 pounds of trimmed cauliflower, divide the desired EP amount by the yield percentage:

$$\text{EP} \div \text{Yield percentage} = \text{AP}$$

$$4 \text{ pounds trimmed cauliflower} \div 0.55 = 7.27 \text{ pounds untrimmed}$$

The cook needs to purchase 7.27 pounds of untrimmed cauliflower.

The formula can also be used in reverse. For example, the cook has 10 pounds of untrimmed cauliflower, which has a 55 percent yield:

$$\text{AP} \times \text{Yield percentage} = \text{EP}$$

$$10 \text{ pounds untrimmed cauliflower} \times 0.55 = 5.5 \text{ pounds trimmed cauliflower}$$

In order to determine the AP quantity needed to result in a given EP quantity, it is also important to know the cooking loss for the item. Many quantity cookbooks, purchasing textbooks, and yield books include charts of average cooking loss for common food items. A conversion chart is a list of food items showing the expected, or average, shrinkage from AP amount to EP amount. These charts are tools that a manager can use, and they work well in most cases.

For the actual amount to purchase, students will need to round the amount up to the nearest pound, as items cannot be purchased in a fraction of a pound.

ACTIVITY 14.2 | DETERMINING YIELDS *(continued)*

Produce Item	Amount Needed for Recipe	Yield Percentage	Actual Amount to Purchase
Cauliflower	3 lb trimmed	55%	5.45 pounds = 6 pounds
Zucchini	4 lb trimmed	90%	4.44 pounds = 5 pounds
Green beans	2 lb trimmed	88%	2.27 pounds = 3 pounds
Broccoli	5 lb trimmed	65%	7.69 pounds = 8 pounds
Okra	1½ lb trimmed	82%	1.83 pounds = 2 pounds
Black-eyed peas	2¾ lb	40%	6.87 pounds = 7 pounds
Eggplant	3½ lb trimmed	75%	4.67 pounds = 5 pounds
Green pepper	1¾ lb trimmed	82%	2.13 pounds = 2 pounds
Corn on the cob	5 lb	28%	17.86 = 18 pounds

ACTIVITY 14.3 | STANDARDIZED RECIPES

Directions

Define each piece of the standardized recipe.

Teacher Note:

This activity uses semantic mapping to organize the content into a visual representation of the information, which provides an alternate display of the content. This activity uses a graphic thinking model to show a sequence of events, time order or plan, concept map, and visualizing to connect the learning objectives to big ideas and career planning.

Name: This is the title of the recipe.
Yield: This is the number of servings or the amount the recipe makes. This information is used to determine how much of the recipe quantity is needed. Yield is critical to understanding how much it will cost to produce the recipe.
Ingredients: These are the food items needed to make the recipe, usually listed in the order in which they are used. This list makes it easier to follow the recipe and not forget any ingredient. Each ingredient must be clearly defined. For example, stating “onion” is not specific enough; it provides many choices, such as yellow, red, white, green, or pearl. Amounts of each ingredient are also given. Avoid terms such as “to taste” and “as needed.” Using specific amounts makes it more likely that the finished product will be what was intended by the creator of the recipe. In commercial recipes, weight is generally the preferred method for measuring ingredients rather than other customary measurements—such as cups or quarts, or stating “one onion” or “a large apple”—because weight is more accurate.
Portion size: This is the individual amount that serves a person.
Temperature, time, and equipment: This includes size and type of pans and other equipment needed, the oven temperature, cooking time, and any preheating instructions.
Step-by-step directions: This is how and when to combine the ingredients.
Nutrition information: This is not essential, but it is useful. Nutrition information may include amounts of fat (saturated and unsaturated), carbohydrates, protein, fiber, sodium, vitamins, and minerals.

ACTIVITY 14.4 | CONVERTING RECIPE YIELDS**Directions**

Use the recipe card provided to convert the recipe into various yields: one batch, one-half batch, one-third batch, one-quarter batch, and one-tenth batch.

Pizza Sauce (1x = 1 batch)

Yield: 20 pizzas (12" each)

Portion size: 10 ounces (volume)

Ingredients:

Whole butter	8 ounces
Olive oil blend	12 ounces
Onions, diced	52 ounces
Garlic powder	2 tablespoons
Dried basil leaf	4 tablespoons
Dried oregano leaf	2 tablespoons
Kosher salt	2 tablespoons
Sugar, granulated	3 tablespoons
Ground black pepper	1 tablespoon
Whole fennel seed	3 tablespoons
Tomato sauce, canned	1 can (#10 can)
Tomato paste	78-ounce volume (2 qt + 1.75 cups)
Water	16 ounces

Teacher Note:

Round to the nearest decimal in the hundredths place to present answers with a tenth place decimal: Up for numbers 5 and higher, down for numbers below five. Multiply the amount by the fraction converted to a decimal point. For example: $\frac{1}{2} = 0.5$, so $8 \times 0.5 = 4$.

Continued on the next page.

ACTIVITY 14.4 | **CONVERTING RECIPE YIELDS** (*continued*)

Ingredient	1/2x	1/3x	1/4x	1/10x
Butter	4 oz	2.7 oz	2 oz	.8 oz
Olive oil blend	6 oz	4 oz	3 oz	1.2 oz
Onion, diced	26 oz	17.3 oz	13 oz	5.2 oz
Garlic powder	1 tbsp	1 tsp	$\frac{3}{4}$ tsp	.2 tbsp
Dried basil	1 tbsp	1 tsp	$\frac{3}{4}$ tsp	.4 tbsp
Sugar	1 $\frac{1}{2}$ tbsp	1 tbsp	$\frac{3}{4}$ tbsp	.3 tbsp
Black pepper	$\frac{1}{2}$ tbsp	1 tsp	$\frac{1}{4}$ tbsp	.1 tbsp
Fennel seed	1 $\frac{1}{2}$ tbsp	1 tbsp	$\frac{3}{4}$ tbsp	.3 tbsp
Tomato sauce, canned 1 can (#10 can) = 109.4 fl oz	54.7 fl oz	36.5 fl oz	27.4 fl oz	10.94 fl oz
Tomato paste 78-ounce volume (2 qt. + 1.75)	39 fl oz	26 fl oz	19.5 fl oz	7.8 fl oz
Water	8 fl oz	5.3 fl oz	4 fl oz	1.6 fl oz

ACTIVITY 14.5 | UNITS OF MEASURE
Directions

List the units of measure, including their abbreviations, for customary units (U.S.) and the metric system. Then, complete the chart with the missing data.

Teacher Note:

Refer to table 14.2 and 14.3 of the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook.

Customary (U.S.) Units of Measure

Volume	Weight	Temperature	Length
• Teaspoon (tsp) • Tablespoon (tbsp) • Cup (cup) • Fluid ounce (fl oz) • Pint (pt) • Quart (qt) • Gallon (gal)	• Ounce (oz) • Pound (lb)	• Degrees Fahrenheit (°F)	• Inches (in)

Metric Units of Measure

Volume	Weight	Temperature	Length
• Milliliter (ml) • Liter (l)	• Degrees Celsius (°C) (or centigrade)	• Milligram (mg) • Gram (g) • Kilogram (kg)	• Millimeter (mm) • Centimeter (cm) • Meter (m)

Continued on the next page.

ACTIVITY 14.5 | **UNITS OF MEASURE** *(continued)*

Equivalent Measure					
Volume			Weight		
Customary Measure	Customary Equivalent	Metric Equivalent	Customary Measure	Customary Equivalent	Metric Equivalent
1 tsp	–	5 ml	1 oz	–	28 g
1 tbsp	3 tsp	15 ml	1 lb	16 oz	450 g
1 fl oz	2 tbsp	30 ml	2 lb	32 oz	900 g
¼ cup	4 tbsp	60 ml	–	–	0.9 kg
⅓ cup	5⅓ tbsp	80 ml	2.2 lb	–	1 kg
½ cup	–	120 ml	Temperature		
⅔ cup	–	160 ml			
¾ cup	–	180 ml			
			Customary Measure	Customary Equivalent	Metric Equivalent
1 cup	8 fl oz 16 tbsp	240 ml 0.24 l	0°F		–17.8°C
1 pt	2 cup 16 fl oz	470 ml 0.47 l	32°F	(freezing point)	0°C
1 qt	2 pt 4 cup 32 fl oz	950 ml 0.95 l	212°F	(boiling point)	100°C
1 gal	4 qt	3.8 l			

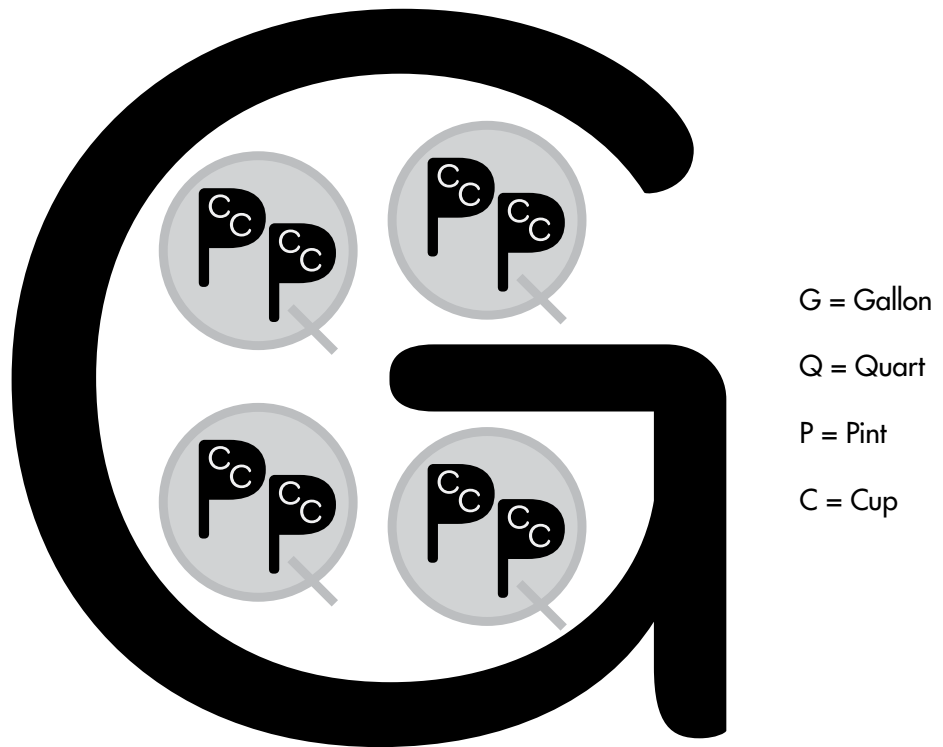
ACTIVITY 14.6 | GIVE ME A GALLON**Directions**

Reference the following graphic that shows the relationship between the gallon, quart, pint, and cup when completing the Units of Measure chart below.

Teacher Note:

It will be helpful to show how one gallon breaks down into 4 quarts, 8 pints, 16 cups, 256 tablespoons, and 768 teaspoons.

This activity is a practical application of mathematics in a career setting.



Continued on the next page.

ACTIVITY 14.6 | GIVE ME A GALLON (continued)

Units of Measure (U.S.): Equivalents						
Ounces	Gallon	Quarts	Pints	Cups	Tablespoons	Teaspoons
128 ounces	= 1 gallon	= 4 quarts	= 8 pints	= 16 cups	(= 256 tablespoons)	(= 768 teaspoons)
64 ounces	= ½ gallon	= 2 quarts	= 4 pints	= 8 cups	(= 128 tablespoons)	= 384 teaspoons
32 ounces	= ¼ gallon	= 1 quart	= 2 pints	= 4 cups	(= 64 tablespoons)	(= 192 teaspoons)
16 ounces	N/A	= ½ quart	= 1 pint	= 2 cups	(= 32 tablespoons)	(= 96 teaspoons)
8 ounces			= ½ pint	= 1 cup	= 16 tablespoons	= 48 teaspoons
1 ounce					= 2 tablespoons	= 6 teaspoons
1 tablespoon					1 tablespoon	= 3 teaspoons

ACTIVITY 14.7 | CONVERTING TEMPERATURES
Directions

Use the formulas below to convert between the two measurements for temperatures. Show your work in the table.

$$C = (F - 32) \times \frac{5}{9}$$

$$F = C \times \frac{9}{5} + 32$$

Teacher Note:

This activity is grounded in student discovery and inquiry applying critical thinking skills with data reporting, analysis, and applied mathematics.

Fahrenheit (°F)	Celsius (°C)
$212^{\circ}\text{F} = (212 - 32) \times \frac{5}{9} = 100^{\circ}\text{C}$	100°C
32°F	$F = (0 \times \frac{9}{5}) + 32 = 0^{\circ}\text{C}$
74°F	23.33°C
350°F	176.67°C
45°F	7.22°C
-10°F	-23.33°C
88°F	31.11°C
98°F	36.67°C
405°F	207.22°C
13°F	-10.56°C
59°F	15°C
60.8°F	16°C
86°F	30°C
248°F	120°C
167°F	75°C
71.6°F	71.6°F
84.2°F	29°C
14°F	-10°C
41°F	5°C

ACTIVITY 14.8 | WEIGHT VS. VOLUME

Directions

Measure out the volume given for each ingredient below, and then weigh it. Record your data in the table below. Then, weigh 8 ounces of each ingredient, and identify the volume measurement of each item. Write a response on your findings.

Teacher Note:
Guide students to use a volume measurement device as the container when weighing 8 oz. of each ingredient. Remind students to tare the weight of the containers used on the scales before weighing ingredients.
Student answers may vary with converting the ingredient by weight to volume measurement.

Ingredient	Weight of One Cup	Converted to Ounces	Ingredient	Weight of 8 Ounces
1 cup water	8.32 oz		8 oz water	7.67 fl oz
1 cup heavy cream	8.4 oz		8 oz heavy cream	7.6 fl oz
1 cup vegetable oil	7.7 oz		8 oz vegetable oil	8.12 fl oz
1 cup butter	8 oz		8 oz butter	8 oz
1 cup all-purpose flour	4.25 oz		8 oz all-purpose flour	14.5 fl oz
1 cup granulated sugar	7 oz		8 oz granulated sugar	7.28 fl oz
1 cup dark brown sugar	8.4 oz		8 oz dark brown sugar	9.04 fl oz
1 cup kosher salt	8.76 oz		8 oz kosher salt	6.65 fl oz

Response:
The term measurement refers to how much of something is being used in a recipe. Ingredients can be measured in several ways. Most ingredients are measured by volume. Volume is the amount of space an ingredient takes up. Volume is not as accurate a measure as weight—particularly for solids—because the nature of the item creates major variations in the amount of space an item occupies. For example, 1 cup of water weighs 8 ounces, but 1 cup of flour weighs approximately 4.25 ounces. Volume is often used to measure amounts of dry ingredients such as herbs and spices that are too small to easily and accurately weigh. Volume measurement is best used for liquids, but remember that even liquids can vary in weight in relation to volume. Always remember that the term fluid ounce is a volume measurement, not a weight. Only with water or a water-like substance is 1 cup (volume measurement) equal to 8 fluid ounces (volume measurement) and to 8 ounces (weight measurement).

ACTIVITY 14.9 | **EP/AP**

Directions

Using the percentage yields listed in Table 14.6 on pages 286–287, complete the following table. Then, using the EP amounts and the yield percentages, find for the amount to purchase (AP) and the cost.

$$\text{EP} \div \text{Yield percentage} = \text{AP}$$

$$\text{AP} \times \text{Yield percentage} = \text{EP}$$

EP Amount	Yield Percentage	AP Amount	Cost
2 lb tomatoes (\$0.95/lb)	90% = 0.9	2.22 pounds	\$2.11
2 lb summer squash (\$0.79/lb)	90% = 0.9	2.22 pounds	\$1.75
1 lb eggplant (\$1.19/lb)	90% = 0.9	1.11 pounds	\$1.32
8 oz onion (\$0.25/lb)	90% = 0.9	0.55 pounds	\$0.14
1 oz garlic (\$0.35/lb)	88% = 0.88	$(1 \div 16 = 0.0625, 0.0625 \div 0.88 = 0.07 \text{ pounds})$	\$0.03
8 fl oz olive oil (\$25/gal)	100% = 1	$(1 \text{ gallon} = 128 \text{ fl oz}; 8 \div 128 = 0.0625 \text{ fl oz})$	\$1.56
$\frac{1}{8}$ oz kosher salt (\$1/lb)	100% = 1	$(1 \div 16 = 0.0625, 0.0625 \div 1) = 0.0625 \text{ pounds}$	\$0.06

ACTIVITY 14.10 | CALCULATING RECIPE COST

Directions

Choose three recipes for an event you are planning. Begin by performing the *mise en place* planning, then cost out the ingredients. Finally, figure for the total cost for each recipe and the portion cost.

Teacher Note:

The practice of planning the ingredients, tools, and equipment needed to perform each task helps students to practice the critical *mise en place* concept. Students will analyze each recipe or step to understand the timeline and flow in the professional kitchen. The *mise en place* report also functions as a lab report where students will have the ability to connect the content in the textbook to the hands-on application of the essential skill or recipe. Students will plan in advance each activity with the guidance of the text or recipe, and create an individualized plan.

Students will need the invoice pricing from a foodservice distributor to solve for the yield and portions costs. To find the total cost of a standard recipe, a manager must know both the ingredient amounts needed and the market price of each one. Then he or she must multiply or divide the ingredient amounts by the prices. Refer to pages 289–291 in the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook for additional examples.

Recipe 1

Ingredients	Tools	Equipment	Notes
Steps		Timing and Notes	

ACTIVITY 14.10

CALCULATING RECIPE COST *(continued)*

Recipe 1

Ingredient	Unit Cost and Size	Amount in Recipe	Calculate the Percentage of Unit Cost	Total Ingredient Cost	Notes
For example: Sugar	25-lb bag = \$20.00	2 cups	2 cups = 16 oz 1 lb = 16 oz 25 × 16 = 400 16 ÷ 400 = 0.04	(\$20.00 × 0.04) = 0.80 = \$0.80	

Continued on the next page.

ACTIVITY 14.10 | CALCULATING RECIPE COST (continued)

Recipe 2

Ingredients	Tools	Equipment	Notes
Steps		Timing and Notes	

ACTIVITY 14.10 | CALCULATING RECIPE COST *(continued)*

Recipe 2

Ingredient	Unit Cost and Size	Amount in Recipe	Calculate the Percentage of Unit Cost	Total Ingredient Cost	Notes

Continued on the next page.

ACTIVITY 14.10 | CALCULATING RECIPE COST *(continued)*

Recipe 3

Ingredients	Tools	Equipment	Notes
Steps		Timing and Notes	

ACTIVITY 14.10 | CALCULATING RECIPE COST *(continued)*

Recipe 3

Ingredient	Unit Cost and Size	Amount in Recipe	Calculate the Percentage of Unit Cost	Total Ingredient Cost	Notes

Chapter

15

Activity Guide

ACTIVITY 15.1

SALADS

Directions

Create a *mise en place* plan for the salad recipe, including costing all ingredients. Include diagrams for the plating of each salad. Once prepared, execute the plans.

Teacher Note:

Additional instruction can include allowing students to research their own recipes on the Internet, create their own recipes from scratch, or use recipes from the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook or Master Cook software. Additionally, more plating diagram examples can be found within Internet searches.

RECIPE CHEF'S SALAD

YIELD: 4 SERVINGS

PROCEDURE

- 1 Wash and spin salad greens.
- 2 Tear greens into bite-sized pieces, and place in large bowl.
- 3 Toss the greens with the remaining ingredients, except salad dressing. Reserve small portion of ham, turkey, and cheese for garnish.
- 4 Place into serving bowls or salad plates, and dress the salad. Garnish with ham, turkey, cheese, and slices of hard-boiled egg.

MEASURE	INGREDIENTS
8 cups	Salad greens of choice, cut into small pieces
1 cup	Ham, cooked, julienned
1 cup	Turkey breast, cooked, julienned
½ cup	Green onion, chopped fine
½ cup	Carrots, shredded
1 cup	Cherry tomatoes, halved
½ cup	Swiss cheese, julienned
½ cup	Cheddar cheese, julienned
2	Eggs, hard-boiled, peeled, sliced
¼ cup	Bacon, cooked and diced
To taste	Salad dressing

ACTIVITY 15.1 | SALADS (continued)
Chef's Salad

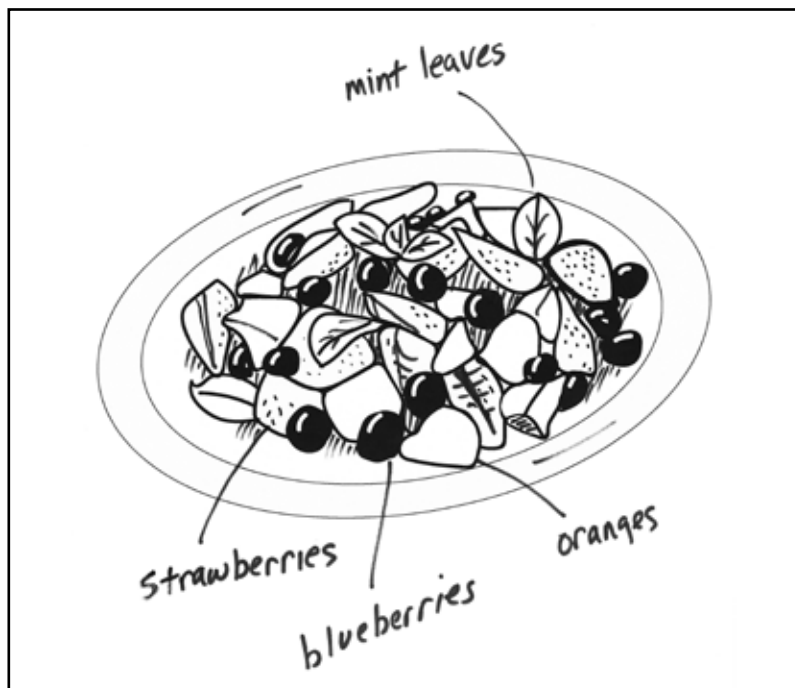
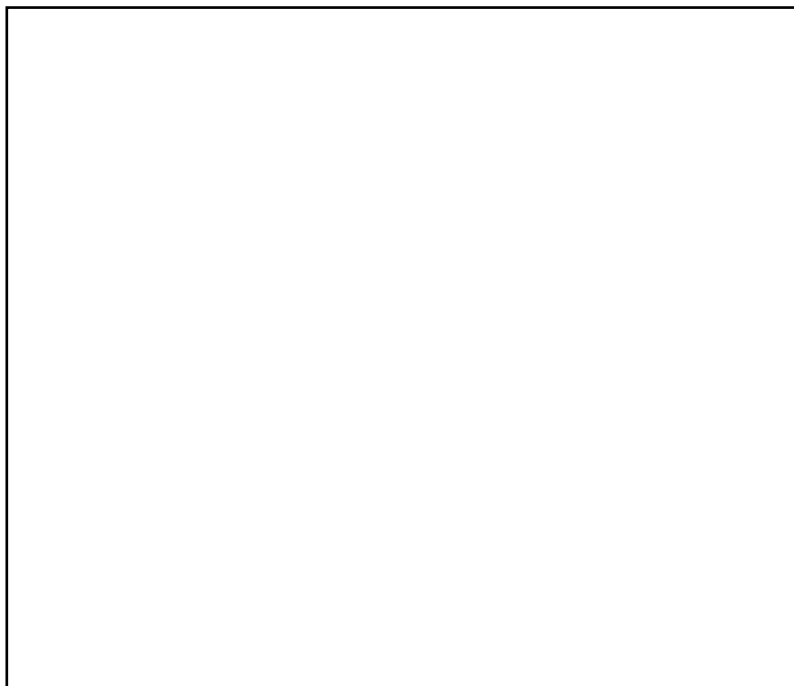
Ingredients	Tools	Equipment	Notes
Steps		Timing and Notes	

Continued on the next page.

ACTIVITY 15.1 | SALADS (continued)

Chef’s Salad

Ingredient	Unit Cost and Size	Amount in Recipe	Calculate the Percentage of Unit Cost	Total Ingredient Cost	Notes

ACTIVITY 15.1 | SALADS (continued)**Diagram Example:****Plating Diagram: Chef's Salad**

ACTIVITY 15.2PARTS OF A SALAD

Directions

Complete the table to provide the descriptions of the parts of the salad. Draw a diagram of the parts.

Teacher Note:

This activity uses semantic mapping to organize the content into a visual representation of the information, which provides an alternate display of the content. This activity uses a graphic thinking model to show a sequence of events, time order or plan, concept map, and visualizing to connect the learning objectives to big ideas and career planning.

Student diagrams will be based on the type of salad chosen, however the parts should be identified as the base, body, garnish, and dressing.

Part of the Salad	Description
Base	The base of a salad is usually a layer of salad greens that lines the plate or bowl in which the salad will be served. Use smaller leafy greens, cup-shaped Boston lettuce, or iceberg lettuce leaves to give height to salads and form edible containers. Finely cut iceberg lettuce may also serve as a base to support garnishes served with tacos, like sour cream, guacamole, and salsa. Also use romaine, Belgian endive, and leaf lettuce as a salad base.
Body	The body of a salad consists of the main ingredients. The body can be a mixture of vegetables such as lettuce, tomatoes, carrots, etc.; meats such as turkey breast or ham; or cheeses and various fruits such as mandarin oranges or apples. Use mayonnaise-based salads, such as tuna salad or crabmeat salad, as a salad body placed on a base of lettuce. Salad ingredients can vary by season or occasion, but freshness is always important.
Garnish	A garnish enhances the appearance of the salad while also complementing the overall taste. A garnish should be something that will be eaten with the body, functioning as a flavor component. Simple garnishes are the best. Mix them with the other salad ingredients or add garnishes at the very end. For example, mix shredded carrot or a fine julienne of red bell pepper with salad greens, or lightly toss them with seasoning and then place them on top of the greens. This garnish is decorative as well as tasty. Always consider the components and overall taste of the salad when choosing a garnish.
Dressing	A salad dressing is a liquid or semiliquid used to flavor salads. The dressing acts as a sauce that holds the salad together. Dressings can range from mayonnaise for potato- or macaroni-based salads to vinaigrettes for lettuce-based salads. Sometimes dressings are called cold sauces because their purpose is to flavor, moisten, and enrich food. Use tart or sour dressings for green salads and vegetable salads. Use slightly sweetened dressings for fruit salads. Mix some dressings with the ingredients ahead of time, such as for a bound salad. Add some dressings at plating and service to bring an additional flavor aspect to the final product.

ACTIVITY 15.3 | CALCULATING RECIPE COST**Directions**

Describe the six different types of salads.

Teacher Note:

This activity uses semantic mapping to organize the content into a visual representation of the information, which provides an alternate display of the content. This activity uses a graphic thinking model to show a sequence of events, time order or plan, concept map, and visualizing to connect the learning objectives to big ideas and career planning.

Types of Salad	Description
Tossed salad	You prepare all ingredients individually, then mix (or toss) together the ingredients of a tossed green salad prior to plating. Then, you place a tossed salad on a base or serve without further garnish.
Composed salad	Begin by preparing all ingredients individually. You do not toss together the ingredients for a composed salad. You arrange the ingredients on the base separately to create the desired taste experience and achieve a high level of visual appeal.
Bound salad	Prepared cooked primary ingredients such as meat, poultry, fish, egg, or starch such as potato, pasta, or rice. The ingredients are bound together with some type of heavy dressing such as mayonnaise.
Vegetable salad	Prepare cooked and/or raw vegetables for this salad. Use a heavy dressing to bind this type of salad or toss with a lighter dressing. For example, bind the cabbage for coleslaw with a heavier mayonnaise-based dressing or a lighter vinegar-and-oil dressing. As part of the preparation, allow the ingredients in a vegetable salad to rest for a period of time to increase flavor and change texture in the mixture of ingredients.
Fruit salad	Prepare fruit using a slightly sweet or sweet/sour dressing to enhance the flavor. Handle the fruit carefully, and prepare the salad close to service to prevent the cut fruit from softening, browning, or losing moisture.
Combination salad	A combination of any of the four salad types discussed previously. When making a combination salad, prepare the different components according to their individual guidelines. Be sure to follow the guidelines for attractive salad arrangement.

ACTIVITY 15.4

DESIGNING AN ATTRACTIVE SALAD

Directions

Explain the steps for designing an attractive salad, then create a plan for a salad of your own design. Write a standardized recipe, plan the *mise en place* plan, and cost the salad. Create a model of your design using nonfood supplies such as construction paper.

Teacher Note:

This activity provides a graphic organizer or concept map to highlight the content listed in the essential skill steps. It also provides a repeated reading of a select passage to apply critical thinking to create an example. Students may be able to add the examples provided in the text, or allow students to engage in exploration or other essential questions and big ideas by creating their own examples.

Design examples should fall within the guidelines of designing an attractive salad.

Designing an Attractive Salad	
1	Look at the plate or bowl as a picture frame. Select the right dish for the portion size. Keep the salad off the rim of the dish.
2	Maintain a good balance of colors. Spark up plain iceberg lettuce with shredded carrots, red cabbage, another colored vegetable, or darker greens. Remember, three colors are usually enough. Too many colors are unappetizing.
3	Height makes a salad more attractive. Ingredients that are mounded on a plate are more interesting and appealing than if they are spread flat over it. Place tomato or fruit wedges so that they overlap or lean on each other.
4	Always cut the ingredients neatly and uniformly.
5	Make sure every ingredient can be easily identified. Cut every ingredient into large enough pieces so that the guest can recognize them immediately. Use bite-sized pieces unless the food item can be cut with a fork.
6	Finely chop items used as seasoning, such as onions.
7	Keep the arrangement of ingredients simple. Using too many ingredients in an effort to make a salad more visually attractive may end up muddling the taste of the salad.

ACTIVITY 15.4 | DESIGNING AN ATTRACTIVE SALAD (continued)**Standardized Recipe**

Name:
Yield:
Ingredients:
Portion size:
Temperature, time, and equipment:
Step-by-step directions:
Nutrition information:

Continued on the next page.

ACTIVITY 15.4 | DESIGNING AN ATTRACTIVE SALAD (continued)

Ingredients	Tools	Equipment	Notes
Steps		Timing and Notes	

ACTIVITY 15.4 | DESIGNING AN ATTRACTIVE SALAD *(continued)*

Ingredient	Unit Cost and Size	Amount in Recipe	Calculate the Percentage of Unit Cost	Total Ingredient Cost	Notes

ACTIVITY 15.5

DRESSING THE SALAD

Directions

Complete the table with the four primary types of dressing. Include a description of the dressing, an example of the dressing, and the greens that are appropriate for the dressing.

Teacher Note:

This activity uses semantic mapping to organize the content into a visual representation of the information, which provides an alternate display of the content. This activity uses a graphic thinking model to show a sequence of events, time order or plan, concept map, and visualizing to connect the learning objectives to big ideas and career planning.

Dressing	Description	Example	Matching Greens
Vinaigrette dressing with olive oil	Made with vegetable or olive oil and vinegar or lemon juice, an unbound dressing with a 3:1 fat to acid ratio	Red wine vinaigrette	Any
Vinaigrette made with nut oil	Made with nut oil and balsamic vinegar, an unbound dressing with a 3:1 fat to acid ratio	Walnut and balsamic vinaigrette	Delicate greens: Butterhead lettuce, Bibb lettuce, Belgian endive, radicchio, baby lettuces, arugula, watercress
Emulsified vinaigrette dressing	Made with the basic vinaigrette ratio, but an emulsifier keeps the fat and acid bound	Bacon mustard seed vinaigrette	Any greens
Mayonnaise-based dressing	An emulsion dressing with a mayonnaise base that provides a thick texture and stays bound	Ranch	Hardy greens: iceberg, romaine, leaf lettuce, escarole, curly endive, sorrel, dandelion greens

ACTIVITY 15.6 | VINAIGRETTE VS. EMULSIFIED VINAIGRETTE VS. MAYONNAISE

Directions

Compare and contrast the processes of making a vinaigrette, an emulsified vinaigrette, and mayonnaise. Begin by explaining the process for each, then write a summary of your thoughts.

Vinaigrette	Emulsified Vinaigrette	Mayonnaise
Vinaigrette dressing is made of oil and vinegar. The standard ratio for a basic vinaigrette is three parts oil to one part vinegar. Acidic juices such as lemon, lime, or orange juice can also be substituted for the vinegar. When shaken or mixed together, these ingredients form a suspension that forms the vinaigrette dressing. This suspension will separate after nonuse, so it must be remixed before service. This type of dressing is a light, thin dressing.	An emulsion is a mixture of ingredients that permanently sticks together, unlike the suspension that will come apart in vinaigrette dressings. Egg yolks are often used as the emulsifier—or ingredient that permanently binds the other dissimilar ingredients. An emulsified vinaigrette is made of egg, oil, and vinegar. It is thicker than a vinaigrette dressing.	Mayonnaise is the thickest and most stable emulsified dressing. It contains a higher ratio of oil to vinegar and a greater quantity of egg yolks than is required for emulsified vinaigrette. Mayonnaise-based dressings are typically thick and creamy.
Summarize your thoughts here. Student answers will vary.		

ACTIVITY 15.7

COLD DIP

Directions

Explain the five steps of making a simple cold dip. Then, provide descriptions for the more popular dips.

Teacher Note:

Alternative instruction: Find a recipe for your favorite dip. Prepare a *mise en place* plan including costing the recipe and providing a diagram for presentation.

This activity uses semantic mapping to organize the content into a visual representation of the information, which provides an alternate display of the content. This activity uses a graphic thinking model to show a sequence of events, time order or plan, concept map, and visualizing to connect the learning objectives to big ideas and career planning.

Making a Simple Cold Dip	
1	Select your base, such as mayonnaise, sour cream, or cream cheese. If cream cheese is the base, first soften it by mixing in an electric mixer.
2	Add the selection of flavoring ingredients (chopped cooked vegetables; chopped cold vegetables; chopped cold, cooked fish; seafood; herbs; spices; etc.).
3	Blend all ingredients well.
4	Adjust the consistency by adding milk, buttermilk, cream, sour cream, or another liquid that is suitable for the dip.
5	Serve immediately or refrigerate until service

ACTIVITY 15.7 | **COLD DIP** *(continued)*

Dip	Description
Guacamole	This is an avocado dip (of Aztec origin).
Salsa	This is made from peppers, such as jalapeño or serrano, onions, and tomatoes (from Mexico).
Hummus	This is made with chickpeas, garlic, and tahini (from the Middle East).
Queso	This dip is made with queso Oaxaca, peppers, and spices (from Mexico).
Plum sauce	This is made with plums, soy, garlic, ginger, and vinegar (from China).
Spinach and artichoke	This dip is made with spinach, mayonnaise, cream cheese, artichokes, and spices.

ACTIVITY 15.8 | MISSION: SALAD INGREDIENTS**Directions**

Complete the following tables by providing descriptions for the various greens, oils, and vinegars.

Kinds of Salad Greens	Description
Belgian endive	Also known as witloof, witlof, or French endive, Belgian endive is related to endive, has a slightly bitter but pleasant flavor, is used solo for salads or mixed with other greens, and can be steamed, simmered, or grilled.
Butterhead lettuce	Bibb (limestone) lettuce has a tender, delicate flavor. Boston lettuce has a buttery texture and mild yet flavorful cup-shaped leaves that are excellent for salad bases. It does not keep well.
Crisphead lettuce	Iceberg (head) lettuce is the most popular American salad green. It can be served alone or mixed with other greens, such as romaine. Romaine lettuce has a crisp texture and full, sweet, mild flavor; it keeps well and is easy to handle; and it is an essential ingredient in Caesar salad.
Curly endive	Also known as frisee or chicoree frisee, curly endive has a slightly bitter flavor and is generally used with other greens.
Escarole	The strength and bitterness of flavor of escarole diminishes as its color lightens.
Green cabbage	Green cabbage has a slightly tough leaf and slightly strong flavor.
Leaf lettuce	Leaf lettuce has red or green leaves; grows in bunches; wilts easily; and gives mild flavor, variety, and color to salads. Oak leaf lettuce has a slightly bitter flavor.
Microgreens	Microgreens are a plant's first true leaves formed between the sprouting seed stage and baby stage. They have a mild, delicate flavor and add color and flavor. There are many types, including arugula, broccoli, green and red cabbage, kohlrabi, Swiss chard, radish, beetroot, and red kale.
Napa cabbage	Napa cabbage has a milder flavor than Savoy cabbage.
Radicchio	Radicchio is a leaf chicory sometimes known as Italian chicory. It has a crunchy texture and slightly bitter flavor, is generally used in a mixture with other greens for flavor and color, and can be cooked like collard or other greens.
Red cabbage	Red cabbage has a slightly tough leaf and a mild flavor.
Savoy cabbage	Savoy cabbage has a milder flavor than green cabbage.
Sorrel	Sorrel contains oxalic acid, yielding a slightly acidic and bitter flavor; smaller leaves are preferred for their milder flavor.

ACTIVITY 15.8 | MISSION: SALAD INGREDIENTS *(continued)*

Kinds of Salad Greens	Description
Spinach	Good alone or mixed with other greens, spinach must be washed very thoroughly, removing coarse stems before service. Baby spinach is highly regarded for its mild, fresh flavor.
Watercress	Watercress has a pungent, peppery flavor and is used as a garnish and in salads.

Types of Oil	Description
Canola	Light in color and very mild in flavor; very low in saturated fat; high in monounsaturated fat content; has a good omega-3 fatty acid profile.
Corn	Light golden color; nearly tasteless.
Cottonseed, Soybean, Safflower	Bland; nearly tasteless.
Olive	Distinctive, fruity flavor; greenish color; not an all-purpose oil, but brings a distinctive flavor.
Peanut	Mild but distinctive flavor; somewhat expensive; must disclose use in menu items because of allergies.
Walnut	Distinctive flavor; expensive; used mostly in elegant restaurants with specialty salads; must disclose use in menu items because of allergies.

Types of Vinegar	Description
Balsamic	Special wine vinegar aged in wooden barrels for 4–50 years; dark-brown color and sweet taste; sticky consistency due to high sugar content.
Cider	Made from apples; brown color; slightly sweet taste.
Flavored	Have flavor of other products added to them, such as tarragon, garlic, or raspberries.
Sherry	Made from sherry wine; has sherry flavor.
Specialty	Malt, rice vinegar, and vinegars flavored with fruits, such as raspberry; sometimes lemon juice or other citrus juices are used in place of or in addition to vinegar in some salad dressings.
White or distilled	Distilled and purified to give it a neutral flavor.
Wine or champagne	White or red color; usually made from wines.

ACTIVITY 15.9 | CALCULATING RECIPE COST

Directions

Find a recipe for each of the five types of salad, including green (tossed or composed), bound, vegetable, fruit, and combination. Begin by performing the *mise en place* planning, then cost out the ingredients. Finally, figure out the total cost for each recipe and the portion cost.

Teacher Note:
Allow students to research the Internet for recipes, create their own recipe, or use recipes from the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook or MasterCook software.

Green Salad

Ingredients	Tools	Equipment	Notes
Steps		Timing and Notes	

ACTIVITY 15.9 | CALCULATING RECIPE COST *(continued)***Green Salad**

Ingredient	Unit Cost and Size	Amount in Recipe	Calculate the Percentage of Unit Cost	Total Ingredient Cost	Notes

Continued on the next page.

ACTIVITY 15.9 | CALCULATING RECIPE COST *(continued)*

Bound Salad

Ingredients	Tools	Equipment	Notes
Steps		Timing and Notes	

ACTIVITY 15.9 | CALCULATING RECIPE COST *(continued)*
Bound Salad

Ingredient	Unit Cost and Size	Amount in Recipe	Calculate the Percentage of Unit Cost	Total Ingredient Cost	Notes

Continued on the next page.

ACTIVITY 15.9 | CALCULATING RECIPE COST *(continued)*

Vegetable Salad

Ingredients	Tools	Equipment	Notes
Steps	Timing and Notes		

ACTIVITY 15.9 | CALCULATING RECIPE COST *(continued)*
Vegetable Salad

Ingredient	Unit Cost and Size	Amount in Recipe	Calculate the Percentage of Unit Cost	Total Ingredient Cost	Notes

Continued on the next page.

ACTIVITY 15.9 | CALCULATING RECIPE COST *(continued)*

Fruit Salad

Ingredients	Tools	Equipment	Notes
Steps	Timing and Notes		

ACTIVITY 15.9 | CALCULATING RECIPE COST (continued)
Fruit Salad

Ingredient	Unit Cost and Size	Amount in Recipe	Calculate the Percentage of Unit Cost	Total Ingredient Cost	Notes

Continued on the next page.

ACTIVITY 15.9 | CALCULATING RECIPE COST (continued)

Combination Salad

Ingredients	Tools	Equipment	Notes
Steps	Timing and Notes		

ACTIVITY 15.9 | CALCULATING RECIPE COST *(continued)*
Combination Salad

Ingredient	Unit Cost and Size	Amount in Recipe	Calculate the Percentage of Unit Cost	Total Ingredient Cost	Notes

Chapter

16

Activity Guide

ACTIVITY 16.1

DEFINITIONS

Directions

Complete the following definitions for the key terms.

Teacher Note:
Refer students to the glossary for the following definitions. Optionally, also ask students to perform research to find or create images or to create a simple graphic or drawing that may assist in illustrating the more conceptual terms.

Key Term	Definition
Cold sandwich	Sandwich that consists of two slices of bread or two halves of a roll, a spread, and a filling. The choices for fillings are many, the most common being meat and cheese or a salad, such as egg salad or tuna salad.
Submarine sandwich	This usually refers to a cold sandwich served on a long, sliced roll with one or more types of cheese, meat, lettuce, tomato, onion, and various other toppings. These sandwiches may also be referred to as subs, grinders, heroes, or hoagies. In some instances, the filling may be hot, such as in a meatball sub.
Wrap sandwich	A sandwich made on any type of flat bread—for example, tortillas, pita bread, cracker bread, or rice-paper wrappers—spread with a hot or cold sandwich filling and rolled up.
Pita	A flat bread that can be opened to form a pocket for ingredients.

ACTIVITY 16.1 | **DEFINITIONS** (*continued*)

Key Term	Definition
Multidecker sandwich	A sandwich that has more than two slices of bread (or roll), with several ingredients in the filling. The club sandwich is one example of a multidecker sandwich.
Club sandwich	This sandwich traditionally consists of three slices of toasted bread spread with mayonnaise and filled with an assortment of sliced chicken and/or turkey, ham, bacon, cheese, lettuce, and tomato.
Open-faced sandwich	A sandwich with only one slice of bread, without a second slice on top of the fillings.
Canapé	A version of the open-faced cold sandwich that is a type of hors d'oeuvre (bite-sized finger food item served before a meal).
Hors d'oeuvres	The cold or hot bite-sized finger food items that are served before a meal.
Hot sandwich	Sandwich that is heated in some way and served hot.

Continued on the next page.

ACTIVITY 16.1 **DEFINITIONS** *(continued)*

Key Term	Definition
Grilled (or toasted) sandwiches	This type of hot sandwich is made by placing a filling between two pieces of bread, buttering the outside of the bread, and browning it on the griddle or in a hot oven. Grilled cheese, grilled ham and cheese, and tuna melt (grilled tuna salad and cheese) are popular varieties.
Panini	Sandwiches made by grilling them on a panini press, which compresses the sandwich and warms the ingredients without adding additional fat to the outside of the sandwich.
Deep-fried sandwiches	This is made by dipping the filled sandwich in beaten egg batter (sometimes then coating it with bread crumbs) and deep-frying it. One example of a deep-fried sandwich is a Monte Cristo, which is filled with turkey or chicken breast, ham, and Swiss cheese.
Pizza	A hot, open-faced Italian pie with a crisp yeast dough bottom that is baked with flavored or seasoned sauce and additional toppings, such as cheese, meat, and vegetables. Pizza comes in a variety of crusts, such as thin, thick, and pan, and a tremendous variety of toppings and sauces. Pizzas can be wood-fired, roasted, or kiln-baked, and pizza styles differ across the country.
Bread	A basic component of a sandwich that serves as an edible container for the food inside and also provides bulk and nutrients. Popular breads include sliced white bread (still the most frequently used sandwich bread), hard rolls, pita bread, French bread, tortillas, flatbreads, multigrain bread, and cinnamon-and-raisin bread. Many restaurant and foodservice operations also offer a variety of whole wheat, marbled rye, and nonwheat or gluten-free breads.

ACTIVITY 16.1 | **DEFINITIONS** (*continued*)

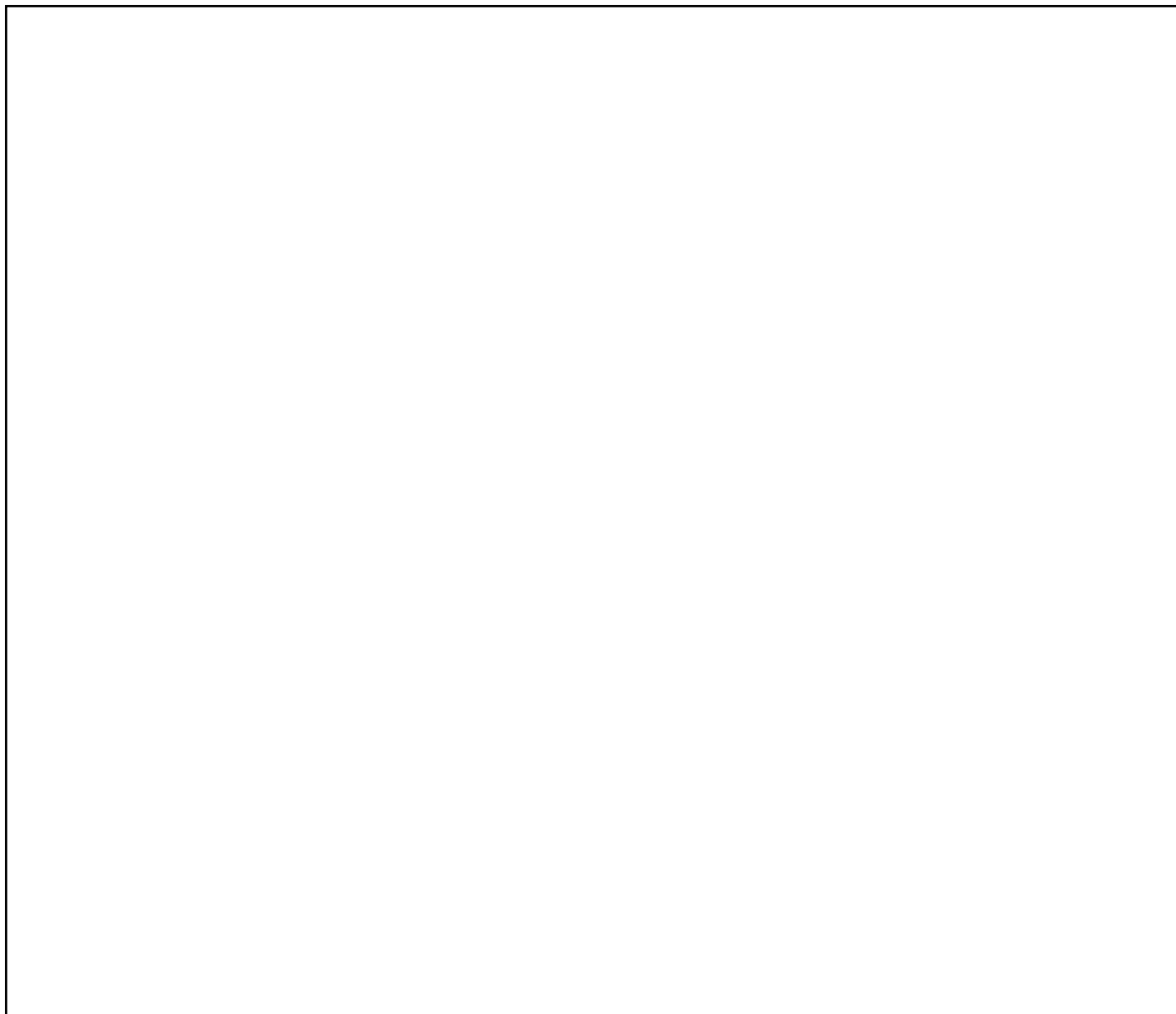
Key Term	Definition
Pullman loaves	Sandwich loaves of sliced white bread, which is still the most frequently used sandwich bread.
Spread	Item smeared onto the bread of a sandwich that serves three main purposes—to prevent the bread from soaking up the filling, to add flavor, and to add moisture. Butter and mayonnaise are the most common spreads.
Filling	The main attraction of a sandwich; the purpose of the filling is to provide the primary flavor to the sandwich. Fillings can vary from sliced or grilled meat and cheeses to salad mixtures such as egg or tuna salad.

ACTIVITY 16.2 | THE COMPONENTS OF A SANDWICH**Directions**

Draw a diagram of the primary sandwich components—bread, spread, and filling—using your favorite sandwich. Make sure to explain what each component's function is on the sandwich.

Teacher Note:

Students will create a diagram from the sandwich of their choice, as long as the bread, spread, and filling components are labeled properly.

Diagram of a Sandwich

ACTIVITY 16.3 | RESTAURANT PLANNING**Directions**

Design a plan to open a new restaurant that serves pizza and sandwiches. Create a basic menu, and think about the equipment, stations, and tools needed for the menu items. Then build the design for the kitchen based on the preparation and execution of the menu.

Teacher Note:

Suggested answers for sandwich and pizza menu items below. For design elements of the kitchen, refer to page 338 of the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook for sandwich station set-up guidelines and 339 for pizza station guidelines. Students may perform additional research to find items for professional kitchen layouts and equipment installation. Try searching the Internet with the key terms “commercial kitchen floor plans,” to find sample plans and additional images.

Menu

Continued on the next page.

ACTIVITY 16.3

RESTAURANT PLANNING (continued)

Equipment and Tools
Sandwich • Work table: It must be big enough to spread out ingredients and do work. • Storage facilities: Refrigeration equipment for cold ingredients, a steam table for hot ingredients, and dry storage for breads and dry goods as well as paper products, plates, etc. • Storage materials: Plastic wrap, deli paper, and labels. • Hand tools: This includes a spreader, spatula, serrated knife, chef’s knife, cutting board, and power slicer (power slicer may be needed for any slicing not done ahead of time). • Portion-control equipment: Scoops for fillings and a portion scale for measuring ingredients. • Cooking equipment for hot sandwiches: Griddles, grills, broilers, deep-fryers, and microwave ovens.
Pizza • Work table: It must be big enough to spread out ingredients and do work. • Storage facilities: Refrigeration equipment for cold ingredients, a steam table for hot ingredients, and dry storage. • Storage materials: Plastic wrap, deli paper, boxes, and labels. • Hand tools: This includes a spreader, spatula, serrated knife, chef’s knife, cutting board, ladles, pizza wheel, pizza peel, trays and pans. • Portion-control equipment: Scoops, portion scale, ladles. • Cooking equipment for pizza: conveyer ovens, deck ovens, or wood-fired pizza kilns/ovens can all be used.

ACTIVITY 16.3 | **RESTAURANT PLANNING** *(continued)***Kitchen Design**

ACTIVITY 16.4 | MATH: THE COST OF DOING BUSINESS**Directions**

Delia's catering company has received an order for 100 club sandwiches. She needs to purchase all of the ingredients for these sandwiches. Create a standardized recipe for making a club sandwich with the ingredients provided. Using both the amounts of product needed for the recipe and the wholesale pricing information below, solve the following:

- 1 Food cost of one sandwich
- 2 Food cost of the order
- 3 Amount of each ingredient needed to make the order
 - Calculate the mayonnaise by ounces
 - Calculate the turkey and bacon by weight
 - Calculate the bread, tomatoes, and lettuce by the number of whole items needed
- 4 Total cost of the ingredients order that Delia must place
- 5 Amount of each ingredient left over after 100 sandwiches have been made

Ingredients needed for the club sandwich:

- ½ ounce mayonnaise
- 2 slices tomato
- 3 slices bacon
- 3 slices white bread
- 4 ounces turkey
- 3 leaves iceberg lettuce

ACTIVITY 16.4 | MATH: THE COST OF DOING BUSINESS (continued)

Current wholesale sizes and prices for each ingredient:

Ingredient	Size	Price
Mayonnaise	1 gallon	\$16.00 per gallon
Tomatoes, medium – 6 slices per tomato	5-pound box (3 tomatoes per pound)	\$11.75 per box
Bacon, sliced – 20 slices per pound	10-pound box	\$56.00 per box
White bread – 16 slices per loaf	1 loaf	\$2.20 per loaf
Turkey, sliced – 16 slices per pound	1 pound	\$6.50 per pound
Iceberg lettuce – 12 leaves per head	10-pound box (10 heads)	\$13.50 per box

Teacher Note:

Students will answer the costing questions, but will also prepare a *mise en place* report with the information.

The food cost of one sandwich is \$3.56.

The food cost of the order is \$356.

Delia will need the following amounts of each ingredient to produce the order:

Mayonnaise: 50 ounces

Tomatoes: 200 slices, or 34 tomatoes

Bacon: 300 slices, or 15 pounds

White bread: 300 slices, or 19 loaves

Turkey: 400 slices, or 25 pounds

Lettuce: 300 leaves, or 25 heads

Delia's order for ingredients will cost \$408.05.

Delia will have some ingredients left over after making 100 sandwiches. She will have 78 ounces of mayonnaise, 11 pounds of tomatoes, 5 pounds of bacon, a quarter of a loaf of bread, and five heads of lettuce remaining.

Continued on the next page.

ACTIVITY 16.4 | **MATH: THE COST OF DOING BUSINESS** *(continued)***Standardized Recipe**

Name:
Yield:
Ingredients:
Portion size:
Temperature, time, and equipment:
Step-by-step directions:
Nutrition information:

ACTIVITY 16.4 | MATH: THE COST OF DOING BUSINESS (continued)

Ingredients	Tools	Equipment	Notes
Steps		Timing and Notes	

Continued on the next page.

ACTIVITY 16.4 | MATH: THE COST OF DOING BUSINESS (continued)

Ingredient	Unit Cost and Size	Amount in Recipe	Calculate the Percentage of Unit Cost	Total Ingredient Cost	Notes

ACTIVITY 16.5 | CANAPÉS**Directions**

Begin by defining the guidelines for making canapés, then perform research on canapé recipes, presentations, and pairings. Source recipes for five different canapés, and create *mise en place* plans and diagrams for plating.

Teacher Note:

Allow students to do Internet research on canapé recipes, presentations, and pairings. Additionally, allow them to create and use their own recipes.

**ESSENTIAL SKILLS****Guidelines for Making Canapés**

- 1 Pre-preparation is essential. All bases, spreads, and garnishes must be ready ahead of time.
- 2 Use quality ingredients. These do not necessarily have to be expensive, but they must be purchased, stored, and prepared with an eye to creating the best-tasting and most attractive-looking product possible.
- 3 Assemble canapés as close as possible to serving time. Bases quickly become soggy, and spreads and garnishes dry out easily. As trays are completed, they can be covered lightly with plastic and refrigerated for a short time. Always follow time and temperature rules for safe food handling.
- 4 Keep spreads and garnishes simple and neat. Elaborate garnishes can fall apart on the tray or in the guests' hands.
- 5 Use flavor combinations in spreads and garnishes that are appealing both in taste and in appearance. The ingredients must blend well together and look attractive.
- 6 Use spicy or flavorful ingredients. Offer a variety of canapés, including vegetarian and low-fat options to meet the needs of all guests.
- 7 Arrange the canapés carefully and attractively on trays.

Continued on the next page.

ACTIVITY 16.5 | **CANAPÉS** (*continued*)**Standardized Recipe #1**

Name:
Yield:
Ingredients:
Portion size:
Temperature, time, and equipment:
Step-by-step directions:
Nutrition information:

ACTIVITY 16.5 | CANAPÉS (continued)

Ingredients	Tools	Equipment	Notes
Steps		Timing and Notes	

Continued on the next page.

ACTIVITY 16.5 | CANAPÉS (continued)

Ingredient	Unit Cost and Size	Amount in Recipe	Calculate the Percentage of Unit Cost	Total Ingredient Cost	Notes

ACTIVITY 16.5 | **CANAPÉS** (*continued*)**Plating Diagram:**

Continued on the next page.

ACTIVITY 16.5 | **CANAPÉS** *(continued)***Standardized Recipe #2**

Name:
Yield:
Ingredients:
Portion size:
Temperature, time, and equipment:
Step-by-step directions:
Nutrition information:

ACTIVITY 16.5 | **CANAPÉS** *(continued)*

Ingredients	Tools	Equipment	Notes
Steps		Timing and Notes	

Continued on the next page.

ACTIVITY 16.5 | CANAPÉS (continued)

Ingredient	Unit Cost and Size	Amount in Recipe	Calculate the Percentage of Unit Cost	Total Ingredient Cost	Notes

ACTIVITY 16.5 | **CANAPÉS** *(continued)***Plating Diagram:**

Continued on the next page.

ACTIVITY 16.5 | **CANAPÉS** *(continued)***Standardized Recipe #3**

Name:
Yield:
Ingredients:
Portion size:
Temperature, time, and equipment:
Step-by-step directions:
Nutrition information:

ACTIVITY 16.5 | **CANAPÉS** *(continued)*

Ingredients	Tools	Equipment	Notes
Steps		Timing and Notes	

Continued on the next page.

ACTIVITY 16.5 | CANAPÉS (continued)

Ingredient	Unit Cost and Size	Amount in Recipe	Calculate the Percentage of Unit Cost	Total Ingredient Cost	Notes

ACTIVITY 16.5 | **CANAPÉS** *(continued)*

Plating Diagram:



Continued on the next page.

ACTIVITY 16.5 | **CANAPÉS** *(continued)***Standardized Recipe #4**

Name:
Yield:
Ingredients:
Portion size:
Temperature, time, and equipment:
Step-by-step directions:
Nutrition information:

ACTIVITY 16.5 | **CANAPÉS** *(continued)*

Ingredients	Tools	Equipment	Notes
Steps		Timing and Notes	

Continued on the next page.

ACTIVITY 16.5 | CANAPÉS (continued)

Ingredient	Unit Cost and Size	Amount in Recipe	Calculate the Percentage of Unit Cost	Total Ingredient Cost	Notes

ACTIVITY 16.5 | **CANAPÉS** *(continued)*

Plating Diagram:



Continued on the next page.

ACTIVITY 16.5 | **CANAPÉS** *(continued)***Standardized Recipe #5**

Name:
Yield:
Ingredients:
Portion size:
Temperature, time, and equipment:
Step-by-step directions:
Nutrition information:

ACTIVITY 16.5 | **CANAPÉS** *(continued)*

Ingredients	Tools	Equipment	Notes
Steps		Timing and Notes	

Continued on the next page.

ACTIVITY 16.5 | CANAPÉS (continued)

Ingredient	Unit Cost and Size	Amount in Recipe	Calculate the Percentage of Unit Cost	Total Ingredient Cost	Notes

ACTIVITY 16.5 | **CANAPÉS** (*continued*)

Plating Diagram:



Chapter

17

Activity Guide

ACTIVITY 17.1

DEFINITIONS

Directions

Complete the following definitions for the key terms.

Teacher Note:

Refer students to the glossary for the following definitions. Optionally, also ask students to perform research to find or create images or to create a simple graphic or drawing that may assist in illustrating the more conceptual terms.

Key Term	Definition
Mirepoix	French word that refers to the mixture of coarsely chopped onions, carrots, and celery that provides a flavor base for stock; the mixture is usually 50 percent onions and 25 percent each of carrots and celery. For pale or white sauces, such as fish fumet, cooks usually use white mirepoix, in which they substitute parsnips, additional onions, leeks, and even chopped mushrooms for carrots.
Aromatics	The herbs, spices, and flavorings that create a savory smell.
Bouquet garni	French for “bag of herbs,” this is a bundle of fresh herbs, such as thyme, parsley stems, and a bay leaf, tied together.
Sachet d’épices	Similar to bouquet garni, but this is an actual bag of herbs and spices; the spices, including parsley stems, dried thyme, bay leaf, and cracked peppercorns, are placed together in a cheesecloth bag.

ACTIVITY 17.1 | **DEFINITIONS** (*continued*)

Key Term	Definition
Stock	A flavorful liquid made by gently simmering bones and/or vegetables to extract the flavor, aroma, color, body, and nutrients of the ingredients. Stocks are often called the cook's "building blocks," and they form the base for many soups and sauces.
White stock	A clear, pale liquid made by simmering poultry, beef, or fish bones.
Glace	Sometimes referred to as "glaze," this is a reduced stock with a jelly-like consistency, made from brown stock, chicken stock, or fish stock.
Brown stock	An amber liquid made by simmering poultry, beef, veal, or game bones that have been browned first.
Remouillage	A weak stock made from bones that have already been used in another preparation, sometimes used to replace water as the liquid used in a stock; <i>remouillage</i> is the French word for "rewetting."
Fumet	Very similar to fish stock, this is a highly flavored stock made with fish bones and reduced to intensify flavor.
Bouillon	The liquid that results from simmering meats or vegetables; also referred to as broth.

Continued on the next page.

ACTIVITY 17.1 | **DEFINITIONS** (*continued*)

Key Term	Definition
Court bouillon	An aromatic vegetable broth used for poaching fish or vegetables.
Jus	This is a rich, lightly reduced stock used as a sauce for roasted meats.
Vegetable stock	Stock usually made from mirepoix, leeks, and turnips; tomatoes, garlic, and seasonings may also be added to flavor or darken the stock. Any vegetable can be included in vegetable stock, but leafy greens tend to make the stock bitter.
Blanching	Process in which bones are placed in a stockpot, covered with cold water, and brought to a slow boil; at full boil, the floating waste or scum is removed. Blanching bones rids them of some of the impurities that can cause cloudiness in a stock.
Brown	To roast bones in a hot (400°F or 200°C) oven for about an hour, until they are golden brown. Browned bones give a stock a richer flavor and deeper color.
Sweating	Process in which bones and/or vegetables are cooked in a small amount of fat over low heat until they soften and release moisture. Sweating causes the bones and mirepoix to release flavor more quickly when liquid is added.
Fat removal	The process of removing fat that has cooled and hardened from the surface of stock by lifting or scraping away the fat before reheating the stock. Fat removal gives the stock a clearer and purer color and also removes some of the fat content, making the stock more healthful.

ACTIVITY 17.1 | **DEFINITIONS** (*continued*)

Key Term	Definition
Sauce	A liquid or semisolid product that is used in preparing other foods and that adds flavor, moisture, and visual appeal to another dish.
Saucier	A cook who specializes in making sauces.
Mother sauces	Five classical sauces that are the basis for most other sauces; mother sauces are sometimes called “grand sauces.”
Béchamel	A mother sauce made from milk and white roux.
Velouté	A mother sauce made from veal, chicken, or fish stock and a white or blond roux.
Brown or <i>Espagnole</i> sauce	A mother sauce made from brown stock and brown roux.
Tomato sauce	A mother sauce made from a stock and tomatoes (roux is optional).

Continued on the next page.

ACTIVITY 17.1 | **DEFINITIONS** (*continued*)

Key Term	Definition
Hollandaise	Mother sauce that is an emulsion made from eggs, butter, and lemon.
Small sauce	Also known as a derivative sauce, this is a sauce made using one of the five mother sauces. For example, demi-glace, a rich brown sauce, is traditionally made by combining equal parts <i>espagnole</i> sauce and veal stock and reducing to 50 percent of its starting volume.
Demi-glace	A rich brown sauce traditionally made by combining equal parts <i>espagnole</i> sauce and veal stock and reducing to 50 percent of its starting volume.
Reduction	Reducing a liquid ingredient in order to concentrate its flavor within the dish, while also helping with the final consistency of the finished sauce, so that it will coat and hold on the plate.
Roux	A thickener made of equal parts cooked flour and a fat, such as clarified butter, oil, or shortening.
White roux	This is cooked for a very short period of time and is used in sauces where little color is needed, like béchamel; white roux is bland and a little starchy and has the most thickening power.
Blond roux	This is cooked longer than white roux, until the flour turns golden and has a nutty aroma, and it is used in ivory-colored sauces like velouté. Blond roux is a bit more flavorful and has a nutty taste to match the aroma.

ACTIVITY 17.1 | **DEFINITIONS** (*continued*)

Key Term	Definition
Brown/dark brown roux	This sauce is cooked until it develops a dark brown color, and it is used in dishes that require a dark brown color. Brown roux is nutty and a rich medium-brown color. Dark brown roux is quite dark, with a nutty, roasted flavor. Brown roux has the least thickening ability because the starch has been cooked the longest.
Beurre manié	A thickener made of equal parts flour and soft, whole butter that is mixed together and shaped into small pea-sized balls and added to a cooking sauce. Beurre manié can be used to thicken a sauce quickly at the end of the cooking process.
Slurry	Cornstarch mixed with a cold liquid, which can be used instead of roux; the consistency should look like heavy cream.
Liaison	A mixture of egg yolks and heavy cream, often used to finish some sauces, such as <i>Allemande</i> sauce. A liaison adds a rich flavor and smoothness to a sauce without making it too thick.
Temper	To bring to the proper state (such as a certain temperature and consistency) by slowly mixing in or adding a liquid ingredient, such as when tempering a sauce.
Compound butter	A mixture of raw butter and various flavoring ingredients, such as herbs, nuts, citrus zest, shallots, ginger, and vegetables; compound butters are used to finish grilled or broiled meats, fish, poultry, game, pastas, and sauces, among other uses. Compound butter is rolled into a long tube shape, then chilled and sliced for use as needed.
Maître d'hôtel butter	Type of compound butter that is a softened butter flavored with lemon juice and chopped parsley; it is often used to garnish grilled meat or fish.

Continued on the next page.

ACTIVITY 17.1 | **DEFINITIONS** (*continued*)

Key Term	Definition
Coulis	A thick puréed sauce made from vegetables or fruit.
Salsa	A cold mixture of fresh herbs, spices, fruits, and/or vegetables that can be used as a sauce for meat, poultry, fish, or shellfish.
Jus lié	A sauce made from the juices of cooked meat and brown stock.
Au jus	Meat served with its own juices.
Wringing method	Way of straining a sauce to make sure it is smooth. In this method, a clean cheesecloth is placed over a bowl, and the sauce is poured through the cheesecloth into the bowl. The cloth is then twisted at either end to squeeze out the strained sauce. The cheesecloth catches the unwanted lumps of roux, or herbs, spices, and other seasonings.
Clear soup	One of two basic kinds of soup; clear soups are usually fairly transparent and include flavored stocks, broths, and consommés. Examples include chicken noodle soup, minestrone (a tomato-based vegetable soup), and onion soup.
Thick soup	One of two basic kinds of soup; thick soups include cream soups and purée soups, such as bisques, chowders, cream of tomato, lentil, and split pea soup.

ACTIVITY 17.1 | **DEFINITIONS** (*continued*)

Key Term	Definition
<i>Oignon brûlé</i>	A “burnt onion”; made by cutting an onion in half across its hemisphere, and then charring the flat part either on a flat-top range or grill, or in a dry (fat-free) pan. <i>Oignon brûlé</i> adds color and flavor to a consommé, but care must be taken to prevent too much burning.
Raft	The floating layer of egg whites, meat and vegetable solids, and fats that come to the surface of a consommé as it slowly simmers; the raft is then removed, resulting in a pure and clear, or clarified, consommé.
Clarified	Made clear; for example, once the raft is removed from consommé, the result is pure and clear, or clarified.
Purée soup	Soup thickened by the starch found in the puréed main ingredient. Purée soups are coarser than cream soups, but should be liquid enough to pour easily from a ladle. The main difference between a purée and cream soup is that cream soups are usually thickened with an added starch, such as roux.
Chowder	Hearty, thick soup made in much the same way as a cream soup. Chowders are not puréed before the cream or milk is added, but are usually thickened with roux and typically include large pieces of the main ingredients (usually potatoes or seafood) and garnishes.

ACTIVITY 17.2

THE STOCK MARKET

Directions

Complete the following table with information on stocks, and list the steps to prepare stock.

Teacher Note:
This activity uses semantic mapping to organize the content into a visual representation of the information, which provides an alternate display of the content. This activity uses a graphic thinking model to show a sequence of events, time order or plan, concept map, and visualizing to connect the learning objectives to big ideas and career planning.

Key Term	Definition	Bone Preparation
White	Clear, pale liquid made by simmering poultry, beef, or fish bones	Blanch
Brown	Amber liquid made by simmering poultry, beef, veal, or game	Brown
Fumet	Highly flavored stock made with fish bones and reduced to intensify flavor	Sweating
Court bouillon	Aromatic vegetable broth used for poaching fish or vegetables	Sweating—however vegetables may be roasted for deeper flavor
Glace	Reduced stock with a jelly-like consistency, made from brown stock, chicken stock, or fish stock	Browning or sweating
Remouillage	Weak stock made from bones that have already been used in another preparation, sometimes used to replace water as the liquid used in a stock	Sweating
Bouillon	Liquid that results from simmering meats or vegetables; also referred to as broth	Sweating
Jus	Rich, lightly reduced stock used as a sauce for roasted meats	Results from browned bones or meat
Vegetable	This is usually made from mirepoix, leeks, and turnips. Tomatoes, garlic, and seasonings may also be added to flavor or darken the stock	Sweating

ACTIVITY 17.2 | THE STOCK MARKET (continued)**ESSENTIAL SKILLS****Preparing Stock**

- 1 Combine the major flavoring ingredient and the cold liquid.
- 2 Bring to a simmer.
- 3 Skim as necessary throughout the cooking time.
- 4 Add the mirepoix and aromatics at the appropriate time, usually in the last hour of cooking.
- 5 Simmer until the stock develops flavor, body, and color.
- 6 Strain, then use immediately, or cool and store.

ACTIVITY 17.3 | MOTHER SAUCES AND DERIVATIVES

Directions

Complete the following chart to identify the ingredients and flavor profile of the mother sauces, as well as the derivative or small sauces that come from the mother sauces. Then, create a family tree to show the relationship between the mother sauces and the small sauces.

Teacher Note:

Refer to table 17.2 on page 361 of the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook.

This activity uses semantic mapping to organize the content into a visual representation of the information, which provides an alternate display of the content. This activity uses a graphic thinking model to show a sequence of events, time order or plan, concept map, and visualizing to connect the learning objectives to big ideas and career planning.

Mother Sauces and Their Derivatives			
Mother Sauce	Small Sauce	Additional Ingredients	Examples of Sauce Usage
Béchamel	• Cream • Cheddar cheese • Soubise	• Cream (instead of milk) • Cheddar cheese • Puréed cooked onions	• Over chicken or fish • Macaroni and cheese • Roasted meats, game, poultry, and vegetables
Veal velouté	• Allemande • Hungarian • Curry	• Egg yolks • Egg yolks, Hungarian paprika • Egg yolks, curry spices	• Used for veal • Used for chicken, fish, veal, and dumplings • Used for meats and vegetables
Chicken velouté	• Mushroom • Supreme • Hungarian	• Cream, mushrooms • Reduced with heavy cream • Cream, Hungarian paprika	• Used for steak, chicken, or potatoes • Chicken and vegetables • Used for chicken, fish, veal, and dumplings
Fish velouté	• White wine • Bercy • Herb	• White wine • White wine, shallots, butter, parsley • White wine, herbs	• Used for white fish

ACTIVITY 17.3 | MOTHER SAUCES AND DERIVATIVES (continued)

Mother Sauces and Their Derivatives			
Mother Sauce	Small Sauce	Additional Ingredients	Examples of Sauce Usage
Brown (<i>espagnole</i>)	- Bordelaise - Chasseur - Lyonnaise - Madeira	- Red wine, parsley - Mushrooms, shallots, white wine, tomato <i>concassé</i> - Sautéed onions, butter, white wine, vinegar, Madeira wine	- Used for red meats such as filet mignon - Also called hunter's sauce - Used for roasts and steaks
Tomato	- Creole - Portuguese	- Sweet peppers, onions, chopped tomatoes - Onions, chopped tomatoes, garlic, parsley	- Used for shrimp, chicken, or sausages - Used for chicken and fish
Hollandaise	- Béarnaise - Maltaise	- Tarragon, white wine, vinegar, shallots - Blood orange juice and zest	- Used for steaks, asparagus, or salmon - Used for fish and vegetables

Family Tree

Refer to table 17.2 on page 360 of the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook.

ACTIVITY 17.4 | MATH: A MOTHER OF AN EQUATION
Directions

Using the information from the chart in Activity 17.5, solve for the equations to show how mother sauces become small sauces with the addition of ingredients.

Teacher Note:

This activity uses the following instructional strategies: critical thinking, literacy and math integration, classification chart, visualizing, the metacognitive process, and a semantic map.

This graphic thinking model encourages the synthesizing and organizing of information connected to the learning objective. It offers a way to visualize and process the information.

- 1 Béchamel (roux + milk + seasoning) + cheese = cheese sauce
- 2 *Espagnole* sauce (brown stock + dark roux) + (red wine + parsley) = Bordelaise
- 3 (Chicken velouté [chicken stock + pale roux] + heavy cream) × $\frac{1}{2}$ volume = Supreme
- 4 Fish velouté (fish stock + pale roux) + (white wine + shallots + butter + parsley) = Bercy
- 5 Hollandaise (eggs + butter + lemon) + (tarragon + white wine + vinegar + shallots) = Béarnaise
- 6 Tomato sauce (tomatoes + stock + seasoning) + (sweet peppers + onions + chopped tomatoes) = Creole
- 7 Chicken velouté (chicken stock + pale roux) + (cream + Hungarian paprika) = Hungarian
- 8 Béchamel (roux + milk + seasoning) + puréed cooked onion = Soubise
- 9 *Espagnole* sauce (brown stock + dark roux) + (mushroom + shallots + white wine + tomato *concasé*) = Chasseur
- 10 Veal velouté (chicken stock + pale roux) + egg yolks = Allemande

ACTIVITY 17.5 | CONSOMMÉ CONQUEST

Directions

Complete the following report for the process of preparing consommé. Provide the essential skill steps for preparing stock, clarifying stock, and preparing consommé. Provide standardized recipes, and plan the *mise en place*. Complete the task by costing the ingredients.

Teacher Note:

Students may use recipes provided from Master Cook or perform research to develop the standardized recipe.

In order to stress the proper planning, prepare the items in the following order:

- 1 Stock
- 2 Clarifying stock
- 3 Preparing consommé

This will allow students to clarify the stock twice, stressing the practical application of the learning objectives.



ESSENTIAL SKILLS

Preparing Stock

- 1 Combine the major flavoring ingredient and the cold liquid.
- 2 Bring to a simmer.
- 3 Skim as necessary throughout the cooking time.
- 4 Add the mirepoix and aromatics at the appropriate time, usually in the last hour of cooking.
- 5 Simmer until the stock develops flavor, body, and color.
- 6 Strain, then use immediately, or cool and store.

Clarifying Stock

- 1 Use egg whites, a mild acid (such as tomato or lemon juice), and a browned onion.
- 2 Whip egg whites until the whites are foamy.
- 3 Add these ingredients to the stock when the stock is about 100°F (38°C).
- 4 Simmer gently, at medium heat, for half an hour or more.
- 5 When the raft of the egg structure and the scum has gathered, be careful not to stir the raft.
- 6 Remove the raft by letting it settle completely to the bottom as it cools. Then, pour off the clarified stock, or carefully break a hole in the raft and gently ladle out the stock.
- 7 Discard the raft.

Continued on the next page.

ACTIVITY 17.5 | **CONSOMMÉ CONQUEST** (*continued*)

ESSENTIAL SKILLS
Preparing Basic Consommé

- 1 Combine the ground meat, mirepoix, seasonings, tomato product, *oignon brûlé*, and egg white.
- 2 Blend in the stock.
- 3 Bring the mixture to a slow simmer, stirring frequently until the raft has formed.
- 4 Do not stir after the raft has formed.
- 5 Carefully break a hole in the raft and continue to simmer.
- 6 Strain using a stockpot with a spigot (best option), or by tilting the pot so that the now clear soup can be ladled from the top of the raft.
- 7 Cool and store, or finish and garnish for service.

Remember: *Good consommé should be crystal clear, aromatic, and emphasize the flavor of the major ingredient.*

ACTIVITY 17.5 | CONSOMMÉ CONQUEST (continued)**Standardized Recipe: Preparing Stock**

Name:
Yield:
Ingredients:
Portion size:
Temperature, time, and equipment:
Step-by-step directions:
Nutrition information:

Continued on the next page.

ACTIVITY 17.5 | CONSOMMÉ CONQUEST (continued)

Ingredients	Tools	Equipment	Notes
Steps		Timing and Notes	

ACTIVITY 17.5

CONSOMMÉ CONQUEST *(continued)*

Ingredient	Unit Cost and Size	Amount in Recipe	Calculate the Percentage of Unit Cost	Total Ingredient Cost	Notes

Continued on the next page.

ACTIVITY 17.5 | CONSOMMÉ CONQUEST *(continued)***Standardized Recipe: Clarifying Stock**

Name:
Yield:
Ingredients:
Portion size:
Temperature, time, and equipment:
Step-by-step directions:
Nutrition information:

ACTIVITY 17.5

CONSOMMÉ CONQUEST *(continued)*

Ingredients	Tools	Equipment	Notes
Steps		Timing and Notes	

Continued on the next page.

ACTIVITY 17.5

CONSOMMÉ CONQUEST *(continued)*

Ingredient	Unit Cost and Size	Amount in Recipe	Calculate the Percentage of Unit Cost	Total Ingredient Cost	Notes

ACTIVITY 17.5 | CONSOMMÉ CONQUEST *(continued)***Standardized Recipe: Preparing Basic Consommé**

Name:
Yield:
Ingredients:
Portion size:
Temperature, time, and equipment:
Step-by-step directions:
Nutrition information:

Continued on the next page.

ACTIVITY 17.5 | CONSOMMÉ CONQUEST (continued)

Ingredients	Tools	Equipment	Notes
Steps		Timing and Notes	

ACTIVITY 17.5 | CONSOMMÉ CONQUEST *(continued)*

Ingredient	Unit Cost and Size	Amount in Recipe	Calculate the Percentage of Unit Cost	Total Ingredient Cost	Notes

ACTIVITY 17.6 | SOUP'S ON**Directions**

Create *mise en place* plans for preparing the two kinds of thick soup. Include the essential skill steps for making cream soup and making bisque. Choose a recipe from both categories (cream and bisque) and plan the *mise en place*. Include standardized recipes, recipe costs, and plating diagrams.

Teacher Note:

This activity is grounded in student discovery and inquiry, applying critical thinking skills with data reporting and analysis. With a science-based approach by compiling data, students will combine elements of a lab report with elements of literacy by comparing and contrasting several methods. Over all, students are directed to big ideas that connect to a learning objective.

For the following *mise en place* charts, refer students to page 369 in the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook for the essential skill steps. The practice of planning the ingredients, tools, and equipment needed to perform each task helps students to practice the critical *mise en place* concept. Students will analyze each recipe or step to understand the timeline and flow in the professional kitchen. The *mise en place* report also functions as a lab report, where students will have the ability to connect the content in the textbook to the hands-on application of the essential skill or recipe. Students will plan in advance each activity, with the guidance of the text or recipe, and create an individualized plan.

This activity is grounded in student discovery and inquiry, applying critical thinking skills with data reporting, analysis, and applied mathematics.

Students will need the invoice pricing from a foodservice distributor to solve for the yield and portions costs. To find the total cost of a standard recipe, a manager must know both the ingredient amounts needed and the market price of each one. Then he or she must multiply or divide the ingredient amounts by the prices. Refer to pages 289–291 of the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook for additional examples.

ACTIVITY 17.6 | SOUP'S ON (continued)



ESSENTIAL SKILLS

How to Make Cream Soup

- 1 Sauté the major flavoring—such as mushrooms for a cream of mushroom soup—in a little butter or oil.
- 2 Add flour to make a roux, and cook for a short time to remove any starchy taste.
- 3 Add stock, *sachet d'épices*, and any vegetables, and then simmer until tender.
- 4 Purée and strain the mixture.
- 5 Add additional stock to adjust the consistency as necessary.
- 6 Add cream and garnish before serving.



ESSENTIAL SKILLS

Making Bisque

- 1 Sear crustacean shells in a fat or sweat in stock.
 - 2 Add mirepoix and sweat.
 - 3 Add tomato product.
 - 4 Reduce until the mixture is *au sec* (oh SEK). This means reduce it until it is very dry.
 - 5 Add stock and *sachet d'épices* or bouquet garni.
 - 6 Mix in the roux.
 - 7 Simmer and skim.
 - 8 Discard the *sachet d'épices* or bouquet garni when you have the desired flavor.
 - 9 Strain the soup and purée the solids.
 - 10 Remix the liquid to the proper consistency.
 - 11 Strain, then cool and store, or finish and garnish with the cooked, reserved meat from the crustacean.
- Note: Remember: A properly prepared bisque should have the flavor of the crustacean and a pale pink or red color.

Continued on the next page.

ACTIVITY 17.6 | **SOUP'S ON** (*continued*)**Standardized Recipe: Cream Soup**

Name:
Yield:
Ingredients:
Portion size:
Temperature, time, and equipment:
Step-by-step directions:
Nutrition information:

ACTIVITY 17.6 | SOUP’S ON *(continued)*

Ingredients	Tools	Equipment	Notes
Steps		Timing and Notes	

Continued on the next page.

ACTIVITY 17.6 | SOUP’S ON *(continued)*

Ingredient	Unit Cost and Size	Amount in Recipe	Calculate the Percentage of Unit Cost	Total Ingredient Cost	Notes

ACTIVITY 17.6 | SOUP'S ON (continued)**Plating Diagram:**

Continued on the next page.

ACTIVITY 17.6 | SOUP'S ON (*continued*)**Standardized Recipe: Bisque**

Name:
Yield:
Ingredients:
Portion size:
Temperature, time, and equipment:
Step-by-step directions:
Nutrition information:

ACTIVITY 17.6 | SOUP’S ON *(continued)*

Ingredients	Tools	Equipment	Notes
Steps		Timing and Notes	

Continued on the next page.

ACTIVITY 17.6

SOUP’S ON *(continued)*

Ingredient	Unit Cost and Size	Amount in Recipe	Calculate the Percentage of Unit Cost	Total Ingredient Cost	Notes

ACTIVITY 17.6 | **SOUP'S ON** *(continued)*

Plating Diagram:



Chapter

18

Activity Guide

ACTIVITY 18.1

DEFINITIONS

Directions

Complete the following definitions for the key terms.

Teacher Note:

This activity uses semantic mapping to organize the content into a visual representation of the information, which provides an alternate display of the content. This activity uses a graphic thinking model to show a sequence of events, time order or plan, concept map, and visualizing to connect the learning objectives to big ideas and career planning.

This activity uses the following instructional strategies: critical thinking, literacy and math integration, classification chart, visualizing, the metacognitive process, and a semantic map.

Key Term	Definition
Conduction	The transfer of heat from one item to another when the items come into direct contact with each other; sometimes the heat is transferred to the air or from surface to surface.
Convection	The transfer of heat caused by the movement of molecules (in the air, water, or fat) from a warmer area to a cooler one. When heating water, for example, natural convection occurs. As water heats at the bottom of the pan, it travels upward, transferring energy to the cooler water higher in the pot, with the hot water constantly rising and replacing the cooling water in a continuous process.
Radiation	Cooking method that does not require physical contact between the heat source and the food being cooked; instead, heat moves by way of microwave and infrared waves.
Infrared heat	Heat created when the heat from a source is absorbed by one material and then radiated out to the food. For example, the flame in a broiler heats the tiles in the broiler, which radiate the heat to the food. Infrared waves affect the exterior of food, with the heat on the outside of the food spreading inward through conduction. The result is that the outside of the food browns.
Broiling	A rapid cooking method that uses high heat from a source located above the food; broiled food becomes browned on the top. Food items that can be broiled include tender cuts of meat, young poultry, fish, and some fruits and vegetables.

ACTIVITY 18.1 | DEFINITIONS *(continued)*

Key Term	Definition
Grilling	A very simple dry-heat method in which the food is cooked on a grill rack above the heat source, resulting in a highly flavored outside and a moist inside. Grilled food has a smoky, slightly charred flavor because the fat melts and drips down into the heat source, along with some of the meat's juices; as the fat and juices burn, the smoke helps provide the charred flavor. The crosshatching look common to grilled food comes from the hot metal grill rack that the food sits on.
Roasting	Technique that cooks food by surrounding it with hot, dry air in the oven; as the outer layers of the food become heated, the food's natural juices turn to steam and are absorbed into the food. Roasting generally requires longer cooking times than baking and often for the food to be raised off the pan by a rack or a bed of mirepoix. Roasting is most often used with large cuts of meat, whole birds (poultry), or fish. Roasted food should have a golden-brown exterior and moist, tender interior.
Baking	Technique that cooks food by surrounding it with hot, dry air in the oven; as the outer layers of the food become heated, the food's natural juices turn to steam and are absorbed into the food. Food can be baked covered or uncovered, depending on the recipe. Food items that are baked uncovered, such as cookies and casseroles, develop a golden-brown color on top.
Griddling	Cooking a food item on a hot, flat surface (known as a griddle) or in a relatively dry, heavy-bottomed fry pan or cast-iron skillet, with the goal of giving the product an even, golden-brown finish and a slightly crisp exterior texture.
Sautéing	This method cooks food rapidly in a small amount of fat over relatively high heat, keeping water and vitamin loss at a minimum while gaining a high degree of color and flavor. When sautéing, the pan is heated first, and just enough fat is added to coat the bottom of the pan.
Sear	To quickly brown the surface of an item, such as meat, over direct heat.
Stir-frying	Like sauté, this is a quick-cooking, dry-heat method, in which food is cooked over a very high heat, generally in a wok with little fat, and stirred quickly. In this Asian style of cooking, the items to be stir-fried, usually meats and fresh vegetables, are cut into bite-sized pieces, and the sauce is usually created in the same pan.
Pan-fry	To cook food in oil over less intense heat than that used for sautéing or stir-frying. For pan-frying, many recipes call for coating the food with batter, seasoned flour, or breading first. The hot oil seals the food's coated surface and locks the natural juices inside, instead of releasing them. The oil should be deep enough to come halfway up the side of the food being cooked. The object of pan-frying is to produce a flavorful exterior with a crisp, brown crust that helps retain the food's juices and flavor.
Deep-fry	Method of cooking in which a food item is breaded or coated with batter, immersed (completely covered) in hot fat, and fried until it is done. The outside of the food item develops a crispy coating, while the inside stays moist and tender.

Continued on the next page.

ACTIVITY 18.1 | **DEFINITIONS** (*continued*)

Key Term	Definition
Batter	A mixture of the primary dry ingredient (wheat flour, all-purpose flour, corn meal, rice flour), the liquid (beer, milk, wine, water), and a binder (generally egg), which helps the mixture adhere to a product. Examples include the beer batter often used on fish, corn meal batter used on corn dogs, and tempura batter used on tempura vegetables and fish.
Breading	A breading has the same components as batter, but they are not blended together. A standard breading would be seasoned all-purpose flour and an egg and milk dip.
Float	The point when an item being deep-fried rises to the surface of the oil and appears golden brown, indicating doneness.
Swimming method	Deep-frying method in which a breaded or batter-coated food is gently dropped in hot oil, where it falls to the bottom of the fryer and then swims to the surface. Once on the surface, the item can be turned over, if necessary, in order to brown on both sides.
Basket method	Deep-frying method in which food is breaded, placed in a basket, lowered into the hot oil, and then lifted out with the basket when it is done.
Double-basket method	Deep-frying method for certain food that needs to be fully submerged in hot oil for a longer period of time in order to develop a crisp crust. In this method, the food item is placed in a basket, and then another basket is fitted on top of the first; the top basket keeps the food from floating to the surface of the oil.
Recovery time	The amount of time it takes oil to reheat to the correct cooking temperature once food is added. The more food items dropped in the oil at one time, the longer the recovery time.
Smoking point	The temperature at which fats and oils begin to smoke, which means that the fat has begun to break down. Oil for deep-frying should have a high smoking point, around 425°F (218°C).
Simmering	Completely submerging food in a liquid that is at a constant, moderate temperature. Simmering cooks items at a slightly higher temperature than other moist-heat methods, 185°F to 205°F (85°C to 96°C). Simmering differs from boiling in that bubbles in a simmering liquid rise gently and just begin to break the surface.
Poaching	Cooking food in a simmering liquid between 160°F and 180°F (71°C and 82°C). Naturally tender food and well-flavored liquid should be used, and the surface of the poaching liquid should show some motion, but no air bubbles should break the surface.
Shallow poaching	Cooking food using a combination of steam and a liquid bath. The food is partially covered by a liquid containing an acid (usually wine or lemon juice), herbs, and spices in a covered pan. The steam cooks the items that are not directly covered by the poaching liquid. Shallow poaching is a last-minute cooking method best suited to food that is cut into portion-sized or smaller pieces.

ACTIVITY 18.1 | DEFINITIONS (continued)

Key Term	Definition
Paupiettes	Long, thin slices of fish or meat that are rolled and stuffed with a filling.
Cuisson	The liquid left over from shallow poaching; shallow poaching transfers much of the flavor from the food item to the liquid (<i>cuisson</i>), which can then be used as a sauce base.
Blanching	A variation of boiling in which food is partially cooked (also called parcooking) and then finished later. Cooks frequently use blanching to pre-prepare vegetables. Blanching is a two-step process. Once it is established that the item is cooked, it is quickly removed from the boiling water and plunged into an ice bath (shocking) to halt the cooking process. The food is then given a quick toss with seasoned butter in a hot pan at service. Cooks sometimes blanch food that takes too long to cook thoroughly before deep-frying it.
Parcooking	To partially cook food that will be finished later.
Shocking	Quickly removing food items from boiling water and plunging them into an ice bath to halt the cooking process.
Steaming	Cooking food by surrounding it in steam in a confined space such as a steamer basket, steam cabinet, or combi-oven; direct contact with the steam cooks the food.
Combination cooking	Using a combination of both dry-heat and moist-heat cooking methods. For example, braising and stewing use both dry and moist heat to cook food that is less tender.
Braising	In braising, the food item is first seared in hot oil, and then partially covered in enough liquid to come halfway up the food item. The pot or pan is then covered tightly, and the food is finished slowly in the oven or on the stovetop until it is tender. As the meat cooks, its flavor is released into the cooking liquid, which becomes the accompanying sauce. The key to quality braising is long, slow cooking.
Pot roasting	A common American term for braising as well as the name of a traditional dish (pot roast).
Stewing	Stewing techniques are similar to braising, but the pre-preparation is a little different. First, the main food item is cut into bite-sized pieces, which are either blanched or seared. As with braising, the food is cooked in oil first, and then liquid is added. Stewing requires more liquid than braising, and the food should be covered completely while it is simmering.
<i>Sous vide</i>	French for “under vacuum,” this is a cooking method in which food is cooked for a long time, sometimes well over 24 hours. Food is placed in airtight plastic bags in water that is hot but well below boiling point. This cooks the food using precisely controlled heating, at the temperature at which it should be served.
Carryover cooking	The process of continued cooking after a food item has been removed from its heat source.

ACTIVITY 18.2

HEAT TRANSFER

Directions

List examples of heat transfer using each of the three methods identified in the table below. How are they similar? How are they different? Write a response summarizing your thoughts.

Conduction	Convection	Radiation
The transfer of heat from one item to another when the items come into direct contact with each other; sometimes the heat is transferred to the air or from surface to surface. An example is when a cold plate begins to warm when covered with hot food. The heat of the food is conducted into the surface of the plate.	The transfer of heat caused by the movement of molecules (in the air, water, or fat) from a warmer area to a cooler one. When heating water, for example, natural convection occurs. As water heats at the bottom of the pan, it travels upward, transferring energy to the cooler water higher in the pot, with the hot water constantly rising and replacing the cooling water in a continuous process. Note: Many chefs think of convection cooking as moving air—period. This is in line with the common use of convection ovens. Remember, cooking methods might use two or more methods of heat transfer. So, for example, both conduction and convection heat are used in sautéing, pan-frying, braising, and stewing.	Cooking method that does not require physical contact between the heat source and the food being cooked; instead, heat moves by way of microwave and infrared waves. Microwaves agitate the water molecules in the food, creating a form of friction that heats the water and thereby the food. It is important to remember that infrared waves affect the exterior of the food. Heat on the outside of the food then spreads inward through conduction. The result is that the outside of the food browns. Microwaves penetrate the item and cook it from the inside out, so browning does not take place. Microwaving is good for some recipes, but many food items can quickly become tough and rubbery or dried out if microwaved too long.

Write a summary comparing and contrasting the three methods of heat transfer.

Heat is a type of energy. When two items of different temperatures have contact, energy in the form of heat transfers from the warmer item to the cooler until they both reach the same temperature. Heat travels in items in three ways: conduction, convection, and radiation. All three are involved in the heating and cooking of food, and all of the cooking methods use one of the three types of heat transfer to operate. The difference is in the way the heat transfer takes place. With conduction, heat is transferred from one item to another when the items come into direct contact with each other. With convection, heat is transferred by the movement of molecules from one area to another. Radiation uses microwave and infrared waves to heat an object, without contact.

ACTIVITY 18.3 | DRY-HEAT COOKING**Directions**

List the four methods of dry-heat cooking with fat and the four methods of dry-heat cooking without fat. Find recipes that are examples of each method and add them to each definition.

Teacher Note:

Students will conduct research to identify recipes that serve as examples for each method, but examples are provided below.

Refer to pages 380–386 of the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook.

With Fat	Without Fat
- Sautéing - Fish with brown butter	- Broiling - London broil
- Pan-frying - Seared salmon	- Grilling - Steak with compound butter
- Stir-frying - Vegetable stir fry	- Roasting - Roast turkey with stuffing
- Deep-frying - Onion rings	- Baking - Cookies or casseroles

ACTIVITY 18.4

BROILING VS. GRILLING

Directions

List the essential skill steps for broiling and grilling. Then, compare and contrast the two methods. How are they similar? How are they different?

Teacher Note:

This activity uses the instructional strategy of the classification chart to guide students through the content. Another way to show the content is to develop the categories and segments into a hierarchy, or model the content into a functional visual representation, like a family tree. This also uses elements of a comparison matrix where students can further define the function of the categories as examples.

This graphic thinking model encourages the synthesizing and organizing of information connected to the learning objective. It offers a way to visualize and process the information. It can easily be modified to include images or symbols to decode the text.



ESSENTIAL SKILLS: BROILING FOOD

1	Preheat the broiler.
2	Oil the broiler grill lightly or oil item lightly, if necessary.
3	Place the item on the broiler grid and move it into the broiler cavity.
4	Adjust the distance between the item and the heat as needed to control the rate of cooking. Place the food farther away and cook it a little longer to reach a higher internal temperature in the finished product, and move it closer for less time for a lower internal temperature in the finished product. To cook red meat to a rare level, use shorter cooking times with more heat; for well-done use longer cooking times with less heat. Both should have a well-browned, flavorful crust on the outside and a juicy interior when finished.
5	Turn the item over halfway through the cooking process to achieve even cooking on both sides of the product.

ACTIVITY 18.4 | BROILING VS. GRILLING (continued)**ESSENTIAL SKILLS: GRILLING FOOD**

- 1 Thoroughly clean and preheat the grill.
- 2 Season the main item. Marinate or brush it with oil, if necessary, to prevent it from sticking to the grill.
- 3 Place the item on the grill.
- 4 Turn the item about 60 degrees to produce crosshatch marks.
- 5 Flip the item over to complete cooking to the desired doneness.
- 6 The finished product should be cooked to the desired doneness, golden brown with no burning or charring. Achieving this requires control of the heat source.

Compare and contrast the methods for broiling and grilling.

Broiling is a rapid cooking method that uses high heat from a source located above the food. Broiled food becomes browned on the top. Food items that can be broiled include tender cuts of meat, young poultry, fish, and some fruits and vegetables.

Grilling is a very simple dry-heat method that is excellent for cooking smaller pieces of food. The food is cooked on a grill rack above the heat source. No liquid is added to the food during cooking. A cook might add small amounts of fat or oil during the cooking process simply to add flavor to the finished dish.

Broiling involves heat from above, where grilling provides heat from below. Typically broiled dishes are browned on top, where grilled items are browned and flavored by the grill on both sides, often flavored by smoke or things like wood chips.

ACTIVITY 18.5 | ROASTING AND SAUTÉING LAB REPORT**Directions**

Complete the following report for each recipe completed in the lab. First, provide the essential skill steps for the recipe. Then, copy the recipe in standardized format. Plan the *mise en place* and cost the ingredients. Sketch the diagram for proper plating.

Teacher Note:

Allow students to research recipes, or provide the class with a selection of your choice that works for your classroom.

This activity is grounded in student discovery and inquiry applying critical thinking skills with data reporting and analysis. With a science-based approach by compiling data, students will combine elements of a lab report with elements of literacy by comparing and contrasting several methods. Overall, students are directed to big ideas that connect to a learning objective.

For the following *mise en place* charts, refer students to page 383 of the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook for the essential skill steps. The practice of planning the ingredients, tools, and equipment needed to perform each task helps students to practice the critical *mise en place* concept with practice. Students will analyze each recipe or step to understand the timeline and flow in the professional kitchen. The *mise en place* report also functions as a lab report where students will have the ability to connect the content in the textbook to the hands-on application of the essential skill or recipe. Students will plan in advance each activity with the guidance of the text or recipe, and create an individualized plan.

This activity is grounded in student discovery and inquiry, applying critical thinking skills with data reporting, analysis, and applied mathematics.

Students will need the invoice pricing from a foodservice distributor to solve for the yield and portions costs. To find the total cost of a standard recipe, a manager must know both the ingredient amounts needed and the market price of each one. Then he or she must multiply or divide the ingredient amounts by the prices. Refer to pages 289–291 of the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook for additional examples.

ACTIVITY 18.5 | ROASTING AND SAUTÉING LAB REPORT (continued)



ESSENTIAL SKILLS: ROASTING MEAT

- 1 Season, stuff, or marinate the main item, and sear, or quickly brown, its surface over direct heat.
- 2 Place the food on a rack in a roasting pan so that hot air can touch it on all sides.
- 3 Roast the item uncovered or covered, as the recipe calls for, until the desired temperature is reached. Allow for carryover cooking. Carryover cooking describes what happens to food after it has been removed from the oven. The roasted item holds a certain amount of heat that continues to cook the food.
- 4 Allow the roasted item to sit or rest before carving. Doing this allows the juices, which are being drawn out to the edges of the meat during roasting, to return to the center of the item and make it juicier.
- 5 Prepare pan gravy in the roasting pan.
- 6 Carve the roasted item, and serve it with the appropriate gravy or sauce.



ESSENTIAL SKILLS: SAUTÉING

- 1 Perform thorough *mise en place*.
- 2 Cut food into appropriately sized pieces to allow maximum surface contact with the pan.
- 3 Select the correct pan:
 - a Large enough to allow food to spread well in pan (overloading the pan does not allow rapid cooking)
 - b Sides that slant outward to allow moisture vapors to easily escape
 - c Made of a metal that provides good heat conductivity
- 4 Use high to medium heat that can be easily controlled.
- 5 Use minimal fat or clarified butter, just enough to prevent sticking and help conduct heat and flavor.
- 6 Preheat the pan and fat to a high temperature (but not burning).
- 7 Place a thin layer of food in the hot pan (overloading the pan drops the temperature of the pan too rapidly and items will not brown).
- 8 Allow food to remain in contact with the surface long enough to brown, but move it often enough to prevent burning.

Continued on the next page.

ACTIVITY 18.5 | ROASTING AND SAUTÉING LAB REPORT *(continued)***Standardized Recipe: Roasting Meat**

Name:
Yield:
Ingredients:
Portion size:
Temperature, time, and equipment:
Step-by-step directions:
Nutrition information:

ACTIVITY 18.5 | ROASTING AND SAUTÉING LAB REPORT (continued)

Ingredients	Tools	Equipment	Notes
Steps		Timing and Notes	

Continued on the next page.

ACTIVITY 18.5 | ROASTING AND SAUTÉING LAB REPORT (continued)

Ingredient	Unit Cost and Size	Amount in Recipe	Calculate the Percentage of Unit Cost	Total Ingredient Cost	Notes

ACTIVITY 18.5 | ROASTING AND SAUTÉING LAB REPORT *(continued)*

Plating Diagram:



Continued on the next page.

ACTIVITY 18.5 | ROASTING AND SAUTÉING LAB REPORT (continued)**Standardized Recipe: Sautéing**

Name:
Yield:
Ingredients:
Portion size:
Temperature, time, and equipment:
Step-by-step directions:
Nutrition information:

ACTIVITY 18.5 | ROASTING AND SAUTÉING LAB REPORT (continued)

Ingredients	Tools	Equipment	Notes
Steps		Timing and Notes	

Continued on the next page.

ACTIVITY 18.5 | ROASTING AND SAUTÉING LAB REPORT (continued)

Ingredient	Unit Cost and Size	Amount in Recipe	Calculate the Percentage of Unit Cost	Total Ingredient Cost	Notes

ACTIVITY 18.5 | ROASTING AND SAUTÉING LAB REPORT *(continued)*

Plating Diagram:



ACTIVITY 18.6 | GET IT DONE

Directions

Determining doneness is a critical skill to develop when mastering the cooking methods. Outline the safety guidelines for cooking below, and complete the table to identify the proper internal cooking temperatures to determine doneness.

Teacher Note:
Refer students to page 394 of the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook.

Safety: Cooking Guidelines
• Specify cooking time and the required minimum internal cooking temperature in all recipes.
• Use a thermometer with a probe that is the right size for the food.
• Avoid overloading ovens, fryers, and other cooking equipment.
• Give the cooking equipment time for temperature to recover between batches.
• Use utensils or gloves to handle food after cooking.
• Taste food correctly to avoid cross-contamination.

ACTIVITY 18.6 | GET IT DONE (continued)

Cooking requirements for specific types of food

Minimum Internal Temperature	Type of Food
165°F (74°C) for 15 seconds	• Poultry—including whole or ground chicken, turkey, or duck • Stuffing made with TCS ingredients • Stuffed meat, seafood, poultry, or pasta • Dishes that include previously cooked TCS ingredients (raw ingredients should be cooked to their correct minimum internal temperatures)
155°F (68°C) for 15 seconds	• Ground meat—including beef, pork, and other meat • Injected meat—including brined ham and flavor-injected roasts • Mechanically tenderized meat • Ground seafood—including chopped or minced seafood • Shell eggs that will be hot held for service
145°F (63°C) for 15 seconds	• Seafood—including fish, shellfish, and crustaceans • Steaks/chops of pork, beef, veal, and lamb • Shell eggs that will be served immediately
145°F (63°C) for 4 minutes	• Roasts of pork, beef, veal, and lamb
135°F (57°C)	• Commercially processed, ready-to-eat food that will be hot held for service (e.g., cheese sticks, deep-fried vegetables) • Fruit, vegetables, grains (e.g., rice, pasta), and legumes (e.g., beans, refried beans) that will be hot held for service

ACTIVITY 18.7 | SIMMER DOWN NOW

Directions

Define and give examples of the following moist-heat cooking methods, and provide the required tools or equipment to perform each method.

Teacher Note:
Refer to pages 388–390 of the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook for moist cooking techniques. Allow students to conduct additional research for examples or recipes to enhance this exercise. It can easily be modified for customized instruction.

	Simmering	Poaching and Shallow Poaching	Blanching	Steaming
Definition	When simmering, you completely submerge food in a liquid that is at a constant, moderate temperature. Simmering less-tender items cooks them at a slightly higher temperature than other moist-heat methods, 185°F to 205°F (85°C to 96°C). Simmering differs from boiling in that bubbles in a simmering liquid rise gently and just begin to break the surface.	When poaching, cook food between 160°F and 180°F (71°C and 82°C). The surface of the poaching liquid should show some motion, but no air bubbles should break the surface. Use well-flavored liquid, and make sure the food is naturally tender. Shallow poaching cooks food using a combination of steam and a liquid bath.	Many times cooks blanch food that takes too long to cook thoroughly before they deep-fry it. Blanching is a variation of boiling. When blanching, partially cook food (also called parcooking), and then finish it later. Cooks frequently use blanching to pre-prepare vegetables. Blanching is a two-step process.	Steaming is cooking food by surrounding it in steam in a confined space such as a steamer basket, steam cabinet, or combi-oven. Direct contact with the steam cooks the food. Steaming can take place with or without pressure. Placing food in a steamer basket on top of a pot of boiling water directly exposes the food to steam, which is 212°F (100°C).

ACTIVITY 18.7 | SIMMER DOWN NOW (continued)

	Simmering	Poaching and Shallow Poaching	Blanching	Steaming
Recipe or example using method	New England boiled dinner, consisting of corned beef, cabbage, and potatoes	Cooks commonly poach chicken and seafood. Cooks commonly shallow poach paupiettes of sole and other white fishes. Paupiettes are long, thin slices of fish or meat that are rolled and stuffed with a filling. Shallow poaching transfers much of the flavor of the food from the food item to the liquid. To keep this lost flavor, use the liquid as a sauce base. This liquid is called a <i>cuisson</i>.	Take green beans as an example. Once you have established that the green beans are cooked, quickly remove them from the boiling water and plunge them into the ice bath (shocking) to halt the cooking process. Then give them a quick toss with seasoned butter in a hot pan at service. The result is a green bean cooked to perfection, with bright color, but prepared fresh and quickly at service.	Enhance the flavor of food steamed over, but not directly in, boiling liquid by using broth instead of water as the liquid, like steaming chicken breasts in broth with herbs and spices.
Tools required for this method	Stock pot, range	Pot or pan with a lid, range, oven, parchment paper	Stock pot, strainer, ice-bath	Sauce pan, rack, lid for the pot or pan

ACTIVITY 18.8 | CATEGORIZE THE TERMS

Directions

Place the following terms in the correct category, according to the appropriate cooking method.

Broiling	Deep-fry	Smoking point	Shocking
Grilling	Batter	Simmering	Steaming
Roasting	Breading	Poaching	Combination cooking
Baking	Float	Shallow poaching	Braising
Griddling	Swimming method	Paupiettes	Pot roasting
Sautéing	Basket method	Cuisson	Stewing
Stir-fry	Double-basket method	Blanching	Sous vide
Pan-fry	Recovery time	Parcooking	

Teacher Note:

This activity uses the instructional strategy of the classification chart to guide students through the content. Another way to show the content is to develop the categories and segments into a hierarchy, or model the content into a functional visual representation, like a family tree. This also uses elements of a comparison matrix where students can further define the function of the categories as examples.

This graphic thinking model encourages the synthesizing and organizing of information connected to the learning objective. It offers a way to visualize and process the information.

It can easily be modified to include images or symbols to decode the text, or as an in-class activity with a word wall.

ACTIVITY 18.8 | CATEGORIZE THE TERMS *(continued)*

Dry-Heat Method	Moist-Heat Method	Combination Cooking Method	Other Cooking Method
• Broiling • Grilling • Roasting • Baking • Griddling • Sautéing • Stir-fry • Pan-fry • Deep-fry • Batter • Breading • Float • Swimming method • Basket method • Double-basket method • Recovery time	• Simmering • Poaching • Shallow poaching • Paupiettes • <i>Cuisson</i> • Blanching • Parcooking • Shocking • Steaming	• Braising • Pot roasting • Stewing	• <i>Sous vide</i>

Chapter 19

Activity Guide

ACTIVITY 19.1 | TYPES OF FLOUR

Directions

Use the description to define the type of flour.

Teacher Note:

This activity uses semantic mapping to organize the content into a visual representation of the information, which provides an alternate display of the content. This activity uses a graphic thinking model to show a sequence of events, time order or plan, concept map, and visualizing to connect the learning objectives to big ideas and career planning.

Type of Flour	Description
All-purpose flour	This flour falls between pastry and bread flour. It is good to use in cookies, biscuits, and general production work. Gluten content is 10%–12%.
Bread flour	As its name suggests, this is a strong flour that is used for making breads, hard rolls, and any product that needs high gluten for a strong texture. Gluten content is 12.5%–13.5%.
Cake flour	This flour has a low gluten content, a very soft, smooth texture, and a pure white color. It is used for cakes and other delicate baked goods. Gluten content is 7%–9%.
Durum flour	This is a hard wheat flour used to make breads; its gluten content is a little higher than that of typical bread flour. Gluten content is about 13.5%–14%.
Pastry flour	This flour is not as strong as bread flour and not as delicate as cake flour. Use pastry flour for baking cookies, pie pastry, and some sweet yeast doughs, biscuits, and muffins. It feels like cake flour but has the creamy color of bread flour. Gluten content is 9%–10%.
Semolina flour	This is a type of durum flour, but it is more coarsely ground than the flour used to make most breads. It has a fine texture with a high gluten content and is primarily used to make pastas and certain Italian pastries. Gluten content is 13.5% or more.

ACTIVITY 19.2 | BAKERY INGREDIENTS**Directions**

List as many bakery ingredients as you can for each of the eight categories of ingredients.

Teacher Note:

Ingredients have multiple functions. Review the function of each ingredient along with the listed examples.

Strengtheners	Flour Eggs	Chemical, organic, and physical leaveners	Baking powder Baking soda Yeast Steam
Fats/shortenings	Butter Oils Margarine	Thickeners	Cornstarch Flour Eggs Gelatin Arrowroot
Sweeteners	White sugar Brown sugar Powdered sugar Raw sugar Honey Stevia Agave Molasses	Liquids	Water Milk Cream Eggs Honey Butter
Flavorings	Vanilla beans Extracts and oils Nuts Chocolate Cocoa Spices Salts	Additives	Food coloring Dyes

ACTIVITY 19.3

LEAVENERS

Directions

Provide definitions for the leaveners listed in the table. Create or find images to enhance the definitions.

Teacher Note:

Allow students to perform research for images.

Leaveners are necessary in baking because they allow the dough or batter to rise. It is important to measure all leavening agents very carefully. Even small changes can produce major defects in baked products. Leaveners fall into three categories: chemical, organic, and physical.

This activity uses semantic mapping to organize the content into a visual representation of the information, which provides an alternate display of the content. This activity uses a graphic thinking model to show a sequence of events, time order or plan, concept map, and visualizing to connect the learning objectives to big ideas and career planning.

Leavener	Description	Image
Baking powder	Chemical leaveners react with other ingredients to produce carbon dioxide gas, which helps batter to rise as it is heated. Baking powder is a very versatile chemical leavener. It is a mixture of baking soda and an acid with an inactive material, like starch. Because there is acid in the baking powder, the pastry chef does not need to add any acid to the batter for leavening to take place. Leavening occurs when liquid and heat are added.	
Baking soda	Baking soda (sodium bicarbonate) is a chemical leavener that releases carbon dioxide gas when mixed with a liquid and an acid. For example, baking soda will leaven a batter when mixed with an acid such as lemon juice, yogurt, or buttermilk. Other, less reliable reactants are honey, molasses, cocoa, and chocolate. Because heat is not necessary for the leavening process to occur, bake the item right away to prevent the gases from escaping and leavening the item too soon.	

ACTIVITY 19.3 | **LEAVENERS** (*continued*)

Leavener	Description	Image
Physical leaveners	Introducing air into the batter is another way to leaven a baked item. The air expands during baking and leavens the product. Pastry chefs use two methods to introduce air into batter: creaming and foaming. In the creaming method, beat the fat and sugar together. Use the creaming method in cake and cookie making. In the foaming method, beat eggs, with or without sugar. Use whole-egg foams in sponge cakes, and egg-white foams in angel food cakes, meringues, and soufflés. Steam plays a role in all baked goods. When water is converted to steam, the volume increases. Steam is used as a leavener in cream puffs and pie crusts.	
Yeast	An organic leavener, yeast is a microscopic fungus used often in baking. When yeast is mixed with carbohydrates (such as sugar and flour) and liquid it ferments, or produces carbon dioxide gas and alcohol. Yeast works in much the same way that the chemical leaveners do, by releasing carbon dioxide gas, causing the bread dough to rise.	

ACTIVITY 19.4

THE BAKER'S PERCENTAGE

In baking, flour always has a proportion of 100 percent, and the percentages of all other ingredients are calculated in relation to the flour. These are known as baker's percentages. In this way, pastry chefs can convert recipes to give larger or smaller yields. They simply change ingredient amounts while keeping proportions and percentages the same. The formula for baker's percentages is expressed like this:

$$(\text{Weight of ingredient} \div \text{Weight of flour}) \times 100 \text{ Percent} = \text{Percent of ingredient}$$

To calculate the weight of a particular ingredient, change the ingredient percentage to decimal form. Then, multiply the weight of the flour by this decimal to get the weight of the ingredient. For example, if a recipe calls for 20 percent sugar and the pastry chef is using 10 pounds of flour, how much sugar does the chef need by weight?

Note: $20 \text{ percent} = 0.20$

$10 \text{ pounds flour} \times 0.20 = 2 \text{ pounds sugar}$

Directions

Use the weight of the flour and remaining ingredient percentages to calculate the weights of the other ingredients.

Formula for Soft Rolls Using Baker's Percentages	
Soft Yeast Dinner Rolls	Baker's Percentages
Active dry yeast, 2 ounces	4.5%
Water (temperature controlled), 1 pound 8 ounces	54.5%
Bread flour, 2 pounds 12 ounces	100%
Salt, 1 ounce	2.3%
Granulated sugar, 4 ounces	9%
Nonfat dry milk powder, 2 ounces	4.5%
Shortening, 2 ounces	4.5%

ACTIVITY 19.4 | THE BAKER'S PERCENTAGE (continued)
Formula for Soft Rolls Using Baker's Percentages

Soft Yeast Dinner Rolls	Baker's Percentages
Unsalted butter, softened, 2 ounces	4.5%
Eggs, 3.2 ounces (2 eggs)	7.3%
Total dough weight: 5 pounds 4 ounces	

- 1 Solve using the baker's percentages of all the ingredients based on a flour weight of 4 pounds 4 ounces to find the new weights.

Formula for Soft Rolls Using Baker's Percentages

Soft Yeast Dinner Rolls	Baker's Percentages
Active dry yeast = 3.06 oz	4.5%
Water (temperature controlled), = 37.06 oz	54.5%
Bread flour, 4 pounds 4 ounces = 68 oz	100%
Salt = 1.56 oz	2.3%
Granulated sugar = 6.12 oz	9%
Nonfat dry milk powder = 3.06 oz	4.5%
Shortening = 3.06 oz	4.5%
Unsalted butter, softened = 3.06 oz	4.5%
Eggs = 4.96 oz	7.3%
Total dough weight: 136 oz (68 oz = 100%, all other ingredients equal 68 oz. answer may vary with decimal rounding)	

Continued on the next page.

ACTIVITY 19.4 | THE BAKER'S PERCENTAGE (continued)

- 2 Solve using the baker's percentages of all the ingredients based on a flour weight of 10 pounds 12 ounces to find the new weights.

Formula for Soft Rolls Using Baker's Percentages

Soft Yeast Dinner Rolls	Baker's Percentages
Active dry yeast = 7.74 oz	4.5%
Water (temperature controlled) = 93.74 oz	54.5%
Bread flour, 10 pounds 12 ounces = 172 oz	100%
Salt = 3.956 oz	2.3%
Granulated sugar = 15.48 oz	9%
Nonfat dry milk powder = 7.74 oz	4.5%
Shortening = 7.74 oz	4.5%
Unsalted butter, softened = 7.74 oz	4.5%
Eggs = 12.556 oz	7.3%
Total dough weight: 344 oz (172 oz = 100%, all other ingredients equal 172 oz. answer may vary with decimal rounding)	

ACTIVITY 19.4 | THE BAKER'S PERCENTAGE (continued)

- 3 Solve using the baker's percentages of all the ingredients based on a flour weight of 7 pounds 8 ounces to find the new weights.

Formula for Soft Rolls Using Baker's Percentages	
Soft Yeast Dinner Rolls	Baker's Percentages
Active dry yeast = 5.4 oz	4.5%
Water (temperature controlled) = 65.4 oz	54.5%
Bread flour, 7 pounds 8 ounces = 120 oz	100%
Salt = 2.76 oz	2.3%
Granulated sugar = 10.8 oz	9%
Nonfat dry milk powder = 5.4 oz	4.5%
Shortening = 5.4 oz	4.5%
Unsalted butter, softened = 5.4 oz	4.5%
Eggs = 8.76 oz	7.3%
Total dough weight: 120 oz (172 oz = 100%, all other ingredients equal 240 oz. answer may vary with decimal rounding)	

ACTIVITY 19.5

YOU'RE A TOUGH COOKIE

Directions

Define the seven main types of cookies and create or find an image to illustrate an example of each in the table.

Teacher Note:
Allow students to conduct additional research for the images, or refer to page 406 of the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook.

Types of Cookies	Description	Image
Bagged	Make bagged cookies by forcing soft dough through a pastry bag. Varieties include ladyfingers, macarons, and tea cookies.	
Bar	Make bar cookies by baking three or four bars of dough the length of the baking pan, and then slicing them into small bars. One variety is biscotti.	
Dropped	Make dropped cookies, such as chocolate chip and oatmeal, from a soft dough and drop them from a spoon or scoop onto the cookie sheet.	

ACTIVITY 19.5 **YOU'RE A TOUGH COOKIE** *(continued)*

Icebox	Make icebox cookies by rolling dough into a log, chilling it, and then slicing it just before baking. Butterscotch icebox cookies and chocolate icebox cookies are examples.	
Molded	Mold stiff dough by hand into any shape to make molded cookies. Peanut butter cookies are an example.	
Rolled	Rolled cookies are made more often at home than in commercial kitchens because they take a lot of work. Cut these cookies from a stiff dough that has been rolled out on a baking bench. Varieties include decorated sugar cookies and shortbread.	
Sheet	Pour the batter into the entire baking pan and then slice it into individual squares or rectangles after baking. Brownies are usually made this way. Other types of sheet cookies include butterscotch brownies or blondies.	

ACTIVITY 19.6

MAKE IT QUICK, BREADS

Directions

Identify the essential skill steps for each of the three methods to make quick breads. Then, compare and contrast the methods in a response below.

Teacher Note:

This activity uses the instructional strategy of the classification chart to guide students through the content. Another way to show the content is to develop the categories and segments into a hierarchy, or model the content into a functional visual representation, like a family tree. This also uses elements of a comparison matrix where students can further define the function of the categories as examples.

This graphic thinking model encourages the synthesizing and organizing of information connected to the learning objective. It offers a way to visualize and process the information.

ESSENTIAL SKILLS

Creaming Method for Quick Breads	
1	Cream the fat and sugar together for three to four minutes.
2	Combine eggs with liquids.
3	Add combined liquids to creamed fat and blend thoroughly; scrape sides.
4	Add sifted dry ingredients to fat and liquid mixture; mix just until incorporated.
Muffin Method for Quick Breads	
1	Mix dry ingredients for 30 seconds.
2	Combine all liquids, including melted fat.
3	Add liquids to dry ingredients; mix just until incorporated.

ACTIVITY 19.6 | MAKE IT QUICK, BREADS (continued)**ESSENTIAL SKILLS****Biscuit Method for Quick Breads**

- 1 Sift dry ingredients into a bowl.
- 2 Cut solid fat into the flour until it resembles coarse/mealy pea-sized pieces.
- 3 Combine liquids and add them to dry ingredients; mix just until incorporated.
- 4 Shape dough into a round ball; fold in half and rotate 90 degrees.
- 5 Repeat kneading process three to four times. Do not overmix.

Compare and contrast the three methods for preparing quick breads. How are they alike? How are they different?

All three are made with a leavener, and require a small amount of prep and cooking times. Typical leaveners used in quick breads are chemical leaveners, such as baking powder or baking soda. The quick chemical reaction of these leaveners allows the bread to be baked immediately. The creaming method uses solid fat, which is creamed with sugar for three to four minutes, before adding the liquids and dry ingredients. It is important to add ingredients gradually to avoid curdling. The muffin method uses liquid or melted fat, which is mixed with the liquids and added to the dry ingredients. The biscuit method uses solid fat, which is “cut” into the flour to resemble pea-sized pieces, before the liquids are added.

Creaming method (fat is creamed with sugar):

- This mixing method is best done with the aid of an electric mixer and a paddle attachment.
- The fat is a solid fat and is always mixed with sugar until creamy.

Muffin method (liquid/melted fat is used):

- This mixing method may be done by hand or done with a paddle attachment for larger-volume recipes.
- The fat is always a liquid/melted fat.

Biscuit method (solid fat is “cut” into flour by hand):

- This mixing method is best done by hand.
- The fat is always a solid fat and is mixed into flour into pea-sized pieces. It is often recommended that all ingredients are very cold for this method.

ACTIVITY 19.7 | **MISE EN PLACE****Directions**

Prepare *mise en place* plans for the following recipes. Provide the steps for each method, the standardized recipes, and *mise en place* timelines.

Teacher Note:

Alternative instruction: Include costing of ingredients and recipe yields.

This activity is grounded in student discovery and inquiry applying critical thinking skills with data reporting and analysis. With a science-based approach by compiling data, students will combine elements of a lab report with elements of literacy by comparing and contrasting several methods. Overall, students are directed to big ideas that connect to a learning objective.

For the following *mise en place* charts, refer students to pages 407–409 of the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook, and 413–415 for recipe information and variations. The practice of planning the ingredients, tools, and equipment needed to perform each task helps students to practice the critical *mise en place* concept. Students will analyze each recipe or step to understand the timeline and flow in the professional kitchen. The *mise en place* report also functions as a lab report where students will have the ability to connect the content in the textbook to the hands-on application of the essential skill or recipe. Students will plan in advance each activity with the guidance of the text or recipe, and create an individualized plan.

This activity is grounded in student discovery and inquiry applying critical thinking skills with data reporting, analysis, and applied mathematics.

Students will need the invoice pricing from a foodservice distributor to solve for the yield and portions costs. To find the total cost of a standard recipe, a manager must know both the ingredient amounts needed and the market price of each one. Then he or she must multiply or divide the ingredient amounts by the prices. Refer to pages 289–291 of the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook for additional examples.

ACTIVITY 19.7 | **MISE EN PLACE** *(continued)*

RECIPE VANILLA BATTER FOR MUFFINS

(Creaming Method)

YIELD: 48 MUFFINS

INGREDIENTS	AMOUNT
Shortening	8 oz
Butter	8 oz
Sugar	1 lb
Brown sugar	4 oz
Milk solids	3 oz
Salt	½ oz
Water	1 lb 10 oz
Eggs	12 oz
Vanilla	2 tsp
Cake flour	2 lb 8 oz
Baking powder	2 oz

Continued on the next page.

ACTIVITY 19.7 | MISE EN PLACE (continued)

Standardized Recipe: Vanilla Batter for Muffins

Name:
Yield:
Ingredients:
Portion size:
Temperature, time, and equipment:
Step-by-step directions:
Nutrition information:

ACTIVITY 19.7 | *MISE EN PLACE (continued)*

Ingredients	Tools	Equipment	Notes
Steps		Timing and Notes	

Continued on the next page.

ACTIVITY 19.7 | MISE EN PLACE (continued)



RECIPE PLAIN MUFFINS (Muffin Method)

YIELD: 48 MUFFINS

INGREDIENTS	AMOUNT
Pastry flour	2 lb 8 oz
Sugar	12 oz
Baking powder	2 oz
Salt	½ oz
Beaten eggs	8 oz
Milk	2 lb
Vanilla	2 tsp
Vegetable oil	12 oz

ACTIVITY 19.7 | *MISE EN PLACE (continued)***Standardized Recipe: Plain Muffins**

Name:
Yield:
Ingredients:
Portion size:
Temperature, time, and equipment:
Step-by-step directions:
Nutrition information:

Continued on the next page.

ACTIVITY 19.7 | MISE EN PLACE (continued)

Ingredients	Tools	Equipment	Notes
Steps		Timing and Notes	

ACTIVITY 19.7 | **MISE EN PLACE** *(continued)***RECIPE PLAIN BISCUITS (Biscuit Method)**

YIELD: 48 MUFFINS

INGREDIENTS	AMOUNT
Bread flour	1 lb
Pastry flour	1 lb 8 oz
Baking powder	2.5 oz
Sugar	2 oz
Salt	$\frac{3}{4}$ oz
Shortening	14 oz
Milk	2 lb

Continued on the next page.

ACTIVITY 19.7 | *MISE EN PLACE (continued)***Standardized Recipe: Plain Biscuits**

Name:
Yield:
Ingredients:
Portion size:
Temperature, time, and equipment:
Step-by-step directions:
Nutrition information:

ACTIVITY 19.7 | *MISE EN PLACE (continued)*

Ingredients	Tools	Equipment	Notes
Steps		Timing and Notes	

Chapter 20

Activity Guide

ACTIVITY 20.1 | FILL IN THE BLANK

Directions

Fill in the blanks to complete the definitions for the key terms below.

Teacher Note:

The activity uses the cloze strategy to guide reading or study of the key terms for each chapter to assist with reading comprehension and to check for understanding.

Complete the following definitions by using the glossary.

Service	What restaurant and foodservice employees <u>provide</u> to <u>customers</u> ; it is <u>measured</u> by how <u>well</u> everyone in the <u>operation</u> is doing their <u>jobs</u> .
Competitive advantage	The <u>thing</u> that <u>attracts</u> a <u>guest</u> to <u>one</u> operation <u>over</u> <u>another</u> .
Dietary needs	Special <u>requirements</u> people have <u>regarding</u> what <u>foods</u> they <u>can</u> or <u>cannot</u> eat; some restaurant guests may <u>not</u> be able to <u>eat</u> certain <u>food</u> items due to <u>allergies</u> or religious <u>restrictions</u> , or simply by <u>choice</u> .

ACTIVITY 20.1 **FILL IN THE BLANK** (*continued*)

First-time guests	Guests that are <u>experiencing</u> an <u>operation</u> for the <u>first</u> time and might be <u>unfamiliar</u> with the <u>menu</u> or any <u>special</u> touches that the particular <u>operation</u> offers; these guests might <u>enjoy</u> a brief <u>introduction</u> to the <u>facility</u> and its <u>menu</u> , and servers should <u>plan</u> to <u>spend</u> some extra <u>time</u> with them.
Americans with Disabilities Act (ADA)	U.S. law that prohibits <u>discrimination</u> against <u>individuals</u> with <u>disabilities</u> in all places <u>open</u> to the <u>public</u> .
Comment cards	Quick <u>surveys</u> that guests <u>complete</u> noting their <u>level</u> of <u>satisfaction</u> with the <u>food</u> and <u>service</u> at an establishment.
Surveys	Series of <u>questions</u> asked of <u>guests</u> to <u>determine</u> their level of <u>satisfaction</u> with an establishment; surveys are <u>similar</u> to <u>comment</u> cards, but often include more <u>open</u> -ended questions, such as, "How can we improve our service?" and "What would make you come back?"
Focus groups	Guests or employees who meet as a <u>group</u> to <u>talk</u> with <u>managers</u> about possible <u>improvements</u> in <u>service</u> or other areas; employees in a focus group should feel <u>free</u> to make <u>comments</u> about the <u>operation</u> without fear of angering management and with the <u>assurance</u> that <u>no</u> one will <u>repeat</u> anything said <u>outside</u> the <u>meeting</u> .
Mystery shoppers	People <u>hired</u> by an <u>operation</u> to <u>visit</u> and <u>report</u> on their <u>experiences</u> and <u>impressions</u> of a particular foodservice operation while <u>posing</u> as regular <u>guests</u> . These shoppers provide more <u>in</u> - <u>depth</u> feedback than comment cards or surveys, especially if they have been <u>trained</u> on an operation's <u>systems</u> and <u>procedures</u> .

ACTIVITY 20.2 | COMPARE AND CONTRAST: SERVICE AND HOSPITALITY**Directions**

List and define examples of service and hospitality. Then, write a short response comparing and contrasting the two.

Teacher Note:

This activity uses the instructional strategy of the classification chart to guide students through the content. Another way to show the content is to develop the categories and segments into a hierarchy, or mod the content into a functional visual representation, like a family tree. This also uses elements of a comparison matrix where students can further define the function of the categories as examples.

This graphic thinking model encourages the synthesizing and organizing of information connected to the learning objective. It offers a way to visualize and process the information. It can easily be modified to include images or symbols to decode the text.

ACTIVITY 20.2 | COMPARE AND CONTRAST: SERVICE AND HOSPITALITY (continued)

Service	Hospitality
Service is what restaurant and foodservice employees provide. It is measured by how well everyone in the operation is doing their jobs. Customer service often makes the difference between positive or excellent dining experiences and negative or ordinary ones. Good customer service benefits the operation in the following ways: • Decreased marketing costs (as guests share by “word of mouth” how good an operation is) • Enhanced business reputation • Positive work environment (which keeps employees loyal) • Increased profits • Increased employee satisfaction The competitive advantage—the thing that attracts a guest to one operation over another—often comes from the nature and quality of customer service. It is important to provide the best possible level of customer service to stand out from the competition. Working in a service industry means serving people directly. This is the single most important aspect of the job. Good service comes from a natural desire to serve, but it can be improved through training, effort, and commitment.	Hospitality is the feeling that guests take with them from their experience with the operation. It refers to the interaction between a guest and host—the service, care, attention, and even physical environment. Hospitality and service are critical to high-quality customer service. Good customer service creates hospitality, providing: • Increased guest satisfaction • Increased guest loyalty

Compare and contrast service and hospitality.

Service is the way operations provide guest experiences. Good customer service provides hospitality to the guests, which benefits the guests and the operation. Guests will become more loyal to operations with good service, providing the operation with a competitive advantage. Success in the operation from providing good service increases profit, increases morale, and essentially provides free marketing through positive guest ‘word of mouth’ and feedback. Service is something provided to guests, and in turn, guests gain a sense of hospitality, which awards the operation again and again. Hospitality comes from service.

ACTIVITY 20.3

FIRST IMPRESSIONS

Directions

Using the three categories for providing a guest with a positive first impression, make a list of dos and don'ts to show the correct and incorrect way to make a positive first impression.

Teacher Note:
Enhance this activity by grouping students in small groups and role play the dos and don'ts for the class. Encourage students to demonstrate original examples of positive and negative first impressions.

This activity uses the instructional strategy of the classification chart to guide students through the content. Another way to show the content is to develop the categories and segments into a hierarchy, or model the content into a functional visual representation, like a family tree. This also uses elements of a comparison matrix where students can further define the function of the categories as examples.

This graphic thinking model encourages the synthesizing and organizing of information connected to the learning objective. It offers a way to visualize and process the information. It can easily be modified to include images or symbols to decode the text.

Customer Service	Employee Appearance	Facility Appearance
DO • Begin customer service from the moment a guest calls. This includes using good telephone skills, such as standard greetings when answering the phone. • Greet guests immediately upon their arrival to make them feel comfortable and welcome. This includes thanking them for coming and inviting them inside. • Display courtesy, respect, and friendliness in every guest interaction—smile, make eye contact, and make friendly conversation. • Learn guests' names and recognize guests who regularly visit the restaurant.	DO • Dress appropriately: wear clean, wrinkle-free uniforms or clothing that is in good condition. • Practice good hygiene: this includes clean hands, nails, face, and hair (held back or put up). • Wear minimal jewelry: this will depend on the policy of management.	DO • Maintain exterior facilities, such as the parking areas, sidewalks, and entranceways, so that they look clean and inviting. • Maintain interior facilities so that they look and smell clean and fresh. This includes clean floors, tables, utensils, menus, and counters, as well as well-stocked and spotless restrooms.

ACTIVITY 20.3 | FIRST IMPRESSIONS *(continued)*

Customer Service	Employee Appearance	Facility Appearance
DON'T (Answers may vary—the idea is to provide an original answer that is the opposite of the dos provided in the book.) • Provide poor phone service or fail to answer the phone. • Ignore guests as they arrive or make guests wait a long time before giving a greeting. • Fail to smile or provide polite and courteous behavior.	DON'T • Drink, eat, smoke, or chew gum in front of guests or outside of designated break areas. • Wear strong fragrances.	DON'T (Answers may vary—the idea is to provide an original answer that is the opposite of the dos provided in the book.) • Forgo landscaping and maintaining outdoor facilities and things like entryways, parking lots, or sidewalks. • Allow interior facilities to become dirty or unkempt, like unclean restrooms, dining rooms, or faulty equipment like broken tables or chairs.

ACTIVITY 20.4

SERVING GUEST NEEDS

Directions

Define and provide examples of some of the special needs a guest might have.

Teacher Note:

This graphic thinking model encourages the synthesizing and organizing of information connected to the learning objective. It offers a way to visualize and process the information. It can easily be modified to include images or symbols to decode the text.

Guest Needs	
Age	Older guests may need additional help. Some have difficulty seeing, hearing, walking, carrying food to a table, or counting money. Always be respectful and have patience when serving older guests. This group may have dietary restrictions and concerns to which employees should be attentive.
Families with young children	This group may also have special needs. They may need high chairs or booster seats, entertainment (such as paper and crayons) to keep the children happy, and a children’s menu. Servers should know how to locate these items quickly. Children often get restless when they are hungry, so providing a quick snack (such as crackers or rolls) or sending the children’s order to the kitchen right away will be greatly appreciated by the guest. Children may also have dietary restrictions, such as allergies, of which servers need to be aware.
Dietary needs	Guests may have special dietary needs, which means they may not be able to eat certain food items due to allergies or religious restrictions, or simply by choice. Server knowledge of the menu is critical. Servers must know exactly what is in every menu item or be able to check with the chef when unsure. Disclaimers on the menu—such as for those with food allergies—are not enough. Food allergies can be severe and, sometimes, fatal. If the server doesn’t know the answer to a guest’s specific question about menu ingredients, he or she should ask someone who does know. Don’t ever take the chance of serving something that may cause an allergic reaction. In addition, given that allergies can be highly dangerous, it is important to notify the manager and mark the ticket as an allergen special order. Guests on special diets often ask that menu items be changed in some way. Even if the request seems strange or picky, employees should provide guests with exactly what they order.

ACTIVITY 20.4 | SERVING GUEST NEEDS (continued)

Guest Needs	
First-time guests	First-time guests are experiencing an operation for the first time and might be unfamiliar with the menu or any special touches that the particular operation offers. These guests might enjoy a brief introduction to the facility and its menu. Servers can easily identify a first-time guest simply by asking, “Have you dined with us before?” They should plan to spend some extra time with these clients.
Special occasions	Special occasions usually mean that the guest has specific needs. Large groups, for example, might require special menus or a special location within the operation (separated from other guests) and additional dedicated servers.
Foreign-language guests	Language differences present challenges to efficient and responsive service. Depending on where the facility is located, dual-language menus might help make all guests feel more comfortable and welcome. Having a server on staff who speaks another language is also helpful. Finally, including pictures of menu items can help bridge any language gaps.
People with disabilities	Without calling special attention to guests with disabilities, employees need to accommodate them in every way possible, such as seating a guest in a wheelchair in an area with plenty of space. The staff has to address the needs of guests with temporary disabilities as well, such as a broken arm or leg. The physical facility should be equipped to effectively accommodate these needs—for example, having ramps for wheelchairs or hand railings in restrooms. The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in all places open to the public, and restaurants should be ADA compliant; however, it’s also important to make sure that these accommodations can be used. For example, wheelchair ramps need to be maintained and cleaned to allow easy access and a safe environment.
People dining alone	Make sure single diners receive the same level of service and attention as a larger party. Consider asking solo diners where they might like to sit—some individuals prefer a quieter spot while others might enjoy sitting at the bar.

ACTIVITY 20.5

COMMENT CARDS

Directions

Imagine you own a restaurant. Design a comment card that could easily be filled out table-side by the guest following the meal. What are some key questions that would provide the best feedback for your business?

Teacher Note:

Allow students to research comment cards online to discover common questions and sample images. There are even humorous examples that can be shared with the class. Comment cards are quick surveys that guests complete noting their level of satisfaction with the food and service. These are short and simple. Place pencils on the tables to encourage guests to fill out the cards. Take any problems mentioned in comment cards seriously and correct them whenever possible. As a manager, you should circulate the general results so that every staff member is aware of guest concerns. Praise those employees who are complimented by guests. Instruct and train any employees who are mentioned as part of a complaint.

Comment Card

1 = this place is the worst 3 = this place is good 2 = this place is OK 4 = this place is the best	
How was your meal today?	1 2 3 4
How was the appearance and cleanliness of the restaurant?	1 2 3 4
How friendly was your server?	1 2 3 4
How friendly was your host?	1 2 3 4
Were you satisfied with the menu choices today?	1 2 3 4
Were you happy with the speed of service?	1 2 3 4
Would you recommend this restaurant to your friends?	1 2 3 4

ACTIVITY 20.5 | **COMMENT CARDS** *(continued)*

Write a summary of the different ways to get customer feedback, and why feedback is important.

To determine how well the restaurant or foodservice operation meets guests' expectations, it is useful to measure their satisfaction. This will help to understand the quality of the operation's customer service. Routinely ask whether the food, drink, service, and accommodations (seating, temperature, lighting, and so on) are satisfactory during a guest's visit. This is the simplest and most obvious way to get critical guest feedback.

Additional ways include the following:

- Comment cards
- Surveys
- Focus groups
- Mystery shoppers

Feedback is critical to understand how to improve service and how to provide hospitality to guests.

ACTIVITY 20.6

RESOLVING CUSTOMER COMPLAINTS

Directions

Describe the methods for resolving customer complaints. Then, use the methods to write a script of an interaction between a customer with a complaint and an employee who is solving the complaint.

Teacher Note:

Allow students to research online for sample videos showing good and poor examples of handling customer complaints. Sample scripts should follow the steps to solving customer complaints, but comparing the best practices against the bad practices is key. Allow students to act out their scripts, taking turns as the server and the customer.

Solving Customer Complaints
1 Listen to the guest attentively, always looking for ways to solve the problem.
2 Treat the guest with courtesy and respect.
3 Don't become defensive. Don't take guests' complaints personally.
4 Be patient.
5 Empathize with the guest and apologize for the mistake.
6 Paraphrase the problem to confirm it with the guest. In other words, restate the problem and main details.
7 Take responsibility for the situation as a manager or employee. Don't hide behind a job description. Never brush off a guest by saying, "Sorry, that's not my job."
8 Don't pass the buck or blame other employees. Take ownership for resolving complaints unless the situation necessarily calls for additional help or authority, such as a supervisor or manager.

ACTIVITY 20.6 | RESOLVING CUSTOMER COMPLAINTS (continued)

In all cases, it is wise to follow the acronym **LAST**:

- Listen to the complaint.
- Ask detailed questions to help you understand the issue completely.
- Solve the complaint as quickly as possible.
- Thank the guest for bringing the complaint to you to allow you to solve the problem and maintain the guest’s business with you.

Guest Dialogue	Employee Dialogue

Chapter 21

Activity Guide

ACTIVITY 21.1

KEY TERMS

Directions

Define each key term and provide an image for each definition.

Teacher Note:

Allow students to perform additional research to find and create images for each term. If possible, gather as many samples of the utensils and tools as possible to illustrate the items, and allow students to seek video clips of different types of service and their positions.

Key Term	Definition	Image
Maître d'hôtel	In a formal service organization, the person who is responsible for the overall management of service.	
Headwaiter	In a formal service organization, the person who is responsible for service in a particular area, such as a banquet room or dining room.	
Captain	In a formal service organization, the person who is responsible for a server area of about 15 to 25 guests.	
Front waiter	In a formal service organization, the person who assists the captain and has one to two years of experience.	

ACTIVITY 21.1 | KEY TERMS *(continued)*

Key Term	Definition	Image
Apprentice	In a formal service organization, a person who is a server in training.	
Floor manager	Person in charge of the operation during a particular shift and who supervises a team of servers.	
Server	Front-of-the-house staff member who serves food to guests and who is responsible for a specific section of the dining room.	
Food runner	Person who sometimes assists servers in bringing food from the kitchen to the tables.	
Buser	Also known as dining room attendants, busers assist with the cleaning up and resetting of tables.	
Service tools	Tools often carried by a server, which may include a hand towel, a corkscrew, change, a pen, an order pad, and a crumber (which is used to neatly gather and clear crumbs and debris from a table cloth after entrée service).	

Continued on the next page.

ACTIVITY 21.1 | **KEY TERMS** *(continued)*

Key Term	Definition	Image
Service station	The area in which an operation keeps additional items such as napkins, silverware, cups and saucers, condiments, menus, and water glasses; a service station prevents servers from having to go to the back of the house to get these tools.	
Serving utensils	Items used to serve food, such as large serving spoons for casseroles and vegetables, tongs for pastries, etc.	
Suggestive selling	Recommending items to guests in a way that maximizes guest satisfaction and increases the average check, resulting in more profits. The success of suggestive selling depends on product knowledge, effective communication skills, and sales training.	
American service	Traditional style of service in which food is arranged on plates in the kitchen by cooks and brought directly to the guests' table by the server. The complete meal is on one plate. American service has been adopted by many operations because it is one of the easiest service styles, provides a consistent-looking product, and uses the fewest tools and utensils.	
French service	Traditional service style that is typically considered the most elegant. Servers present the food to guests from a tableside cart, called a guéridon, which holds food or liquid items that will be served to guests, as well as dishes and utensils the servers and guests may need. The food is kept hot by a warming unit in the cart, called a rechaud. The finishing touch to the food is done tableside to create a memorable moment for the guest, demonstrating great culinary arts and service skills. This type of service is expensive because of the cost of the carts and the additional skills required of the servers.	

ACTIVITY 21.1 | KEY TERMS (continued)

Key Term	Definition	Image
English service	Also known as family-style dining, English service is the simplest and least expensive of the traditional service types. In English service, bowls and platters of food are placed on the table and a seated host or hostess places the food onto plates. The host of the table then serves the meal on the plates for the other diners, or diners pass the dishes around the table so they can serve themselves.	
Russian service	This style is the most formal service style. All food preparation is done in the kitchen, and the bowls and platters of food are then brought on a cart to guests at the table. Servers hold the bowls and platters as they serve the food to each guest. Service platters hold food for tables of up to eight guests, and they are very heavy (in previous times they were made of pure silver) and very hot. Servers need to go through substantial training before being able to serve Russian style; the server is essentially in charge of making the plate look perfect.	
Guéridon	A tableside cart used in the French service style that holds food or liquid items that will be served to guests, as well as dishes and utensils the servers and guests may need. Servers present food to guests tableside from the guéridon.	
<i>Rechaud</i>	In the French service style, this is a warming unit that keeps food hot in the tableside cart (guéridon).	
Family-style dining	Another name for the English service style, in which bowls and platters of food are placed on the table and a seated host or hostess places the food onto plates and serves the meal for the other diners, or diners pass the dishes around the table so they can serve themselves.	

Continued on the next page.

ACTIVITY 21.1 | **KEY TERMS** *(continued)*

Key Term	Definition	Image
Quick-service dining	An easy and fast way to dine that typically involves no servers; guests help themselves to food set up in food bars or order at a counter. Other forms of quick-service dining include drive-through service, buffet service, carry-out service, vending service, and cafeteria service.	
Fast-casual	Relatively modern terminology describing a restaurant that falls between full service and quick service. Also called quick-casual or limited-service restaurants, these operations are typically distinguished by service type and food quality. Fast-casual restaurants are often perceived to offer better-quality food and a more upscale dining area than quick-service restaurants, but with less expensive menu items than full-service restaurants. Pizza restaurants can fall into this category.	
Dinner knife	Knife that is used for all entrées and main courses and is not sharp.	
Butter knife	Knife that is used to butter bread and is not sharp.	
Salad knife	Knife that is used for salads and is not sharp.	
Steak knife	Knife that has a serrated edge and is used to cut beef.	

ACTIVITY 21.1 | KEY TERMS (continued)

Key Term	Definition	Image
Fish knife	Knife that is used only to fillet and cut fish.	
Dinner fork	Fork that is used for all entrées and main courses.	
Salad fork	Smaller than the dinner fork, the salad fork is used for salads, appetizers, desserts, fruit, smoked fish, and other delicate foods.	
Fish fork	Fork that is used for fish.	
Snail fork/ Lobster fork	Small, thin fork used for shellfish.	
Oyster fork	Small, round fork used for both oysters and clams.	

Continued on the next page.

ACTIVITY 21.1 | **KEY TERMS** *(continued)*

Key Term	Definition	Image
Cake fork	Fork with only three tines that is used to eat cakes, tortes, pies, and pastries.	
Dessert fork	Fork that often has a broader tine and can cut through a soft cake or other pastry like a knife.	
Bouillon spoon	Soup spoon with a rounded spoon head, used for clear soups or broths.	
Soup spoon	Spoon with an oval spoon head, used for cream soups and long strands of pasta.	
Sauce spoon	Spoon used for dishes in which the sauce is served on the side.	
Coffee spoon	Smaller than a soup or sauce spoon, this spoon is used not only with coffee, tea, and hot chocolate, but also for fruit cocktails and ice cream.	

ACTIVITY 21.1 | KEY TERMS (continued)

Key Term	Definition	Image
Espresso spoon/ Demitasse spoon	Much smaller than a coffee spoon, this spoon matches small espresso cups.	
Sundae spoon or Iced tea spoon	Spoon with an especially long handle to dip into a deep sundae or stir large glasses of iced tea.	
Grapefruit spoon	Spoon with a jagged tip for carving into grapefruit.	
Snail tongs	A specialized utensil for holding a snail shell so the snail can be removed.	
Shell cracker	Tool that is usually two hinged metal levers and is used to crack the hard, thick shells of lobsters and crabs.	
China	Also referred to as dinnerware, this includes the plates and bowls that make up a large part of the table setting.	

Continued on the next page.

ACTIVITY 21.1 | **KEY TERMS** *(continued)*

Key Term	Definition	Image
Charger	Also called a service plate, this is a larger plate used during full-course dinners or to dress up special events.	
Dinner plate	Ten to twelve inches across, the dinner plate is used for all kinds of entrées and main courses, and as an underliner for smaller plates and bowls.	
Salad plate	Much smaller than a dinner plate, usually seven or eight inches across, the salad plate is used for desserts and appetizers as well as salads, and as an underliner plate for gravy, sauceboats, and sundae glasses (served with a napkin or paper doily to prevent slipping).	
Bread-and-butter plate	Plate used for bread and butter, and also as an underliner for jams and other condiments that may spill easily.	
Soup plate	Flat around the edge, this plate has a dip in the center to hold soup, pastas, stews, and shellfish.	
Soup bowl	Smaller and deeper with no flat edge, and used only for soup, these bowls or cups are sometimes equipped with lids (individual tureen) or a single handle for easier service. Soup bowls and cups are served on underliners.	

ACTIVITY 21.1 | KEY TERMS (continued)

Key Term	Definition	Image
Monkey dish	A very small, shallow bowl, sometimes used for relishes or dipping sauces.	
Tureen	A large covered bowl used to serve food such as soup.	
Snail plate	Plate with six or twelve indentations for holding snails.	
Gravy boat	A boat-shaped bowl that has a special lip or spout to prevent spilling when pouring sauce onto a plate.	
Finger bowl	A small bowl filled with water and often a citrus fruit slice (lemon or orange) that is used to clean the fingers after eating, especially with messier meals such as shellfish and ribs.	
Coffee	Usually hot, caffeinated beverage made from roasted coffee beans. Coffee beans are the berries of a tropical shrub that are then roasted to develop flavor; the degree of roasting, which can be light, medium, or dark, affects the flavor of the coffee. Americans generally prefer medium roast, while dark-roast coffee is popular in Europe. Flavored coffees such as hazelnut, almond, mint, chocolate, blueberry, and strawberry are also available.	

Continued on the next page.

ACTIVITY 21.1 | **KEY TERMS** *(continued)*

Key Term	Definition	Image
Tea	Usually hot, caffeinated beverage made using tea leaves. Tea is generally less expensive than coffee, although some rare teas can be quite expensive. One cup of tea has about half the caffeine contained in a cup of coffee.	
Black teas	Darker teas made from tea leaves that have been fermented.	
Green teas	Lighter teas made from tea leaves that have not been fermented.	
Hot cocoa	Hot chocolate drink made from cocoa powder or shaved chocolate and sugar stirred into heated milk or water. The terms “hot chocolate” and “hot cocoa” are often used interchangeably, but there is a difference: hot chocolate is made from actual chocolate bars, but hot cocoa is made from the powder of the cacao bean. Hot cocoa is usually made from its instant form—a dry mix of cocoa powder, sugar, and dry milk—mixed with hot milk or water. Hot cocoa drinks can be topped with marshmallows or whipped cream.	
Hot chocolate	Hot chocolate drink made from actual chocolate bars, as opposed to hot cocoa, which is made from cocoa powder or shaved chocolate and sugar stirred into heated milk or water.	
Caffeine	A stimulant found in beverages such as coffee and tea.	

ACTIVITY 21.1 | KEY TERMS (continued)

Key Term	Definition	Image
Iced tea	Cold version of tea that is made by brewing a large portion of hot tea, adding either sugar or sugar syrup to the hot tea, thoroughly mixing it to ensure that all of the sugar has dissolved, and then chilling it through the addition of ice. This procedure should be treated as a recipe with measurements to ensure the iced tea is made the same each time for guest satisfaction.	
Soft drinks	Popular cold drinks, also called sodas or fountain drinks. Fountain drinks gain their name from the fountain dispensers that mix different types of sodas from syrups with carbonated filtered water. Sodas should be served in a glass half filled with ice to allow for proper temperature. This will not dilute the drink quickly and will lower the number of refills needed.	
Nonalcoholic drinks	Drinks, such as lemonade, that are an alternative to sodas and alcoholic drinks. They can be made with fresh fruits and vegetables and tend to contain less sugar than soda. Since they can be made fresh, nonalcoholic drinks offer seasonal opportunities for menu changes and give the restaurant a signature drink. Recipes should be used to maintain drink consistency and guest satisfaction.	

ACTIVITY 21.2

COMPARE AND CONTRAST: FORMAL AND CONTEMPORARY SERVICE

Directions

Define the roles and responsibilities for formal and contemporary service organizations. Then, write a short response comparing and contrasting the two.

Teacher Note:

This activity uses the instructional strategy of the classification chart to guide students through the content. Another way to show the content is to develop the categories and segments into a hierarchy, or model the content into a functional visual representation, like a family tree. This also uses elements of a comparison matrix where students can further define the function of the categories as examples.

This graphic thinking model encourages the synthesizing and organizing of information connected to the learning objective. It offers a way to visualize and process the information.

Formal Service Organizations	Contemporary Service Organizations
The four types of service are: American, French, English, and Russian. Each service style matches the menu, theme, and décor. American service: Food is arranged on plates in the kitchen by cooks and brought directly to the guests' table by the server. The complete meal is on one plate. French service involves servers presenting the food to guests from a tableside cart, called a <i>guéridon</i>. The food is kept hot by a warming unit in the cart, called a <i>rechaud</i>. Servers present and cook dishes at the tableside. In English service, bowls and platters of food are placed on the table and a seated host or hostess places the food onto plates. This is also known as family-style dining. The most formal style is Russian service. All food preparation is done in the kitchen. The bowls and platters of food are then brought on a cart to guests at the table. Servers hold the bowls and platters as they serve the food to each guest tableside, and are responsible for plating each dish perfectly.	Contemporary full-service restaurants follow a modified service structure. This may include the following staff: • Floor manager: This manager is responsible for overseeing the restaurant's front-of-the-house staff. He or she may assist with the flow of guests and food in the event of a staff shortage or an unusually busy time at the restaurant. • Host or hostess: These are greeters for the restaurant. In addition, they maintain the flow in the restaurant by seating guests. They regulate the number and frequency of people being seated and ensure that the waitstaff have guests that are seated evenly (not too many at one time to properly serve). Finally, they are also an important contact point for guests, as they are the first people with whom the guests will interact. • Waitstaff: These are the primary servers for the restaurant. Their role is to ensure guests are served everything they order in a timely manner. Waitstaff manage a number of functions that are usually handled by several people in formal service.

ACTIVITY 21.2

COMPARE AND CONTRAST: FORMAL AND CONTEMPORARY SERVICE

(continued)

Formal Service Organizations	Contemporary Service Organizations
In a formal service organization, you may have: • The Maître d’hotel who is responsible for the overall management of service • The headwaiter, who is responsible for service in a particular area, such as a banquet room or dining room • The captain, who is responsible for a server area of about 15 to 25 guests • A front waiter, who assists the captain and has one to two years of experience • An apprentice, who is a server in training	• Buser/dining room attendant/runner: These roles may be combined or split up, depending upon the restaurant’s organization. However, this position serves to assist the waitstaff in both serving and clearing tables. Contemporary service may also include quick-service or fast-casual, which is not full-service, and may not include servers, but guests ordering from a counter.

Compare and contrast formal service organizations and contemporary service organizations.

Service organization depends on the type of menu and service an operation offers. For more formal settings and service, the traditional roles involve a specialized approach to providing hospitality. This involves more staff and training to operate successfully. In contrast, more modern approaches to service mean a smaller staff, and may not follow the traditional model. Some of the duties are combined into less roles. An operation’s goal is always to provide great service, and the service organization should match the menu, style, and needs of an operation. Traditional models are more expensive to operate because of increased labor costs due to the larger staff with a high level of expertise. Contemporary models tend to match the common American or English style of service, and require less staff with less formal training. An operation will choose a structure that serves the goals of the operation.

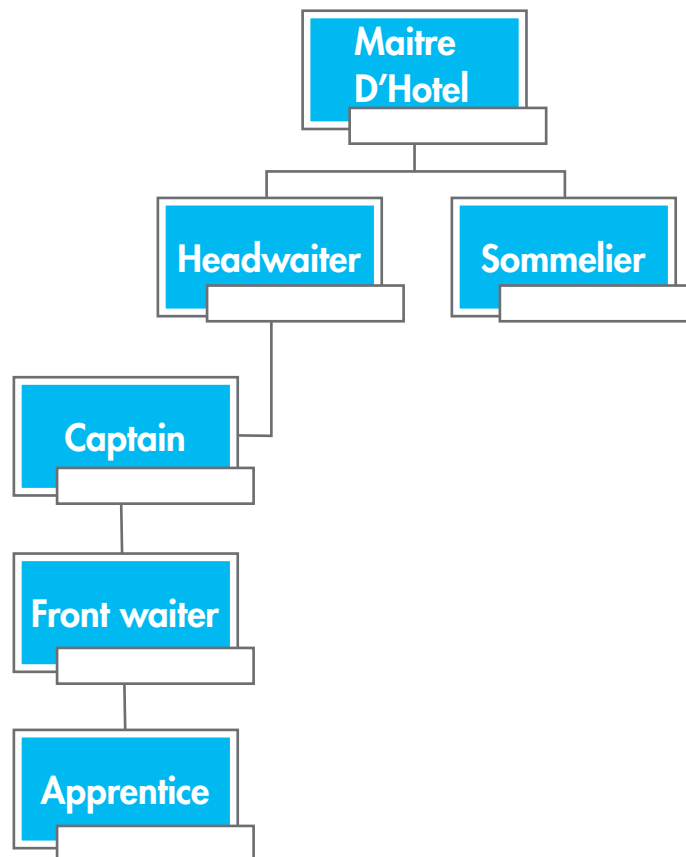
ACTIVITY 21.3 | FRONT-OF-THE-HOUSE HIERARCHY**Directions**

Design a family tree to show how various roles relate in a formal service organization.

Teacher Note:

This activity uses the instructional strategy of the classification chart to guide students through the content. Another way to show the content is to develop the categories and segments into a hierarchy, or model the content into a functional visual representation, like a family tree. This also uses elements of a comparison matrix where students can further define the function of the categories as examples.

This graphic thinking model encourages the synthesizing and organizing of information connected to the learning objective. It offers a way to visualize and process the information.



ACTIVITY 21.4

SERVICE RULES

Directions

Provide examples of items that should be served from the guests’ left side, items that should be served from the right side, and any exceptions to the rule.

Teacher Note:

Alternative instruction: Allow students to research and find or create images to illustrate these guidelines.

This activity uses the instructional strategy of the classification chart to guide students through the content. Another way to show the content is to develop the categories and segments into a hierarchy, or model the content into a functional visual representation, like a family tree. This also uses elements of a comparison matrix where students can further define the function of the categories as examples.

This graphic thinking model encourages the synthesizing and organizing of information connected to the learning objective. It offers a way to visualize and process the information.

Left	Right	Exceptions
• Presenting and serving from platters. • Serving solid food, including salad and bread. • Clearing the table of extra utensils and crumbs. • Setting and clearing bread and butter. • Removing anything placed at the guests’ left.	• Clearing plates (except for bread and butter). • Changing flatware. • Serving soup and beverages.	• At corner tables and booths, serve guests so as to disturb them as little as possible. This means serving from whichever side is most convenient. • At rectangular tables, servers should stand at the head of the table when opening wine, taking orders, and assisting guests with the menu. Do this so that all seated guests can see the server. • Servers should be careful in how they handle guests’ plates and utensils in order to be as sanitary as possible.

ACTIVITY 21.5 | THE SERVICE STATION**Directions**

Create a diagram of a service station of your own design, and stock it with the necessary equipment and tools.

Teacher Note:

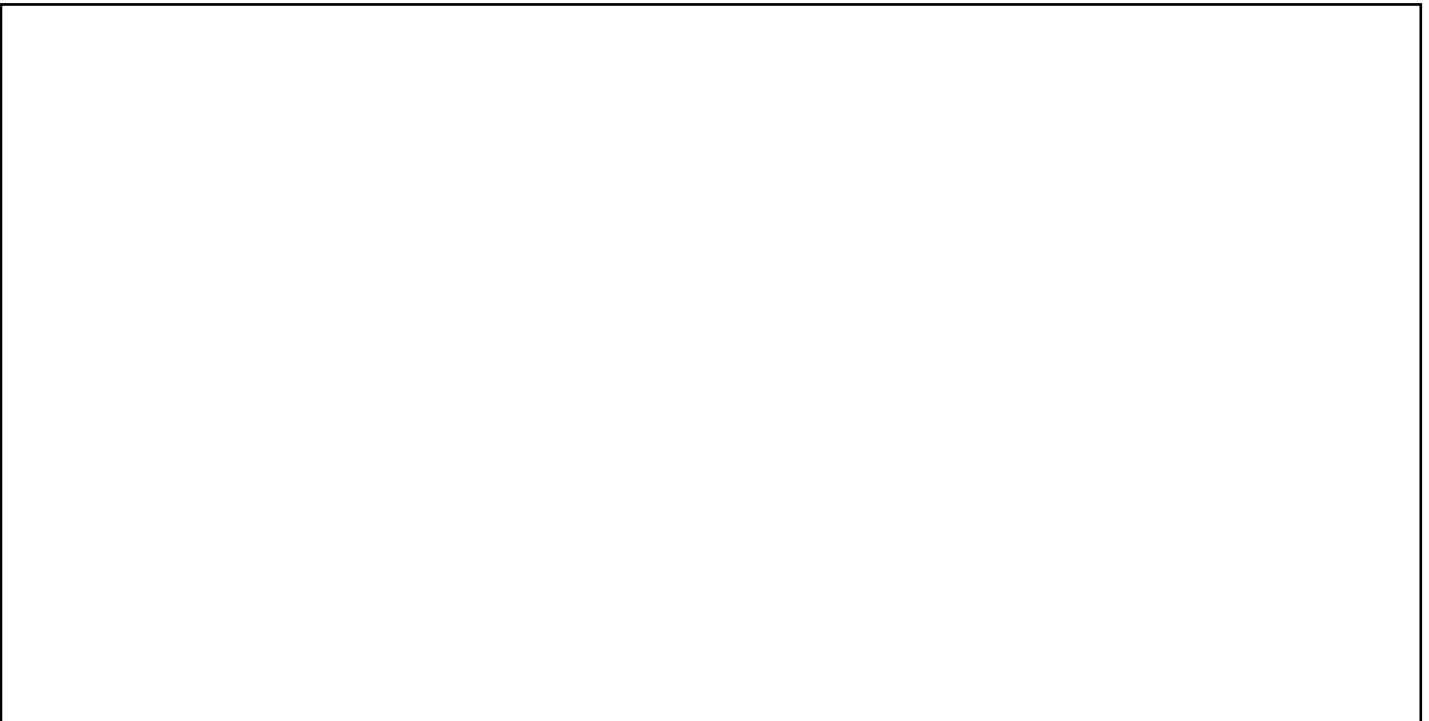
Diagrams may include the following service tools such as hand towels, corkscrews, change, pens, order pads, and crumbers.

The service station is the area in which an operation keeps additional items such as napkins, silverware, cups and saucers, condiments, menus, and water glasses. POS machines are also typically in the service station along with the supplies needed to process payment, like books to present bills and extra pens.

Diagrams may also include serving utensils such as large serving spoons, pastry tongs, and cake and pie servers.

Service stations may also include extra linens, napkins, straws, or even beverage machines or brewing equipment. That also means cream, sugar, and additional garnishes for beverage service. The station may include side plates, known as bread and butter plates, bread baskets, children's menus/coloring pages, and crayons.

Allow students to perform additional research and essentially plan a design that reflects the proper *mise en place* required for front-of-the-house-success.



ACTIVITY 21.6 | HANDLING TABLEWARE

Directions

Use the guidelines for handling tableware safely to create a list of dos and don'ts.

Teacher Note:
Allow students to perform research to find or create images, or role-play the guidelines to demonstrate the best and poor practices.

DO	DON'T
• Hold dishes by pinching the edge. • Hold glasses by the middle, stem, or bottom. • Hold flatware by the handle. • Store flatware so servers grasp handles. • Carry glasses on a tray to avoid touching the food-contact surfaces. • Use tongs when handling items like bread or rolls. • Use ice scoopers or tongs to put ice in a glass.	• Do not touch the food-contact areas of dishes, utensils, or glassware. • Do not store flatware to expose food-contact surfaces. • Do not touch the food-contact surfaces on glassware. • Never use your bare hands. • Never scoop ice with bare hands because such contact can contaminate the ice. • Never scoop ice with a glass because the glass could chip or break in the ice.

ACTIVITY 21.7 | COMPARE AND CONTRAST: TAKING RESERVATIONS AND ORDERS**Directions**

List the steps for each of the customer service–related tasks, making a reservation or request and taking a table-side order. Then, compare and contrast the two. How are the roles and responsibilities different? Similar? Write a short response with your thoughts.

Teacher Note:

This activity uses the instructional strategy of the classification chart to guide students through the content. Another way to show the content is to develop the categories and segments into a hierarchy, or model the content into a functional visual representation, like a family tree. This also uses elements of a comparison matrix where students can further define the function of the categories as examples.

This graphic thinking model encourages the synthesizing and organizing of information connected to the learning objective. It offers a way to visualize and process the information. It can be easily modified to include images or role-play activities.

ACTIVITY 21.7

COMPARE AND CONTRAST: TAKING RESERVATIONS AND ORDERS
(continued)

Making a Reservation or Request	Taking a Table-side Order
Reservations and requests are saved in one place and include standard information, such as when the information was recorded and who recorded it. When taking a reservation include the following: • Guest name. • Guest contact information. • Date and time of arrival. • Number of people in the party. • Any special needs or requests the guest may have. It is also a best practice to: • Confirm all reservations and special requests by contacting guests near the date. • Ask for credit card numbers to confirm the reservation when it's placed if this is the policy. • Flag or call attention to the special request by communicating to the staff in the kitchen. • Enter the information in the POS system for future use.	Orders need to be written down carefully, using the same method each time. A server should do the following when writing the table check: 1 Include proper seat and table numbers where appropriate. Each dining room has a pivot point, such as the front door, which establishes the location of seat number one—closest to the pivot point. The numbering of seats continues counterclockwise. The server approaches each table at the specific place determined by the floor plan. 2 Use a grid to write down the order in delivery sequence; for example, drink, appetizer, soup, salad, entrée, and—eventually—dessert. Remember, it is critical to keep everything organized and consistent for all checks. 3 Use abbreviations, usually standardized by management or the kitchen, to ensure clear communication. Examples can be temps (for temperatures), CB (for cheeseburger), BK (for blackened). 4 Take and note temperatures for dishes cooked to order, such as burgers and steaks, along with any special requests by the guests. 5 Finally, repeat the order back to the guests before leaving the table.

Compare and contrast.

Both methods involve providing good customer service to guests by carefully documenting the information to provide hospitality. Both also involve confirmation of the details, and entering the information into a POS system, or the format the operation uses. Special requests should be flagged the same way in both methods as well. The main differences include the person performing the activity, either the host for reservations, and the server for taking orders, and the time-line in the guest experience. The reservation is before the guest arrives and the order is during the guest experience. Reservations may be taken over the phone, and orders are typically done in person, except for called in to-go orders.

ACTIVITY 21.8 | CHECKING ID**Directions**

Design a poster that trains employees how to check identification for alcohol service.

Teacher Note:

Allow students to perform research on the local and state policies for your area to customize the information in the poster. Refer to the ServSafe website for the ServSafe Alcohol section for additional information if necessary.

Information on the poster may include:

Sellers or servers of alcohol may face criminal charges for the following actions:

- Serving alcohol to a minor
- Serving a guest who is, or appears to be, intoxicated
- Possessing, selling, or allowing the sale of drugs on the premises
- Allowing a minor to sell alcohol

In all 50 states, you must be 21 years old to purchase alcohol. In some states, it is currently legal for a parent or legal guardian to purchase alcohol and serve it to a minor.

If you sell or serve alcohol, you are responsible for ensuring that guests are of legal age to drink. The best way to do that is by checking each guest's identification. The proper procedure for checking IDs is the following:

- 1 Politely ask the guest for ID.
- 2 Verify the ID. Make sure it is valid, has not been issued to a minor, is genuine, and belongs to the guest. If you're unsure, ask for another form of ID, compare the guest's signature to the one on the ID, or ask questions only the ID's owner could answer. (For example, "How tall are you? What is your middle name?") Notify the manager of any suspicious forms of ID.
- 3 Serve or refuse the guest.

ACTIVITY 21.8 | CHECKING ID (continued)

To make sure an ID is genuine, look for signs of tampering, including bubbles and creases, improper thickness, and ink signatures. If you spot a fake ID there are several possible steps you can take, depending on company policy and the laws in the area. This may include refusing service, refusing entry to the operation, and/or confiscating the ID. Always check with the manager regarding suspicious or fake IDs and follow company policy. Some operations use ID readers to check IDs with bar codes or magnetic stripes. Although these tools can help verify the age of a person, use them in conjunction with other checking procedures to make sure the ID is valid.

Acceptable forms of photo ID include the following:

- Driver's license
- State ID card
- Military ID
- Passport

In most states, proper ID does not include a birth certificate, school ID, or voter's registration card. All states add special features on a minor's ID to make an underage guest easy to spot, such as a hologram visible when turning the photo or a stamp of "Under 21" across it. Check with your manager to learn the valid IDs issued by your state, or use an ID checking guide. These guides provide full-size samples of each state's drivers' licenses, minor IDs, and state ID cards in current circulation. Because it is illegal to serve alcohol to a minor, card any guest who appears to be under 21 years of age. To take the guesswork out of carding, many operations require staff to card guests who appear to be less than 30 years old. Always follow house policies on when to card.

ACTIVITY 21.9

SERVICE WITH STYLE

Directions

Draw sample place settings and utensils for the four main styles of service.

Teacher Note:
Refer to pages 446–447 of the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook. Allow students to conduct additional research to find images or videos of the types of service in action, or how to set tables for the particular styles. Engaging students in role-play or physical demonstration will also prove helpful.

American
French
English
Russian

ACTIVITY 21.10

SERVICE TOOLS

Directions

Provide the purpose and create an image for each of the service utensils and tools listed in the table below.

Teacher Note:
Refer to the tables on 448–454 of the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook for images of service tools.

Service Utensils and Tools		
Type of Knife	Purpose	Image
Dinner knife	Used for all entrées and main courses and is not sharp	
Butter knife	Used to butter bread and is not sharp	
Salad knife	Used for salads and is not sharp	
Steak knife	Has a serrated edge and is used to cut beef	
Fish knife	Used only to filet and cut fish	

Continued on the next page.

ACTIVITY 21.10 | SERVICE TOOLS (continued)

Service Utensils and Tools		
Type of Fork	Purpose	Image
Dinner fork	Used for all entrées and main courses and is not sharp	
Salad fork	Smaller than the dinner fork and used for salads, appetizers, desserts, fruit, smoked fish, and other delicate foods	
Fish fork	Used for fish	
Snail fork or lobster fork	Small, thin forks used for shellfish	
Oyster fork	Small, round fork used for both oysters and clams	
Cake fork	Has only three tines and is used to eat cakes, tortes, pies, and pastries	
Dessert fork	Often has a broader tine and can cut through a soft cake or other pastry like a knife	

ACTIVITY 21.10 | SERVICE TOOLS (continued)

Service Utensils and Tools		
Type of Spoon	Purpose	Image
Bouillon spoon	Has a rounded spoon head, used for clear soups or broths	
Soup spoon	Has an oval spoon head, used for cream soups and long strands of pasta	
Sauce spoon	Used for dishes in which the sauce is served on the side	
Coffee spoon	Smaller than a soup or sauce spoon, used not only with coffee, tea, and hot chocolate, but also for fruit cocktails and ice cream	
Espresso spoon or demitasse spoon	Much smaller than a coffee spoon and matches small espresso cups	
Sundae spoon or iced tea spoon	Has an especially long handle to dip into a deep sundae or stir large glasses of iced tea	
Grapefruit spoon	Has a jagged tip for carving into the grapefruit	

Continued on the next page.

ACTIVITY 21.10 | SERVICE TOOLS (continued)

Service Utensils and Tools		
Type of China	Purpose	Image
Charger	Also called a service plate, this is a larger plate used during full-course dinners or to dress up special events	
Dinner plate	Ten to twelve inches across, and used for all kinds of entrées and main courses, and as an underliner for smaller plates and bowls	
Salad plate	Much smaller than a dinner plate, usually seven or eight inches across, and used for desserts and appetizers as well as salads, and as an underliner plate for gravy, sauceboats, and sundae glasses (served with a napkin or paper doily to prevent slipping)	
Bread-and-butter plate	Used for bread and butter; also as an underliner for jams and other condiments that may spill easily	
Soup plate	Flat around the edge, but has a dip in the center to hold soup, pastas, stews, and shellfish	
Soup bowl	Smaller and deeper with no flat edge, and used only for soup. Soup bowls or cups are sometimes equipped with lids (individual tureen) or a single handle for easier service. Serve these bowls and cups on underliners.	
Monkey dish	A very small, shallow bowl, sometimes used for relishes or dipping sauces	

ACTIVITY 21.11 | BEVERAGE MENUS**Directions**

Design a menu for a café with popular hot and cold beverages used in the restaurant and foodservice industry, including five of each type. Then, identify the guidelines for serving hot and cold beverages.

Teacher Note:

Allow students to perform research to create their menus and recipes. Refer to popular coffee shop menus, like Starbucks, for ideas. Examples of hot and cold beverages and service guidelines may include:

Common hot beverages include coffee, tea, and hot chocolate or cocoa.

- How do you serve hot beverages?

Follow these guidelines to serve hot beverages properly:

- Serve hot beverages hot.
- Hold brewed coffee for only an hour or less.
- Clean coffee urns regularly to avoid mineral buildup and ensure good-tasting coffee.
- Offer decaffeinated options.

Some guidelines for hot beverage service tableside also include:

- If used, the cup and saucer need to be served on the right, in front of the guest, with the handle facing four o'clock.
- Teaspoons (if not already on the table) need to be placed on the right side of the guest.
- Hot water needs to be served with tea, if servers are dispensing tableside.
- Sweeteners and milk cream containers are placed on the table with handles facing to the right (if not already present).
- Place a small dish on the table to collect sugar packets and other refuse, to prevent them from touching the table.
- Provide refills as appropriate

Traditional cold beverage options in a restaurant include iced tea, soft drinks, bottled flat or sparkling water, and other nonalcoholic drinks. Iced or cold brewed coffee is also becoming a popular choice.

Continued on the next page.

ACTIVITY 21.11

BEVERAGE MENUS *(continued)*

Traditionally, most cold beverages are dispensed at the server’s area and brought to the table. However, please ensure that the following service procedures are done:

- On tables without tablecloths, either a coaster or napkin is placed in front of the guest, preferably to his or her right.
- The drink is placed on the napkin or coaster.
- Either a teaspoon, iced tea spoon, or straw is served with the drink (as needed).
- Appropriate sweeteners are placed on the table (if not already on the table).
- Place a small dish on the table to collect sugar packets and other refuse, to prevent them from touching the table.
- Provide refills as appropriate

Hot Beverages	Cold Beverages

ACTIVITY 21.11 | BEVERAGE MENUS *(continued)*

Guidelines When Serving Hot Beverages
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Guidelines When Serving Cold Beverages
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ACTIVITY 21.12 | SUGGESTIVE SELLING**Directions**

Find a copy of your favorite restaurant menu online. Choose four dishes to include in a suggestive selling pitch. Write the current menu descriptions, then design selling pitches to market the four dishes. Write a brief analysis to explain what suggestive selling is and how it can relate to the success of the operation. Do you notice any specials or suggestive selling tips currently on the menu?

Teacher Note:

Allow students to conduct research, or provide a singular example of your choosing for the whole class to review and analyze. This may include an appetizer, dessert, or drink special- basically any additional items that the server can add to the guest's meal to enhance the experience and to increase the sale. For ease in preparation, choose a common chain restaurant in your area, perhaps one that may advertise these types of items in television commercials or online.

Students should follow the guidelines:

Suggestive selling involves recommending items to a guest. It is one of the keys to the success of any retail business. In a restaurant, suggestive selling maximizes guest satisfaction and increases the average check, resulting in more profits. The success of suggestive selling depends on product knowledge, effective communication skills, and sales training.

A good suggestive selling program includes the following:

- Enhancing servers' communication skills, so they can be effective with guests.
- Developing servers' product knowledge, so they can vividly and accurately describe items to guests. Servers need to be able to answer specific questions about the menu items, including ingredients, preparation techniques, and levels of seasoning.
- Learning which menu items complement one another.
- Anticipating guest needs.
- Suggesting add-on items such as drinks, appetizers, and desserts.
- Identifying specific items based on guest preferences; for example, "If you like chocolate, you'll love our new Molten Lava Cake."
- Suggesting items that servers themselves enjoy.
- Suggesting the operation's "best" or "most popular" items, increasing the probability that the guest will be happy.
- Using props, such as dessert trays, to show the dish.
- Observing guest behavior to determine whether they want service or a product; for example, at the end of the meal, watching the guest to see whether he or she wants the check or dessert.
- Recognizing the positive effect of suggestive selling on the financial position of the operation.

ACTIVITY 21.12

SUGGESTIVE SELLING (continued)

Talking about daily specials is a part of suggestive selling. Most servers mention these “deals” right after the guest is seated. And most guests welcome recommendations and are more than willing to try specialties. In addition, servers can use upselling to add an enhancement, such as chicken on a salad or a premium beverage ingredient.

Using active and descriptive words to explain food is a great way to suggestively sell menu items. Words such as sweet, juicy, mouth-watering, prime, and rich make food sound appetizing. Other words provide an actual description of the item (e.g., sashimi-grade, organic, heirloom). If the server can legally make these claims, he or she should. For example, “Our Belgian waffles are made with fresh eggs, whole wheat flour, and milk, and are served hot from the griddle, topped with fresh strawberries and pure whipped cream or vanilla ice cream.”

After guests place an order, let them know they have made a good decision by saying something like, “Excellent choice. The salmon is very fresh today. I think you’ll really enjoy it.” This makes guests feel good about their decision, and they will look forward to the meal. Show enthusiasm for the items that guests suggest. Servers can also recommend menu items that they personally like.

Menu Descriptions	
1	
2	
3	
4	
Suggestive Selling Pitches	
1	
2	
3	
4	
Summary of Your Findings on Suggestive Selling	
Students will draw from their own research and experience here with suggestive selling. The idea is to respond to the content and research with personal opinions to reflect on the learning objective.	

ACTIVITY 21.13 | **GRATUITY COUNTS**

Directions

For each of the following bill totals, include the gratuity amount at 15 percent and 20 percent and the total payment amount, including the tip for both. Then read through the stories of James and Jill, and figure out their wages and tips.

Teacher Note:

Guide students to round to the thousandths place up or down to solve for answers that have a tenth and hundredth place answer to represent dollars and cents.

Bill Amount	15% Gratuity	Total Amount for Bill Plus 15% Gratuity	20% Gratuity	Total Amount for Bill Plus 20% Gratuity
\$37.80	5.67	7.56	43.47	45.36
\$122.74	18.41	24.55	141.15	147.29
\$15.67	2.33	3.13	18.02	18.80
\$60.45	9.07	12.09	69.52	72.54
\$88.90	13.34	17.78	102.24	106.68
\$42.35	6.35	8.47	48.70	50.82
\$55.67	8.35	11.34	64.02	66.80
\$258.17	38.73	51.63	296.90	309.80
\$444.75	66.71	88.95	511.46	533.70
\$52.25	7.84	10.45	60.09	62.70
\$75.04	11.26	15.01	86.30	90.05
\$41.08	6.16	8.22	47.24	49.30
\$101.32	15.20	20.26	116.52	121.58
\$67.85	10.18	13.57	78.03	81.42
\$94.51	14.18	18.90	108.67	113.41
\$39.58	5.94	7.92	45.52	47.50
\$59.20	8.88	11.84	68.08	71.04
\$79.60	11.94	15.92	91.54	95.52
\$510.70	76.61	102.14	587.31	612.84
\$19.75	2.96	3.95	22.71	23.70

ACTIVITY 21.13 | **GRATUITY COUNTS** *(continued)*

If James makes \$2.65 per hour as a server, and made \$245 on a busy eight-hour Saturday night shift, what is James's approximate hourly wage during his shift? If James needs to tip the busers 8 percent of his total tips, and the bartender 10 percent of his total tips, how much will James tip each? What is James's total tip take home for the evening?

Hourly Wage for Saturday Night	8% Tip for Busers	10% Tip for Bartenders	Total Tips for Saturday after Tipping Busers and Bartender
33.28	19.60	24.50	200.90

Jill is a bartender at a busy restaurant. Jill makes \$8.50 per hour but receives a 12 percent tip out from the servers. If seven servers will be tipping out Jill at the end of the eight-hour shift, what will Jill take home in tips? Jill must also tip out her assistant 20 percent of her total tips. What is her total tip after tipping out her assistant? What is Jill's approximate hourly wage for her shift?

Servers	Server Total Tips	12% Tip out to Jill
Server #1	\$175	21.00
Server #2	\$202	24.24
Server #3	\$160	19.20
Server #4	\$177	21.24
Server #5	\$185	22.20
Server #6	\$190	22.80
Server #7	\$220	26.40

Total Amount of Tips from Servers	20% Tip out Amount for Her Assistant	Total Tips after Tipping out Her Assistant	Hourly Wage with Tips
157.08	31.42	125.66	24.21

ACTIVITY 21.14 | HOT COCOA VS. HOT CHOCOLATE LAB**Directions**

Prepare and test hot cocoa and hot chocolate. Include a *mise en place* plan for both items, and design a survey for the purpose of taste-testing the two drinks by providing samples and surveys to a group of students. Report your results in the summary.

Teacher Note:

Students will perform research to find or create recipes for hot chocolate and hot cocoa. Survey questions may include asking students to describe the taste, texture, and preference. This activity may be conducted by inviting students in, or during a free or lunch period according to your local school policies. Student summary responses will reflect what knowledge they learned, what skills they developed, and personal thoughts on the activity.

Responses may include: Hot cocoa is made from cocoa powder or shaved chocolate and sugar stirred into heated milk or water. The terms “hot chocolate” and “hot cocoa” are often used interchangeably, but there is a difference. Hot chocolate is made from actual chocolate bars. Hot cocoa is made from the powder of the cacao bean. Hot cocoa is much lower in fat than hot chocolate because the cocoa butter (which is added back to the chocolate bars when manufactured) is extracted when the cocoa powder is ground from the cacao bean. Hot cocoa is usually made from its instant form—a dry mix of cocoa powder, sugar, and dry milk—mixed with hot milk or water. Hot cocoa drinks can be topped with marshmallows or whipped cream.

ACTIVITY 21.14 | HOT COCOA VS. HOT CHOCOLATE LAB (continued)**Standardized Recipe: Hot cocoa**

Name:
Yield:
Ingredients:
Portion size:
Temperature, time, and equipment:
Step-by-step directions:
Nutrition information:

Continued on the next page.

ACTIVITY 21.14 | HOT COCOA VS. HOT CHOCOLATE LAB (continued)

Ingredients	Tools	Equipment	Notes
Steps		Timing and Notes	

ACTIVITY 21.14 | HOT COCOA VS. HOT CHOCOLATE LAB (continued)**Standardized Recipe: Hot chocolate**

Name:
Yield:
Ingredients:
Portion size:
Temperature, time, and equipment:
Step-by-step directions:
Nutrition information:

Continued on the next page.

ACTIVITY 21.14 | HOT COCOA VS. HOT CHOCOLATE LAB *(continued)*

Ingredients	Tools	Equipment	Notes
Steps		Timing and Notes	

ACTIVITY 21.14 | **HOT COCOA VS. HOT CHOCOLATE LAB** *(continued)*

Survey Questions

Lab Summary and Findings

Chapter 22

Activity Guide

ACTIVITY 22.1 | FILL IN THE BLANK

Directions

Complete the following definitions for the key terms by filling in the missing words.

Mission statement	Written <u>statement</u> of a <u>company</u> that <u>describes</u> what that company wants to do now; its <u>immediate</u> purpose and <u>goals</u> .
Vision statement	Written <u>statement</u> of a <u>company</u> that <u>outlines</u> what a <u>company</u> wants to be in the <u>future</u> ; an <u>inspiring</u> vision of <u>where</u> the <u>company</u> would like to <u>go</u> .
Goals	Statements of <u>desired</u> results, <u>linked</u> to a company's <u>mission</u> statement, that are used to <u>measure</u> actual <u>performance</u> within an <u>organization</u> ; <u>goals</u> are what people <u>commit</u> to <u>do</u> for an organization.
Objective	A specific <u>description</u> or <u>statement</u> of what a manager <u>wants</u> to <u>achieve</u> .

ACTIVITY 22.1 | **FILL IN THE BLANK** (*continued*)

SMART goals	Acronym <u>describing</u> the <u>characteristics</u> of the most effective <u>goals</u>; SMART stands for <u>specific</u> (goals should be clearly stated and list exactly what is expected), <u>measurable</u> (management needs to be able to determine whether goals have succeeded or failed by some result), <u>achievable</u> (goals should be realistic and able to be met), <u>relevant</u> (goals should be connected to the vision and mission of the business), and <u>time</u> bound (goals need to have a date for accomplishment). SMART goals are <u>usually</u> no longer than a <u>sentence</u>, such as, "Staff will decrease guest complaints by 5 percent over the next three months."
Cross-cultural interaction	Meaningful <u>communication</u> among <u>employees</u> from diverse <u>cultures</u> and <u>backgrounds</u>.
Problem solving	An intentional <u>process</u> followed in a logical <u>sequence</u>, which leads to a reasonable <u>conclusion</u>.
Problem-solving process	A <u>process</u> management works through so that once a <u>problem</u> is <u>solved</u>, the <u>operation</u> will <u>not</u> have to <u>deal</u> with the <u>problem</u> again. To accomplish this, managers <u>follow</u> a problem-<u>solving</u> model to explore all of a <u>problem's</u> potential <u>causes</u>.
Root cause	The <u>action</u> or <u>situation</u> that <u>initiates</u> the <u>problem</u>.

ACTIVITY 22.2 | THE ROLE OF MANAGEMENT**Directions**

Define the roles and functions for managers in the restaurant and foodservice industry.

Teacher Note:

Encourage students to discuss what these various roles and functions look like on a daily basis. Lead a discussion and allow students to respond in a response or with a graphic organizer with images and/or video clips to represent the roles and functions.

Managers are responsible for the safe and satisfactory operation of the business—for customer service, cash management, and execution of food. To meet these expectations, managers must ensure that:

- The team is working efficiently and effectively during the shift.
- Operational costs are allocated and accounted for.
- Sales and service targets are developed and met.

Manager functions include, but are not limited to:

- Human resources management
- Scheduling
- Food costing
- Sales building
- Guest service
- Training and development
- Financial management
- Culinary management

ACTIVITY 22.3 | MISSION AND VISION STATEMENTS

Directions

Research vision and mission statements for two companies that you admire. Record the vision and mission statements below, then compare and contrast the statements. Write a short summary of your conclusions.

Teacher Note:

Allow students to perform research to find two vision and mission statements from successful companies of their choice. A sample comparison with examples from the text is below:

Company: Coca-Cola	Company: Heinz
Vision Statement: • Our vision serves as the framework for our Roadmap and guides every aspect of our business by describing what we need to accomplish in order to continue achieving sustainable, quality growth. ○ People: Be a great place to work where people are inspired to be the best they can be. ○ Portfolio: Bring to the world a portfolio of quality beverage brands that anticipate and satisfy people’s desires and needs. ○ Partners: Nurture a winning network of guests and suppliers, together we create mutual, enduring value. ○ Planet: Be a responsible citizen that makes a difference by helping build and support sustainable communities. ○ Profit: Maximize long-term return to shareowners while being mindful of our overall responsibilities. ○ Productivity: Be a highly effective, lean and fast-moving organization.	Vision Statement: • Our VISION, quite simply, is to be “THE WORLD’S PREMIER FOOD COMPANY, OFFERING NUTRITIOUS, SUPERIOR-TASTING FOODS TO PEOPLE EVERYWHERE.” Being the premier food company does not mean being the biggest but it does mean being the best in terms of consumer value, customer service, employee talent, and consistent and predictable growth. We are well on our way to realizing this Vision, but there is more we must do to fully achieve it

Continued on the next page.

ACTIVITY 22.3 MISSION AND VISION STATEMENTS (continued)

Mission Statement: • Our Roadmap starts with our mission, which is enduring. It declares our purpose as a company and serves as the standard against which we weigh our actions and decisions. ◦ To refresh the world... ◦ To inspire moments of optimism and happiness... ◦ To create value and make a difference.	Mission Statement: • As the trusted leader in nutrition and wellness, Heinz—the original Pure Food Company—is dedicated to the sustainable health of people, the planet, and our Company.
Summary Response Discuss the similarities and differences between the two companies. Both companies refer to customer satisfaction, producing excellent products, and growth in the vision statements. Coca-Cola refers to sustainability and offers more specific descriptions of points within the vision, like referring to profits instead of just “growth.” Both Heinz and Coca-Cola also refer to employee satisfaction as part of the vision. Heinz’s vision is shorter, and slightly vaguer. For example, referring to success as “growth.” As far as mission statements, Coca-Cola and Heinz are much more similar. Both have three main points, and they share the goal of satisfying the planet or the world with their products. Heinz refers to sustainability and health to describe their products, while Coca-Cola focuses on their products providing happiness. Coca-Cola includes wanting to make a difference, where Heinz focuses providing health and sustainability to customers, products, and their company.	

ACTIVITY 22.4 | SMART GOALS

Directions

Explain what a SMART goal is below. Then, write three SMART goals for yourself.

SMART goal:

Teacher Note:

Refer to pages 468–469 of the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook.

For example: SMART goals are usually no longer than a sentence. An example of a SMART goal might be, “Staff will decrease guest complaints by five percent over the next three months.”

To meet company expectations, a manager needs to set goals for employees. Employees achieve these goals through a combination of knowledge, skills, resources, attitudes, and tools. For example, a lead baker may establish a goal of producing 600 baguettes each day. As a manager moves higher and higher through a company, he or she will set goals for more and more people.

In the operation, managers should find ways to make sure employees know the goals and mission and are focused on achieving them. Some things that a manager can do include:

- During orientation, ensure that new hires get information about the vision, mission, and goals of the organization. Communicate the expectation that everyone in the organization supports these statements.
- Ensure that all training materials align with and emphasize the importance of these statements.
- Post the statements in a prominent place for staff to see.
- Document these statements in employee handbooks to be presented during orientation.
- Discuss at employee meetings how operations are faring in terms of the mission and goals.

Continued on the next page.

ACTIVITY 22.4

SMART GOALS (continued)

- The most effective goals are **SMART**:
- S Specific:** Goals should be clearly stated and list exactly what is expected.
 - M Measurable:** Management needs to be able to determine whether goals have succeeded or failed by some result.
 - A Achievable:** Goals should be realistic and able to be met.
 - R Relevant:** Goals should be connected to the vision and mission of the business.
 - T Time bound:** Goals need to have a date for accomplishment.

SMART GOAL 1

SMART GOAL 2

SMART GOAL 3

ACTIVITY 22.5 | EMPLOYEE EXPECTATIONS**Directions**

For each attribute of a good manager, provide the evidence to support the employee expectation.

Teacher Note:

Refer to pages 470–471 of the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook for additional information to frame discussions on employee expectations of managers. Students may provide additional details or examples per the discussion.

This activity uses semantic mapping to organize the content into a visual representation of the information, which provides an alternate display of the content. This activity uses a graphic thinking model to show a sequence of events, time order or plan, concept map, and visualizing to connect the learning objectives to big ideas and career planning.

Employee Expectations of Managers	
Attribute	Evidence of Good Manager
Professionalism	• Demonstrates knowledge. • Demonstrates leadership. • Practices honesty. • Practices confidentiality. • Practices respect. • Practices moral behavior. • Practices ethics.
Personal treatment	• Practices fairness. • Practices consistency. • Provides support. • Practices empathy. • Provides feedback.
Work and task support	• Provides clear directions. • Provides tools and resources. • Encourages professional growth and development. • Includes employees in decision-making that affects them. • Provides a safe environment. • Practices reasonable and rational behavior.

ACTIVITY 22.6 | MANAGING DIVERSITY IN THE WORKPLACE**Directions**

Explain how to manage diversity in the workplace. Provide the steps below. Then, research cross-cultural interaction. Gather a series of discussion points and organize a group discussion. Take notes, then provide a response to the discussion.

Teacher Note:

Allow students to perform additional research on diversity and cross-cultural interaction. This is a sensitive topic and will depend on the cultural makeup of each individual and classroom. Allow students to explore respectfully and with a nonjudgmental lens to create a space where productive dialogue will enhance student understanding.

Additional resources:

The Society for Human Resource Management, National Mentoring Partnership, Training for Change, and college or university offices for diversity and inclusion websites may help to provide a variety of resources, as well as videos and lectures available online or through iTunesU.

This activity can be modified for a wide range of activities that suit the needs of the individual classroom.

Steps to Managing Diversity in the Workplace

Encouraging positive cross-cultural interaction, or meaningful communication among employees from diverse cultures and backgrounds, helps break down stereotypes and prejudices and improves the workplace environment. There are many ways that managers can develop respect and communication:

- **Participate in diversity and sensitivity training:** Diversity training sessions help people overcome their fears and unfamiliarity of other cultures. In some operations, the manager conducts ongoing diversity training by learning and then sharing facts about the customs, languages, and habits of the cultures of different employees.
- **Model behavior:** Managers must be a positive role model for employees when it comes to diversity. Even a quick joke can encourage stereotyping and discrimination. Focus on honoring differences among your team.
- **Integrate diversity into the mission statement:** Policies and procedures that promote cross-cultural interaction should be based on a mission statement that includes diversity goals. That way, everyone can see how important diversity is to the business.
- **Encourage studying and using different languages:** Learning at least a few key words of the languages spoken by other employees can be helpful to getting work done and building relationships. Additionally, many operations offer educational assistance to employees who want to study English.
- **Use multilingual materials:** Use posters and charts printed in the languages spoken by the staff. Also, be sure orientation materials are available in those languages too. You will improve communication and help ensure important knowledge and skills can be learned.

ACTIVITY 22.6 | MANAGING DIVERSITY IN THE WORKPLACE (continued)**Cross-Cultural Interaction Research Findings and Questions**

Student questions will be based on individual research and will come from personal reflections and analysis.

Discussion Notes

Discussion will reflect the various questions developed by students, and will create a unique experience in each discussion.

Response

Student responses will come from personal reflections and analysis from the unique discussions.

ACTIVITY 22.7 | PROBLEM SOLVING**Directions**

Describe the seven steps to the process model for problem solving. Then, think of a problem and use the steps to work through a solution.

```
graph TD; A[ ] --> B[ ]; B --> C[ ]; C --> D[ ]; D --> E[ ]; E --> F[ ]; F --> G[ ]
```

Teacher Note:

Refer to pages 472–474 of the *Foundations of Restaurant Management and Culinary Arts, Second Edition* student textbook.

This activity uses the following instructional strategies: critical thinking, literacy and math integration, classification chart, visualizing, the metacognitive process, and a semantic map.

This graphic thinking model encourages the synthesizing and organizing of information connected to the learning objective. It offers a way to visualize and process the information. It can easily be modified to include images or symbols to decode the text.

This activity activates background knowledge and reinforcement of the curriculum, incorporates goal-directed learning, self-assessment, and encourages reflection. It can be customized for a variety of learners with the use of media, visual representations, or assistive technology.

ACTIVITY 22.7 | PROBLEM SOLVING (continued)**Sample Problem Using the Problem-Solving Model**

- 1 Define the problem: Before beginning to solve a problem, you must define the problem as precisely as you can. Misdiagnosing a problem will lead to a meaningless solution because it won't address the real issue. Ask questions to find out exactly what is happening. Do not take a problem at its face value. Identify who or what is affected. Once the problem has been defined, determine who or what is being affected by the problem. The answers to these questions could include one or more groups of people, including employees, management, owners, guests, or the public.
- 2 Determine the root cause: Normally, one or two sources will be the cause of a problem. The root cause is the action or situation that initiates the problem. Typically, root causes are system breakdowns or human errors. Restaurant and foodservice operations are made up of a series of systems, including those for purchasing, production, customer service, cash handling, cost control, scheduling, etc. Problems occur either when one of these systems breaks down or was not designed carefully in the first place. When human error is the cause of problems, question the people affected by the problem to determine its root cause. Be sure to avoid accusations and blame when asking staff these kinds of questions.
- 3 Determine alternative solutions and consequences: An alternative is a potential solution to a problem. The list of alternative solutions should be as long as necessary. At this point, do not think about whether a solution is reasonable or workable. If it is a potential answer, put it on the list. One alternative that should always be investigated is "do nothing." These key questions should be asked for each solution:
 - a What are the consequences of this action? Who will be affected by this decision and how will they be affected? Will it be a positive or negative effect?
 - b Is it cost effective? Will the solution cost more than the problem? If so, is there a more reasonable approach? Can the solution be reconstructed to cost less money? All too often, management chooses a costly solution that is financially worse than the problem.
 - c Is it reasonable? Investigate the complexity of the solution. Does it have a chance to succeed, or is it so complex that people will ignore it, resulting in a reoccurrence of the problem?
 - d Will it close the loop? In the case of a problem caused by a system loophole, be sure the solution will address both the problem and the loop.
 - e Will it be effective? Will the solution work? Does it have a chance? Will everyone accept it as reasonable? Remember that a solution without acceptance will not be effective.
- 4 Select the best solution: Consider the consequences of the proposed alternatives and answer the questions in the previous step to narrow the list of possible solutions. Sometimes two or three alternatives are left. If so, put the remaining options through this same scrutiny again. The problem and solution must be looked at from all angles, as though examining all six sides of a cube.

Continued on the next page.

ACTIVITY 22.7 | PROBLEM SOLVING (continued)**Sample Problem Using the Problem-Solving Model**

- 5 Develop an action plan: After choosing a solution, develop an action plan. An action plan is a strategy of steps to carry out so that a problem does not recur. It must describe exactly what should happen, step by step. The output from the action plan might take the form of a policy addition or change, an operational addition or change, or an employee handbook addition or change.
- 6 Implement the action plan: Communicate the action plan and its outcome to all individuals involved. Those who are involved in the problem and/or solution need to understand what the solution is, why it is needed, when it will be finalized, and how it will impact them. This group might include owners, other managers, employees, guests, suppliers, or the public. Conduct a follow-up to find out whether the affected parties received the action plan's message and accepted the solution.
- 7 Document the problem and solution for future reference: Every restaurant and foodservice operation should have a problem/solution file. It should contain documentation, such as a report written by management describing the problem and its solution. Prior to going through the problem-solving exercise, consult this file for similar events to get some insight into solving the current dilemma. Add the current situation's report and resolution to this file to assist future managers with their problem-solving encounters. Having solutions in place helps to better make those quick decisions

ACTIVITY 22.7 | PROBLEM SOLVING (continued)**Sample Problem Using the Problem-Solving Model****1. Define the problem.**

"Guests are complaining that they are waiting too long to receive their entrées."

2 Determine the root cause.

The cooks preparing the entrée components are not cooking the food quickly enough.

3 Determine alternative solutions and consequences.

Do nothing; change the preparation of certain menu items so they can be cooked more quickly or so more preparation can be done in advance; remove certain items from the menu if they are too complicated to prepare or require too many pans; instruct the servers to put orders in for the entrées sooner; instruct the cooks to work more quickly.

4 Select the best solution.

Instruct the servers to put the orders in for the entrées sooner.

5 Develop an action plan.

Make a list of the steps that need to be taken to change the current policy.

6 Implement the action plan.

Talk with servers about putting in orders for entrées when diners have finished about one-third of their appetizers instead of waiting until each diner is nearly finished eating; codify this change by posting a memo about it near the time clock and by adding it to the employee manual.

7 Document the problem and solution for future reference.

Add a copy of the memo to the policy file and make sure that new servers are informed of the policy when being trained; observe the effects of the new policy to determine whether it has the desired effect of reducing guest complaints.

ACTIVITY 22.8

LEADERSHIP

Directions

Identify the behaviors that good leaders exhibit, filling in the table below.

Teacher Note:

This activity can be easily modified to include role-play scenarios or discussion groups. Allow students to find examples that reflect the guidelines for good leadership by performing additional research.

This activity uses the following instructional strategies: critical thinking, literacy and math integration, classification chart, visualizing, the metacognitive process, and a semantic map.

This graphic thinking model encourages the synthesizing and organizing of information connected to the learning objective. It offers a way to visualize and process the information. It can easily be modified to include images or symbols to decode the text.

This activity activates background knowledge and reinforcement of the curriculum, incorporates goal-directed learning, self-assessment, and encourages reflection. It can be customized for a variety of learners with the use of media, visual representations, or assistive technology.

Behaviors That Good Leaders Demonstrate	
1	Provide direction: Leaders communicate clearly and ensure that others know what is expected of them. One of the ways to accomplish this is to discuss roles and responsibilities to make sure that everyone understands their roles and any other directions.
2	Lead consistently: Leaders must treat everyone fairly. Using the organization’s vision, mission, and values as guidelines, leaders maintain standards by holding themselves and others accountable for their actions.
3	Influence others: Leaders have the responsibility to earn the respect of others. Those who influence by example show results—strong performance, professionalism, and engaged, satisfied employees. Leaders also build consensus through a give-and-take dialogue. They consider other people’s opinions to help form their own.
4	Motivate others: Leaders give pep talks, ask for advice, and vocally praise people’s work. They also must keep everyone informed so that employees know what they are supposed to be doing and how it contributes to the big picture. Finally, communication motivates people—it gives them a sense of belonging by allowing them to contribute ideas.
5	Coach and develop others: Leaders help coworkers learn better ways to perform a task and allow them to take pride in others’ success.
6	Anticipate change: Leaders look for ways to continuously improve. They communicate the benefits of new processes and procedures.
7	Foster teamwork: A good team leader sees who is good at each task, helps team members improve their performances, and puts the team’s goals ahead of his or her own. Ultimately, a successful team leader needs to listen and provide direction to bring the team together.

ACTIVITY 22.9 | THE SCIENCE OF THE GUEST

Directions

Research the science behind guest spending in restaurants. What colors promote guest spending? Does music affect guest spending? What about room layout, table design, and musical ambiance? There are various factors that can affect the way guests spend money in a restaurant. Research the science of manipulating an environment to promote sales and write a report on your findings.

Teacher Note:

Students can conduct online research into the science behind guest spending and what motivates guests to try restaurants, return to restaurants, and spend their money. The science may refer to psychology, and ways that operators can design elements of the operation to promote spending. A variety of articles can be found by using a search engine with the key terms, “psychology and how people spend at restaurants,” if it works to guide student research with the resources you provide. Students may additionally read and review several of these articles as they fit the needs of the classroom.

[illegible]

ACTIVITY 22.10 | SALAD GOALS

Directions

You are a restaurant manager, and you have an issue at your salad station. Salads are getting backed up during the busy lunch hour on some days. You’ve noticed that your line cook is inconsistent and seems to be able to handle more salads on some days and fewer on others.

In order to keep your line cook accountable, you need to set a goal for your line cook to be able to create a certain number of salads per lunch hour. But first you must understand how to measure that goal. Take the following information and figure out the average number of salads your line cook is making per hour vs. the average number of salads being ordered per lunch rush. Take the median and create your goal of number of salads to be made per lunch hour.

Teacher Note:
This activity presents the end-of-chapter word problem with the graphic organizer for students to analyze the data and perform the necessary mathematical functions. Details for solving the problem are below.

Salads Made	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
11:00 a.m.	10	11	13	8	16	4	6
12:00 p.m.	23	33	34	27	28	8	12
1:00 p.m.	18	28	29	12	30	7	3

Salads Ordered	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
11:00 a.m.	10	11	17	8	16	4	6
12:00 p.m.	30	33	42	37	40	8	12
1:00 p.m.	18	34	37	12	39	7	3

ACTIVITY 22.10 | SALAD GOALS (continued)

Average Number of Salads Made	Average Number of Salads Ordered	Median	Goal
Adding all of the salads made by the line cook for each hour from each day gives you the following rounded figures: • 10 salads average made at 11 a.m. • 24 salads average made at 12 p.m. • 18 salads average made at 1 p.m.	Dividing the total salads made in three hours ($10 + 24 + 18 = 52$) by 3 ($52 \div 3$) gives an average salads made per hour of 17 (rounded). For the average number of salads ordered in a lunch rush, students should first add the number of salads ordered for each day, to obtain: • 58 salads ordered Monday • 78 salads ordered Tuesday • 96 salads ordered Wednesday • 57 salads ordered Thursday • 95 salads ordered Friday • 19 salads ordered Saturday • 21 salads ordered Sunday Dividing the total salads ordered for lunch rush by 7 (for the seven days in the week) gives an average ordered for lunch rush of 61 (rounded). If you divide that by 3, representing the three hours of the lunch rush, you get an average of 20 (rounded) salads ordered per hour.	The median of salads made (10, 18, and 24) is 18 (the middle number).	One goal may be the average of 20 salads per lunch hour as the par level. Students can interpret the data in various ways, and they would be right to point out that each day of the week, and each hour of the lunch rush in each of those days, may have its own unique lunch-rush characteristics and averages. The important thing is that they understand how to take an average and how to find a median, and that they can justify their answers.