Chapter 4
Welcome to the Back of the House

Chapter Overview

This chapter introduces the students to back-of-house jobs and operations in a foodservice establishment.

Learning Objectives

1. Define "back of the house," and describe some careers that are in the back of the house.
2. List some examples of restaurant terminology.
3. Describe the concept of *mise en place*.
4. Differentiate between an approved food source and a non-approved food source.
5. Precisely describe the criteria for accepting or rejecting food during receiving.
6. Explain correct procedures for storing foods.
7. Explain correct procedures for preparing and cooking various foods.
8. Describe in detail how to safely hold, cool, and reheat various foods.
9. Name the correct procedures for preparing and serving food for off-site service.

Advance Preparation

Review	• Chapter 4 (Sections 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7) • Unit Business Case "Stepping into Management"
Prepare	• Space at the front of the classroom for student groups to perform activity in Section 4.2 • Envelopes, blank paper, and lists of foods that would be stored in a cooler for activity in Section 4.4

Chapter Breakdown

Introduction

Resources

- PPT slides 1 to 2
- Lab Manual—Chapter 4
- Activity Guide—Chapter 4

Discuss

- When does the flow of food start and end?
- Why should food safety be a priority during each step?

Key Terms

- **Flow of food:** The path that food takes in an operation, from the operation's purchase to its service of the food.

Section 4.1 A Tour of the Back of the House

Resources

- PPT slides 3 to 5
- Activity Guide—Activity 4.1

Reinforce and Review

- The back of the house (BOH) is the part of a commercial establishment where people receive, store, prepare, cook, cool, and reheat food.

Discuss

- What are the typical features of a commercial kitchen?
- What are some opportunities in the flow of food where food could become unsafe?

Key Terms

- **Back of the house:** Refers to foodservice employees who work outside 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.

Knowledge Check Answers

1. The service area
2. The back door is where deliveries come in. It makes sense to put the storage area near the back door so restaurant staff doesn't have to move heavy items very far.
3. The food preparation area and the handwashing area

Section 4.2 | Back of the House Careers and Language

Resources

- PPT slides 6 to 9

Reinforce and Review

- Many jobs and careers are available in the back of the house.
- Getting ready to cook is called *mise en place*.

Discuss

- Discuss the different jobs available in an operation's back of the house.
- What is the purpose of *mise en place*?

Key Terms

- ***Mise en place*:** French for "to put in place"; it refers to the preparation and assembly of ingredients, pans, utensils, equipment, or serving pieces needed for a particular dish or service, and it includes not only the production of a dish but also the setup before and cleaning while preparing.

Classroom Activity: Language Arts	**Restaurant Speak** • Divide students into small groups. • Ask each group to write a script for a two-minute skit that incorporates all the terms from Table 4.2. • Give groups time to perform their skits for the class. • Ask students to evaluate each group's use of the foodservice terms. *Teacher Notes: Each skit should use the nine terms from Table 4.2. You can also ask students to assign roles based on the back-of-house careers outlined in Table 4.1. This activity can take place over two class periods, depending on how long students need to write their skits.*
Homework Activity: Career Readiness	***Mise en Place*** Ask students to think of dish they enjoy. How would they follow *mise en place* if they were to make this dish at home? Ask them to create a list of ingredients and write out the steps they would take to cover all aspects of *mise en place*. *Teacher Notes: Responses will vary depending on the dish each student selects. Ask student volunteers to share their responses and evaluate their* mise en place *setup as a class.*

Knowledge Check Answers

1. Answers will vary but may include the following: It's more efficient and organized. It reduces confusion and waste by ensuring that all ingredients and tools are available and ready.
2. Look around you to make sure nobody is about to bump into you.
3. Purchasing manager

Section 4.3 | Purchasing and Receiving

Resources

- PPT slides 10 to 15

Reinforce and Review

- When checking the temperature of food, always put the thermometer stem or probe into the thickest part of the food.
- Cold TCS food must be received at 41°F (5°C) or lower. Hot TCS food must be received at 135°F (57°C) or higher. Frozen food should always be received frozen solid. Some items have other temperature requirements.
- Received food should have the correct color, texture, and odor.

Discuss

- Why is it important for foodservice operations to purchase only from approved food sources?
- Why is it important that deliveries be measured for temperature? At what temperatures should foods be delivered? Discuss both hot and cold foods.
- If a TCS food is arriving at a temperature within the temperature danger zone, what should the foodservice operation do with the delivery?
- What aspects of a package should be inspected?
- When should a package be rejected?

Key Terms

- **Approved 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.

Customized Instruction

- **ELL:** Ask students to find and share images that demonstrate some of the packaging or quality problems described in section 4.3 Ask them to explain why foodservice operations should reject products that have these flaws.
- **Below Grade Level:** Ask students to create a checklist that foodservice operations could use to evaluate potential approved food sources.
- **Above Grade Level:** Ask students to create a receiving checklist that employees of a foodservice operation could use to approve deliveries. Include and organize all the criteria described in section 4.3.

Knowledge Check Answers

1. Answers will vary but may include a stamp from the USDA or a state department of agriculture.
2. Reject it because it may have thawed and refrozen, which could affect the taste or even make it unsafe to eat.

Section 4.4 | Storage

Resources

- PPT slides 16 to 18

Reinforce and Review

- Raw meat, poultry, and seafood should be stored separately from ready-to-eat food. If this is not possible, store ready-to-eat food above raw meat, poultry, and seafood.

Discuss

- Why should foodservice operations follow the principle of first-in, first-out?
- How can cross-contamination be prevented during storage?

Key Terms

- **First-in, first-out:** 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.

Classroom Activity: Collaboration	**Safe Storage**
	• Divide students into groups and give each group a large sheet of blank paper.
	• Ask each group to divide their blank paper into five sections to represent five shelves in a foodservice cooler.
	• Give each group an envelope with different food items printed on separate sheets of paper. Each group's envelope should contain the same items.
	• Give groups five minutes to:
	  • Organize the food items in the proper order in the "cooler"
	  • Write the minimum internal cooking temperatures on each "shelf"
	• Go over the correct storage order as a class.
	Teacher Notes: Include multiple foods from each storage category (for example, pasta salad, tuna, pork chops, ground salmon, chicken breasts). If you do not have the time or materials to print and cut out the separate food items, you can project a list on the board and have students write the items in the "cooler."

Knowledge Check Answers

1. Oranges, shrimp, baby back ribs, ground beef, ground turkey

2. Answers will vary but may include the following: to reduce food waste; to make sure only fresh food is served; to make sure food is safe to eat.

Section 4.5 | Preparation and Cooking

Resources

- PPT slides 19 to 22

Reinforce and Review

- 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 to be safe.

Discuss

- How should TCS food be thawed? Why is it important to thaw food correctly?
- Discuss why foods must be cooked to their minimum internal temperatures.

Knowledge Check Answers

1. Never

2. 145°F (63°C) for 4 minutes

Section 4.6 Holding, Cooling, and Reheating

Resources

- PPT slides 23 to 28
- Activity Guide—Activity 4.2

Reinforce and Review

- When holding TCS food for service, keep hot food at 135°F (57°C) or higher. Never use hot-holding equipment to reheat food. Keep cold food at 41°F (5°C) or lower. Check the internal temperature of food at least every four hours. Throw food out if it is not at the correct temperature.
- Cool TCS food from 135°F to 70°F (57°C to 21°C) within two hours. Then, cool it to 41°F or lower in the next four hours.
- Staff should be trained to avoid bare-hand contact with ready-to-eat food.

Discuss

- What are some guidelines for safely holding food?
- Discuss the methods for safely cooling food.
- What guidelines should service staff follow for keeping food safe?

Key Terms

- **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.
- **Ice paddle:** Plastic paddles that can be filled with ice or water and then frozen and used to stir food in order to cool it quickly.

Knowledge Check Answers

1. Answers will vary but may include the following: The soup will cool too slowly in the refrigerator and may end up in the temperature danger zone; improperly cooled soup may make people sick.
2. Do not use towels. Dishes should air-dry.
3. The glass may chip or break.

Section 4.7 Off-Site Foodservice

Resources

- PPT slides 29 to 30

Reinforce and Review

- Follow the correct procedures when preparing food for off-site service. Pack food in insulated containers, check temperature regularly, clean the inside of delivery vehicles, label food, and store ready-to-eat and raw food items separately.
- If you need to set up or break down a butane burner, carefully follow the instructions to avoid fires or explosions.

Discuss

- Discuss scenarios in which food might be served off-site.
- How is keeping food safe off-site different or similar to keeping food safe at a foodservice operation?

Key Terms

- **Off-site service:** Service of food away from the kitchen operation, including delivery, mobile/temporary kitchens, and vending machines.

Customized Instruction

- **ELL:** Ask students to find images that show off-site service. Ask them to explain how food is being kept safe in these images.
- **Below Grade Level:** Ask students to think of a time they had food served to them off-site. Do they remember how the food was kept safe? If not, what guidelines would they recommend be used to keep food safe?
- **Above Grade Level:** Ask students to create a written training plan for employees of a catering operation. The training should focus on keeping food safe while being both transported and served off-site.

Knowledge Check Answers

1. Answers will vary but may include insulated food-grade containers, food thermometers, cleaning supplies, labels, and butane burners.
2. Answers will vary but may include the following: It should be cleaned, completely cooled, and in its protective case. The butane bottle should be removed.

End of Chapter

Resources

- Chapter 4 Test Bank
- PPT slide 31

Business Case Follow-Up Answers

1. Kai is putting too many items in the cooler. By not leaving room for the air to circulate, he is affecting the temperature in the cooler, which might cause the food to fall into the temperature danger zone. Medina should explain why what he's doing is wrong and have him take some items out of the cooler and find other appropriate spots for them. She should make sure he is storing ready-to-eat foods on the top shelf and the raw ingredients below in the proper order.
2. Safely holding TCS food includes 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 is in the temperature danger zone.
   - Do not reheat food in hot-holding equipment that is not designed to do so.

Chapter Activities Answers

- **Language Arts: Safety Announcement**

  Answers will vary but should accurately describe the procedure based on information in this chapter. Most people can speak between 100 and 150 words in a minute, so each announcement should be about that length.

- **Science: Undercooked Eggs**

  Answers will vary but should define *Salmonella* as a harmful bacterium that comes from chicken excrement (among other sources). Tips to avoid it should mention minimum cooking temperatures—165°F if the dish includes meat or poultry, or 160°F if the dish does not include meat or poultry—and thorough handwashing. Some students may mention refrigerating eggs or avoiding eating raw eggs (such as in uncooked cake batter). Some may mention using eggs and egg products that have been pasteurized.

- **Math: Cool It Down**

  1. The meat sauce would need to reach 41°F (5°C) or lower by no later than 7 p.m., which would be within six hours total.
  2. The chili would need to reach 41°F (5°C) or lower by no later than 4:30 p.m., which would be within six hours total.

- **Collaboration: Safeguarding the Flow of Food**

  Answers will vary depending on the type of restaurant chosen. Students should discuss whether the restaurant type they chose would require storage and processing of raw meat, eggs, dairy products, frozen foods, and other ingredients that can easily spoil.

- **Career Readiness: Making a Food Safety Management System Work**

  Answers will vary but should draw from the safety content of the chapter and ensure the safe flow of food through an operation, as well as the necessary training and follow-up to make it happen.

- **Critical Thinking: The Flow of Protein**

  Answers will vary, but students should explain how to take the chosen protein through all the steps of an operation, from purchasing and receiving to final service to the guest.

Review Questions Answers

1. C (Section 4.2)
2. A (Section 4.3)
3. D (Section 4.6)
4. C (Section 4.6)
5. D (Section 4.7)
6. A (Section 4.1)
7. D (Section 4.6)
8. C (Section 4.4)
9. B (Section 4.4)
10. D (Section 4.3)