



**3rd Edition**

**Program Summary  
and  
Sample Lessons**



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**Texas Restaurant Association**  
**EDUCATION FOUNDATION**

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*Published by*  
The Texas Restaurant Association  
Education Foundation

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## **FS Prep Culinary Curriculum**

### **DISCLAIMER**

The information presented in this book has been compiled from sources and documents believed to be reliable and represents the best professional judgment of the Texas Restaurant Association Education Foundation. However, the accuracy of the information presented is not guaranteed, nor is any responsibility assumed or implied by the Texas Restaurant Association Education Foundation for any damage or loss resulting from inaccuracies or omissions.

### **Textbooks referenced in this program include:**

ProStart® School-to-Career Program: *Becoming a Foodservice Professional, Second Edition*, Year 1, © 2005, National Restaurant Association Educational Foundation.

*ServSafe® Essentials*, © 2006, National Restaurant Association Educational Foundation.

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*Professional Cooking*, Sixth Edition, Wayne Gisslen, © 2007 John Wiley and Sons, Inc.

Financial Tools provided by Jim Laube, RestaurantOwner.com.

The Texas Beef Council's:

- *Beef Facts for Foodservice*, © 2002 Beef Board and National Cattlemen's Beef Association.
- *Foodservice Cuts of Beef Chart*, © 1997 North American Meat Processors Association
- *Beef U: A Foodservice Guide to Beef*, ©2007, Texas Beef Council
- *Creating Crave... The Beef Factor; A Professional's Guide to Understanding Flavor*, ©2006, National Cattlemen's Beef Association.

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- *Lessons*: Basics of Butter, Essence of Olive Oil, Everything Honey, Flavorings, Hotline Simulation, Rubs and Marinades.
- Additional contributing work: Student Course Evaluation, Field Trip Permission Form, Sample Permission Form

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# Program Summary

## Program Overview

In the FS Prep, 3<sup>rd</sup> Edition program, students will be able to establish a platform for a culinary career in foodservice. Designed as a broad introduction to the foodservice environment, the program's principle focus is the acquisition of job skills that will provide the participant the necessary tools to enter the commercial foodservice workplace successfully and to position him or her for advancement.

In addition, the course content and minimum competency requirements will complement and help fulfill **Texas Education Agency (TEA) Texas Essential Knowledge and Skills (TEKS) and Workforce Education Course Manual (WECM) requirements**. This will encourage the student and provide him or her with a foundation for continuing post-secondary foodservice education.

## Course Description

For students interested in the foodservice industry, FS Prep will provide introduction and employment platform with culinary arts as its principle focus. Participants will be integrated into a working commercial kitchen environment and will learn through a combination of lectures, laboratory and practical workplace experiences that can lead to nationally recognized professional certifications and post-secondary credit.

## Program Goals and Objectives

The goals and objectives of the program fall into three prioritized categories:

**1. Service to the Student.** FS Prep will deliver a two-year comprehensive culinary and foodservice curriculum that will enable the student to master the established learning standards and expectations set forth by:

- The Texas Restaurant Association Education Foundation (TRAEF)
- The Texas Chef's Association (TCA)
- The American Culinary Federation (ACF)
- The International Association of Culinary Professionals (IACP)

The student will be afforded the opportunity to work toward certifications that will provide post-secondary credit and apprenticeship programs. (See Certifications and Apprenticeship Programs located in this guide)

**2. Service to the Academic Community.** FS Prep is designed to provide a turnkey course of instruction that will deliver a solid foundation of industry-driven skills while meeting core Texas academic requirements. The course will provide the school districts and the individual schools with a conduit to the foodservice industry and help in integrating their curriculum articulation with post-secondary culinary- and hospitality-related programs.

**3. Service to the Foodservice Industry.** Training and certifying students in skills relevant to the Texas foodservice industry is critical to the needs of the fastest-growing industry segment in the country. The industry has recognized deficiencies in existing efforts to recruit, train and retain employees on a Texas and nationwide scale. This course simulates a state-of-the-art working environment and pairs it with industry mentoring and internships. This creates a student candidate who is ready to enter the workplace (or post-secondary environment) better prepared, more aware and more motivated to succeed.

## Activities, Resources and Materials

FS Prep is designed to meet its learning objectives through a combination of lectures, instructor demonstrations, interactive laboratories, suggested field trips and competitions, industry guests and online educational support. The curriculum is centered on three widely recognized texts and programs:

- **ProStart® School-to-Career Program: *Becoming a Foodservice Professional, Year 1, Second Edition***, National Restaurant Association Educational Foundation\*
- **ServSafe® Essentials**, 4th Edition, © 2006 National Restaurant Association Educational Foundation
- **Professional Cooking**, *Sixth Edition*, Wayne Gisslen, © 2007 John Wiley & Sons, Inc.

These texts are important to assure that the students receive the specialized instruction needed to prepare them not only for the ACF apprenticeship program, but also for additional ACF certifications and post-secondary articulation with most colleges.

## Methods of Evaluation and Student Outcomes

**Tests and Quizzes:** Test and quiz questions that address the course objectives are provided. Structured quizzes and examinations are included in most of the course texts and materials. The dual Texas Department of Health (TDH) and ServSafe® Food Protection Manager Certification Examination must be applied for separately through the Texas Restaurant Association.

**Other Evaluative Tools:** Practical exercises that test for minimum psychomotor skill competencies are encouraged. These must be developed and delivered by the program's instructional staff based on the individual needs and abilities of each student, the requirements of the Advisory Board, and the resources available to the program at the time. Information surrounding Practical Exams is included. (See Practical Exam Information and Template.)

## Instructor Qualifications

It is recommended that the instructor of the FS Prep program should have a secondary teaching degree with a certification in either Family and Consumer Sciences or Trade and Industry with a specialization in culinary arts, hotel/restaurant management or food production. A minimum of two to five years of foodservice industry or hospitality operations experience is recommended. (See the Texas Education Agency's Teacher Requirements/Qualifications below). The instructor must also be a state-approved Food Protection Management Certification Instructor (Servsafe).

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## Instructor Certification Requirements/Qualifications set forth by the Texas Education Agency

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Teacher certification requirements and qualifications vary from program to program. Requirements are listed for each of the following:

### Family and Consumer Sciences Education Teacher

1. A bachelor's degree from an accredited college or university with a major in family and consumer sciences
2. Appropriate Texas classroom teaching certificate
  - a. Family and Consumer Sciences, Composite, grades 6-12
  - b. Hospitality, Nutrition, and Food Sciences, grades 8-12
  - c. Vocational Home Economics Education

### Alternative Certification

Alternative certification is required for individuals who already have a college degree. These programs, which include accelerated routes into teaching, offer training on how to be an effective teacher, as well as additional courses you might need in the subject area you wish to teach. Many of these programs can be completed in a year, during which you may have a paid teaching position in a public school classroom.

1. A bachelor's degree from an accredited college or university
2. Successful completion of the appropriate prerequisite content and professional knowledge certification examination(s) for the area(s) sought.
  - a. Hospitality, Nutrition, and Food Sciences or
  - b. Family and Consumer Sciences, Composite

### Trade and Industrial Education Teacher

Under Trade and Industrial Education, the following is required:

1. Statement of Qualifications
2. Bachelor's or associate's degree from an accredited institution with three years of full-time wage-earning experience within the last 8 years  
or high school diploma or GED with five years of full-time wage-earning experience within the last 8 years
3. Licensure in occupation
4. Successful completion of teacher certification program and TExES exam for Trade and Industrial Education

# Instructor's Guide

## Program Overview

The FS Prep program is designed to deliver comprehensive foodservice education targeting entry-level skills for the following foodservice job descriptions:

- Banquet/Reception
- Purchasing and Receiving
- Food and Beverage Controller
- Chef in Training
- Bakery and Pastry Arts

**The suggested course outline will deliver no less than 90 minutes of instructor contact, mentor contact or self-directed student activity per day over a two-year, 180-day program. The course schedule is provided to serve as a guideline for instructors. Instructional modules may also be customized to meet the needs of the instructor and his/her class schedule. (See Suggested Course Outline following this section.)**

The instructional modules are designed to accomplish the following goals for the chef/instructor:

- Provide a solid foundation of core skills that will have the student contributing to a daily foodservice production schedule quickly
- Provide **flexible** lesson plans that are easily **updated** and adaptable to a dynamic teaching environment
- Provide **flexible** lesson plans that are **adaptable** to changes in available ingredients, equipment and time constraints
- Provide a core foundation of **marketable skills** that will help the student find employment, succeed and advance in a foodservice career or prepare the student for accelerated post-secondary culinary education
- Provide a curriculum that meets the Texas Education Agency (TEA) Texas Essential Knowledge and Skills (TEKS) and articulates to post-secondary Workforce Education Course Manual (WECM) requirements

**These instructional modules include five learning domains:**

## Five Learning Domains

- 1. Culinary:** Culinary content is designed to be a companion and enhancement to daily production needs. These modules focus on industry-based practical culinary skills and team dynamics that provide the student with operational and managerial understanding of the foodservice culinary environment.
- 2. Business and Technology:** This material enhances the students' application, understanding, knowledge of business operations and planning associated with foodservice by providing them with skills and principles of business and technology essential to their success in a foodservice environment.
- 3. Sanitation, Safety and Nutrition:** These lessons provide the program with a safe and sanitary product and working environment. The student will undergo a sanitation-training program: ServSafe®. Components for these lessons can also be applied toward a Texas Department of Health Food Protection Management certification. (See Sanitation and Accreditation Training in on page 46 of this guide.)
- 4. Career Preparation:** This content prepares the student for the practical realities of finding employment and planning for career advancement, continuing education, specialization and future opportunities in the foodservice industry.
- 5. Core Skills:** This material is designed to help the student master fundamental skills in reading, writing, math, effective verbal communications and food science.

## Using the Modules

● **Timed Delivery:** Lab and Lecture Guides are step-by-step outlines for the recommended delivery of module contents. The guides are intended to be a turnkey starting place for the instructor and the program. It is expected and encouraged that the course content will be modified by the instructor, Culinary Advisory Board and TEA over time in order to meet the changing needs and resources of the school, the program and the foodservice industry and the skills and abilities of the student population, educational requirements and the availability of new information and technology. Lesson plans are designed with a variety of different delivery times so that the instructor can create a customized lesson plan to fit changing time and production constraints.

### *Career Preparation:* **Overview of the Foodservice Industry**

<b>Length of Class:</b>	<b>1 session</b>
<b>Class Duration:</b>	<b>90 minutes</b>
<b>Lecture:</b>	<b>70 minutes</b>
<b>Student Activity:</b>	<b>20 minutes</b>
<b>Optional Quiz:</b>	<b>10 minutes</b>

Delivery time is completely dependent on the instructor and how extensive the instructor wishes to get when delivering the material. The timed delivery provided for each lesson plan is provided to serve as a general guideline and estimated delivery time.

● **Student Objectives:** Student objectives are provided for each module. These expectations are also reflected in the evaluation set forth by the instructor. The primary course objectives that are to be repeated and reinforced each day are listed in the course syllabus, but not repeated at the beginning of each lesson plan. (See Course Syllabus in the appendix of this guide.)

### *Career Preparation:* **Overview of the Foodservice Industry**

<b>Length of Class:</b>	<b>1 session</b>
<b>Class Duration:</b>	<b>90 minutes</b>
<b>Lecture:</b>	<b>70 minutes</b>
<b>Student Activity:</b>	<b>20 minutes</b>
<b>Optional Quiz:</b>	<b>10 minutes</b>

**Student Objectives:**

- Accurately describe the traditional job positions and duties for the back of the house
- Accurately describe the traditional job positions for the beverage department and front of the house
- Accurately describe the job opportunities and scope of duties for administrative and support personnel
- List and describe at least four non-traditional foodservice-related careers
- Discuss the value of using a restaurant as a model business for developing universal business skills

The level of student mastery for each objective is designated by the action word at the beginning of each objective and the lesson plan time devoted to that objective. For example, when the student is required to "discuss" the contents of an objective, no more than cursory exposure and knowledge may be needed. If the student is required to "list" or "demonstrate," the objective is asking for minimum competencies and/or mastery of minimum skills to be demonstrated.

- **Instructor's Notes:** These notes will appear within modules to provide special directions, point out special features or make recommendations to the instructor about the delivery of course content.

## **Culinary Applications: Deep-Frying Techniques**

*Instructor's Note: This module is designed as a companion to "Poultry Purchasing and Identification."*

- **Instructor's Sidebars:** Sidebars will appear within the modules to point out opportunities for the instructor to reinforce learning or to explore a subtopic related to the module's content.

*Instructor Sidebar: Discuss liquid and volume metric systems and metric conversions with class.*

- **Student Activities:** These activities are recommended ideas for the instructor to create structured opportunities for student interaction, team building and group learning and are provided throughout lessons in the FS Prep binders.
- **Reading Assignments:** This lists recommended reading for the student on the course content covered in each module.
- **Resources:** This lists recommended reading for the instructor on the course content being covered in each module.
- **Recommended Videos:** These recommendations are based on video materials currently available to the program. The instructor, prior to course use, should view each video to determine when, where and if the video is to be incorporated as a teaching tool in the day's lesson plan.
- **Recommended Student Activities and Field Trips:** These activities and field trips are coordinated with selected lesson plans. In each case, they are elective suggestions and subject to instructor modification due to school policies, the instructor's resources and time constraints.

*Instructor Demonstration: Setting up a deep-frying station and determining doneness by time, visual cues and touch.*

*Instructor Demonstration: How to place food into the deep-fat fryer. How to remove and drain food from deep-fat fryer.*

*Instructor Demonstration: Filtering and changing the oil in a deep-fat fryer.*

*Student Activity: Team-preparation of two or more instructor-selected recipes for deep-frying.*

*Student Activity: Calling and expediting orders (See Lesson 59: Introduction to Dining Room).*

**Reading Assignment:** *Becoming a Foodservice Professional, Year 1, 2<sup>nd</sup> Edition, NRAEF, Chapter 4, pp. 206-207. Professional Cooking, 6<sup>th</sup> Edition, Wayne Gisslen, Chapter 3, p. 47; Chapter 4, p. 65; Chapter 7, pp. 141-144; Chapter 13, pp. 383-385; Chapter 15, p. 479; Chapter 17, p. 556.*

**Resources:** *Cooking Essentials for the New Professional Chef, Food and Beverage Institute, Chapters 9, 17 and 18.*

Resources are recommended as optional and additional course content the instructor may utilize as a reference.

### **A Note about the National Restaurant Association's ProStart Program**

\* The complete ProStart school-to-career program includes both classroom and workplace learning. The ProStart student textbooks, *Becoming a Foodservice Professional, Second Edition, Year 1 and Year 2*, are only the academic portion of the ProStart program. Since the complete ProStart program includes both academic and workplace learning, ProStart certificates are **only** awarded to students who have successfully completed both the academic and workplace portions of the program. The FS Prep curriculum incorporates *Becoming a Foodservice Professional, Year 1* textbook as a reference to lessons. If you are interested in participating in the full ProStart program, please contact TRA Education Foundation at 800-395-2872.



# FS Prep Curriculum Lessons

The following lessons are listed in order of suggested delivery. In the FS Prep Lesson Plan notebook Volume I, lessons are also provided in order of suggested curriculum outline

## UNITS:

1. CAREER PREPARATION
2. SAFETY AND SANITATION
3. INTRO TO WORKPLACE
4. CULINARY APPLICATIONS
5. BUSINESS PRINCIPLES
6. OPERATIONS

### UNIT 1: Career Preparation

Introduction to Program  
Overview of the Foodservice Industry  
Developing Professionalism  
The Kitchen and Customer Service  
Becoming a Leader  
Career Preparation, Unit Exam

### UNIT 2: Safety and Sanitation

Food Safety, Part I  
Food Safety, Part II  
Food Safety Part III  
Food Safety Part IV  
Food Safety, Part V  
Food Safety, Part VI  
Food Safety, Part VII  
Food Safety, Part VIII  
Food Safety, Part IX  
Food Safety, Part X  
Food Safety, Unit Exam

### UNIT 3: Intro to Workplace

Work Place Safety, Introduction  
Work Place Safety, Part II  
Work Place Safety, Part III  
Workplace Diversity  
Employee Training  
Work Place Safety, Unit Exam

### UNIT 4: Culinary

Foodservice Nutrition I  
Foodservice Nutrition II  
Weights and Measures  
Standardized Recipes, Introduction  
Equipment Identification and Operation, Part I  
Equipment Identification and Operation, Part II  
Mise en Place and Kitchen Skills\*  
Produce Purchasing and Identification  
Pantry Prep Techniques I-Vegetable Preparations  
Pantry Prep Techniques II- Salad and Sandwich Preparation  
Stock Production  
Soups  
Sauces  
Pasta and Starch Cookery  
Poultry Purchasing and Identification  
Deep-Frying Techniques  
Braising and Steaming  
Meat Purchasing and Identification I  
Meat Purchasing and Identification II  
Stewing  
Grilling and Broiling Techniques

Roasting Techniques  
Seafood Purchasing and Identification  
Sautéing and Pan-Frying Techniques  
Egg & Dairy Purchasing & ID  
Breakfast Preparation Techniques  
Baking, Introduction  
Quick Breads and Cookies  
Baking with Yeast I  
Baking with Yeast II  
Pies and Pastries

### UNIT 5: Business Principles

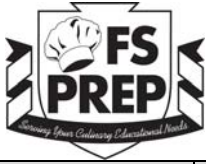
Principles of Business  
Customer Relations  
Product Specification and Purchasing  
Cost Control, Introduction  
Food Cost, Introduction  
Labor Cost, Introduction  
Marketing and Menu Planning I  
Marketing and Menu Planning II  
Event Planning  
Business Principles, Unit Exam

### UNIT 6: Operations

Effective Communication, Introduction  
Buffet Planning  
Dining Room, Introduction  
Dining Room Simulation  
Operations, Unit Exam

### Elective Lessons

Basics of Butter  
Casseroles  
A World of cheese  
Chocolate  
More Chocolate  
Classic Italian  
Composed Salads  
Dining Like A Diplomat  
Essence of Olive Oil  
Everything Honey  
Fin Fish Identification & Fabrication  
Flavorings  
Fondant Basics  
Fresh Pasta  
Garde Manger  
Hors d'Oeuvres  
Hot Line Simulation – Basics  
Hot Line Simulation - Advanced  
Rubs and Marinades  
Tapas/Pinchos/Raciones\*  
A Taste of Thailand\*



## Suggested Curriculum Outline (Sample Page)

Lesson	Unit	Estimated Time	Actual Time	Page #	TEKS Align. For Food Production	TEKS Align. For Culinary Arts
Introduction to Program	Career Prep	1.5 hr		1-2	To be determined	To be determined
Overview of Foodservice Industry	Career Prep	1.5 hr		1-8	(1)(A) (2)(A) (3)(A),(C),(F) (10)(A),(B),(E) (11)(A),(B) (12)(G) (13)(A),(B),(C),(D),(E),(F) (14)(A)	<b>Intro</b> – (1)(A),(B),(C),(D) (6)(A),(B),(C),(D)(E) <b>CA I</b> – (1)(A),(B),(C),(D) (4)(C) (5)(A),(M) (6)(C) <b>CA II</b> – (2)(A) (3)(B)
Developing Professionalism	Career Prep	1.5 hr		1-13	(1)(B) (2)(A) (3)(A),(C),(F) (10)(A),(B),(E) (12)(C),(G) (13)(A),(B),(C),(F)	<b>Intro</b> – (1)(C),(D) (2)(A) (4)(C) (5)(M) <b>CA I</b> – (1)(C),(D) (6)(D) <b>CA II</b> – (1)(A),(B),(C),(D) (3)(A),(B) (4)(C)
The Kitchen & Customer Service	Career Prep	1.5 hr		1-18	(2)(A) (3)(C) (9)(H) (10)(A),(C),(E) (11)(B),(C),(D),(E), (F),(G),(H)	<b>Intro</b> – (5)(A),(B) (6)(A),(B) <b>CA I</b> – (1)(B) (5)(M) (6)(D) <b>CA II</b> – (1)(A),(B) (2)(A)
Becoming a Leader	Career Prep	1.5 hr		1-23	(2)(A) (3)(C),(E),(F) (10)(A),(B),(E) (12)(C),(G)	<b>Intro</b> – (6)(C) <b>CA I</b> – (1)(B) (2)(A) (5)(M) <b>CA II</b> – (1)(A) (2)(A)
Career Prep Unit Exam	Career Prep	.75 hr		1-29	All TEKS covered in various lessons may be tested	All TEKS covered in various lessons may be tested



# Suggested Curriculum Outline (Sample Page)

Lesson	Unit	Estimated Time	Actual Time	Page #	TEKS Align. for Food Production	TEKS Align. for Culinary Arts
Food Safety I	Safety & Sanitation	1.5 hr		2-2	(6)(A),(B),(C) (7)(A) (8)(A),(B),(C),(D),(E), (F),(G),(H) (10)(A),(E)	<b>Intro</b> – (2)(A),(C) <b>CA I</b> – (1)(C),(E) (3)(A) (4)(B) (5)(B),(M) <b>CA II</b> – (1)(D) (4)(B) (5)(A),(M)
Food Safety II	Safety & Sanitation	1.5 hr		2-7	(8)(C),(D),(E),(F),(H)	<b>Intro</b> – (2)(A),(B),(C) <b>CA I</b> – (1)(C),(E) (3)(A),(B) (4)(B) (5)(B),(M) <b>CA II</b> – (1)(B),(D) (5)(A),(M)
Food Safety III	Safety & Sanitation	1.5 hr		2-12	(6)(B) (8)(B),(C),(D),(E) (11)(H)	<b>Intro</b> – (2)(A),(B),(C) <b>CA I</b> – (3)(A) (5)(B),(M) <b>CA II</b> – (1)(D) (5)(A),(M)
Food Safety IV	Safety & Sanitation	1.5 hr		2-21	(6)(A),(C) (8)(A),(B),(C),(D),(E),(F)	<b>Intro</b> – (2)(A),(B),(C) <b>CA I</b> – (1)(C),(E) (2)(B) (5)(A),(M) (6)(B) <b>CA II</b> – (1)(D) (2)(B) (3)(A) (5)(A),(M)
Food Safety V	Safety & Sanitation	1.5 hr		2-28	(8)(B),(C),(D),(E),(G),(H)	<b>Intro</b> – (2)(E) <b>CA I</b> – (1)(C),(E) (2)(D) (5)(A),(M) <b>CA II</b> – (1)(D) (2)(D) (5)(A),(M)
Food Safety VI	Safety & Sanitation	1.5 hr		2-34	(8)(A),(B),(C),(D),(E),(F)	<b>Intro</b> – (2)(B),(C) (4)(B) <b>CA I</b> – (1)(C),(E) (3)(A),(B) (5)(B),(M) <b>CA II</b> – (1)(B),(D) (3)(A) (5)(A),(M)



## Suggested Curriculum Outline (Sample Page)

Lessons	Unit	Estimated Time	Actual Time	Page #	TEKS Align. For Food Production	TEKS Align. For Culinary Arts
Food Safety VII	Safety & Sanitation	1.5 hr		2-39	(6)I (8)(A),(B),(C),(D),(E)	<b>Intro –</b> (2)(B) (4)(B) <b>CA I –</b> (1)I,(E) (2)(D) (3)(A),(B) (5)(B),(M) <b>CA II –</b> (1)(B),(D) (2)I,(D) (3)(A) (5)(A),(M)
Food Safety VIII	Safety & Sanitation	1.5 hr		2-44	(8)(A),(B),(G)	<b>Intro –</b> (3)(A) <b>CA I –</b> (1)I,(E) (3)I (5)(B),(C),(M) <b>CA II –</b> (1)(B),(D) (3)I (5)(A),(B),(M)
Food Safety IX	Safety & Sanitation	1.5 hr		2-51	(7)I,(D),(E) (8)(B),(H)	<b>Intro –</b> (1)(B) (2)(B),(E) <b>CA I –</b> (1)I,(E) (4)(A) (5)(B),(M) <b>CA II –</b> (1)(D) (3)(A) (4)(A) (5)(A),(M)
Food Safety X	Safety & Sanitation	1.5 hr		2-58	(6)I (8)(A) (14)(A),(B)	<b>Intro –</b> (1)(B) <b>CA I –</b> (1)I,(E) (2)(B) (4)(A),(B ) (5)(B),(M) <b>CA II –</b> (1)(B),(D) (2)(B),(C) (4)(A) (5)(A),(M)
Food Safety Unit Exam	Safety & Sanitation	1.0 hr		2-60	All TEKS covered in various lessons may be tested	All TEKS covered in various lessons may be tested
Intro to Work Place Safety	Intro to Work Place Safety	1.5 hr		3-2	(3)(F) (6)(A),(B),(C) (7)(A),(B),(C),(D),(E),(F) (10)(A),(E) (14)(A)	<b>Intro –</b> (6)(A),(B) <b>CA I –</b> (1)(E) (4)(A),(B) (5)(B),(M) <b>CA II –</b> (1)(D) (4)(A)



## Suggested Curriculum Outline (Sample Page)

Lessons	Unit	Estimated Time	Actual Time	Page #	TEKS Align. for Food Production	TEKS Align. for Culinary Arts
Work Place Safety II	Intro to Work Place Safety	1.5hr		3-9	(6)(B) (7)(C)	<b>Intro –</b> (2)(B) (3)(B) (6)(B) <b>CA I –</b> (1)(C),(E) (4) (A),(B) (5)(B),(M) <b>CA II –</b> (1)(B),(D) (4)(A),(B) (5)(A)
Work Place Safety III	Intro to Work Place Safety	1.5 hr		3-15	(6)(B),(C) (7)(A),(B),(C),(D),(E) (10)(A),(E)	<b>Intro –</b> (1)(B) (3)(A) (6)(A),(B) <b>CA I –</b> (1)(C),(E) (4)(A),(B) (5)(B) <b>CA II –</b> (1)(B),(C),(D) (4)(A),(B) (5)(A),(M)
Work Place Diversity	Intro to Work Place Safety	1.0 hr		3-20	(1)(C),(F) (2)(A),(B),(D) (3)(F) (12)(C) (14)(B)	<b>Intro –</b> (5)(A) (6)(B),(D) <b>CA I –</b> (1)(B),(C),(D) (2)(A) <b>CA II –</b> (1)(A),(B),(C),(D) (2)(A) (5)(M)
Employee Training	Intro to Work Place Safety	1.75 hr		3-25	(2)(A),(C) (3)(C),(F) (10)(A),(E) (13)(F)	<b>Intro –</b> (6)(A) <b>CA I –</b> (1)(C) <b>CA II –</b> (1)(B)
Work Place Safety Unit Exam	Intro to Work Place Safety	.75 hr		3-31	All TEKS covered in various lessons may be tested	All TEKS covered in various lessons may be tested
Foodservice Nutrition I	Culinary Applications	1.5 hr		4-3	(9)(G)	<b>Intro –</b> To be determined <b>CA I –</b> To be determined <b>CA II –</b> To be determined
Foodservice Nutrition II	Culinary Applications	1.5 hr		4-9	(9)(G)(H)	<b>Intro –</b> To be determined <b>CA I –</b> To be determined <b>CA II –</b> To be determined
Weights & Measures	Culinary Applications	1.5 hr		4-16	(7)(G),(H) (9)(E),(F),(J) (10)(D),(E)	<b>Intro –</b> (3)(C) (4)(A),(E),(F) <b>CA I –</b> (1)(C) (3)(B) <b>CA II –</b> (4)(A)



# *Career Preparation:* **Introduction to Program**

<b>Length of Class:</b>	<b>1 session</b>
<b>Class Duration:</b>	<b>90 minutes</b>
<b>Lecture:</b>	<b>30 minutes</b>
<b>Instructor Demo:</b>	<b>10 minutes</b>
<b>Student Activity:</b>	<b>10 - 50 minutes</b>

## **Student Objectives:**

- Correctly explain the goals of the program
- Complete and finalize paperwork for program admissions
- Participate in personal introductions
- Participate in co-establishment of program rules and regulations
- Sign agreement to abide by rules and regulations
- Tour of training facility
- Participate in issuance of personal uniforms, equipment and training materials
- View introductory safety video

# Career Preparation: Introduction to Program

## Lecture Guide

- I. Program overview
    - A. Program duration
    - B. Program structure
      - 1. Distribution and review of syllabus
      - 2. What a typical day will be like
      - 3. Physical requirements
      - 4. How learning will occur
      - 5. Program timeline
  
  - II. Program goals
    - A. Production as the priority
    - B. Cognitive goals
    - C. ServSafe® and TDH sanitation certifications
    - D. Minimum standards and competencies
    - E. Practice, repetition and speed
    - F. Setting personal goals
    - G. Teamwork
    - H. Preparing for the workplace
  
  - III. Personal introductions
    - A. Instructor's self-introduction
    - B. Instructor's introduction of other staff in attendance
    - C. Instructor lead participant self-introduction
  
  - IV. Co-establishment of rules and regulations
    - A. Measurable behaviors vs. attitudes
    - B. Laws and standards of human behavior
    - C. Group establishment of rules and regulations that provide:
      - 1. Safe environment
      - 2. Fair environment
      - 3. Productive environment
      - 4. Learning environment
    - D. Group establishment of rewards and consequences
    - E. Group establishment of grievance policies
    - F. Review of established rules and written, signed commitment to abide
  
  - V. Issuing equipment and material
    - A. Supplemental written materials: additional materials as required by the school/instructor
    - B. Uniforms
      - 1. Clothes
      - 2. Shoes
- Instructor Demonstration:** "How to wear the uniform"
- C. Thermometers (optional)
  - D. Student culinary tool kits (optional)
  - E. Text books

**See:** *Sample Syllabus*

**See:** *Sanitation and Accreditation; Getting Started Guide FS Prep, 3<sup>rd</sup> Edition*

**See:** *\*Becoming a Foodservice Professional, Year 1, 2<sup>nd</sup> Edition, Intro, pp. 4-8*

**See:** *Sample Student Policies*

**See:** *\*\*ServSafe Essentials, 4<sup>th</sup> Edition, p. 4.12*

VI. Completion of outstanding paperwork

VII. Instructor question and answer

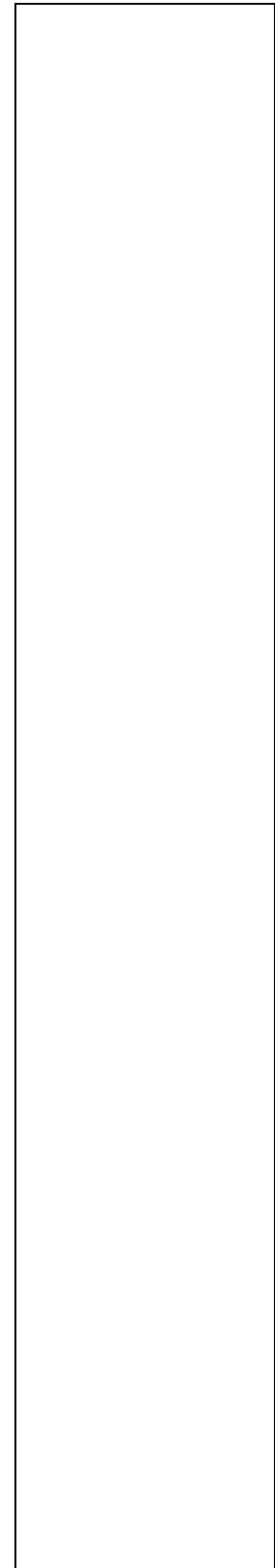
**Student Activity:** *Tour of training facility*

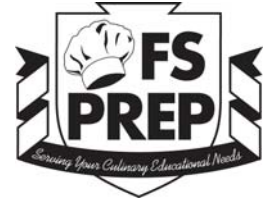
- A. Classroom
- B. Kitchen
- C. Office
- D. Storage
- E. Restrooms and changing facilities
- F. Lockers
- G. Laundry
- H. Designated break areas
- I. Emergency exits
- J. Fire and security
- K. First aid kit familiarization and emergency procedures
- L. Telephones and telephone regulations
- M. Visitor policy

**Reading Assignment:** *Becoming a Foodservice Professional, Year 1, 2<sup>nd</sup> Edition*, Intro, pp. 4-8, National Restaurant Association Educational Foundation (NRAEF).

*\*Becoming a Foodservice Professional, Year 1, 2<sup>nd</sup> Edition*, © 2005, National Restaurant Association Educational Foundation (NRAEF).

*\*\*ServSafe Essentials, 4th Edition*, © 2006. National Restaurant Association Educational Foundation (NRAEF).





# *Career Preparation:* **Overview of the Foodservice Industry**

**Length of Class:** 1 session  
**Class Duration:** 90 minutes

**Lecture:** 70 minutes  
**Student Activity:** 20 minutes  
**Optional Quiz:** 10 minutes

## **Student Objectives:**

- Accurately describe the traditional job positions and duties for the back of the house
- Accurately describe the traditional job positions for the beverage department and front of the house
- Accurately describe the job opportunities and scope of duties for administrative and support personnel
- List and describe at least four non-traditional foodservice-related careers
- Discuss the value of using a restaurant as a model business for developing universal business skills

## **TEKS Alignment:**

### **Food Production Management & Services:**

(1)(A); (2)(A); (3)(A),(C),(F); (10) (A),(B),(E); (11)(A),(B); (12)(G); (13)(A),(B),(C),(D),(E),(F); (14)(A)

### **Introduction to Culinary Arts**

(1)(A),(B),(C),(D); (6)(A),(B),(C),(D),(E)

### **Culinary Arts I**

(1)(A),(B),(C),(D); (4)(C); (5)(A),(M); (6)(C)

### **Culinary Arts II**

(2)(A); (3)(B);

# ***Career Preparation:*** **Overview of the Foodservice Industry**

## **Lecture Guide:**

- I. Introduction: Why a culinary class?
  - A. To create a culinary-focused learning program that will integrate portions of the existing secondary education with a realistic foodservice business laboratory
    - 1. All components of this program are designed to complement other departments and programs within the school and enhance the total learning experience.
    - 2. This program is designed to provide a culinary educational opportunity in which to apply what is learned to a real business environment.
  - B. To create a specialized culinary curriculum that will fit seamlessly with and complement the goals and objectives of local/state/federal secondary education requirements and guidelines
  - C. To prepare the student for a post-secondary foodservice education
  - D. To provide the student with the minimum knowledge, competencies and skill sets to start a successful culinary career in a rapidly growing industry
  
- II. Workplace guidelines: Year one
  - A. Attendance
  - B. Teamwork
  - C. Punctuality
  - D. Dependability
  - E. Fairness and honesty
  - F. Open and effective communication
  - G. Mutual respect and observance of protocol
  - H. Acceptance of personal responsibility and accountability
  - I. Commitment to meeting minimum standards
  
- III. Traditional career opportunities in foodservice (American)
  - A. Operations
    - 1. Back of the house (BOH)
      - a. Steward
      - b. Pantry/prep
      - c. Line cook
      - d. Roundsman
      - e. Sous chef
      - f. Executive chef/kitchen manager
      - g. Corporate executive chef
      - h. Independent chef/owner
    - 2. Front of the house (FOH)
      - a. Busperson
      - b. Runner/backwaiter
      - c. Waitstaff/frontwaiter
      - d. Cashier/greeter
      - e. Wine steward/sommelier
      - f. Dining room manager/maitre d'hôtel
      - g. Corporate service trainer

**See:** *Becoming a Foodservice Professional, Year 1, 2<sup>nd</sup> Edition, Intro, pp. 7-8*

**See:** *Professional Cooking, 6<sup>th</sup> Edition, pp. 9-13.*

B. Administrative and support positions

1. Administrative
  - a. Office support/coordinator
  - b. Assistant manager
  - c. General/unit manager
  - d. District/regional manager
  - e. V.P. operations
  - f. Independent restaurant owner
2. Support
  - a. Accounting
  - b. Bookkeeping
  - c. Human resources
  - d. Sales
  - e. Catering

IV. Non-traditional opportunities

- A. Independent consulting
- B. Foodservice employment services
- C. Home economists
- D. Research and development chefs
- E. Food styling
- F. Teaching and professional training
- G. Personal chef
- H. Foodservice writing
- I. Quality assurance
- J. Foodservice marketing, advertising and sales
- K. Food science and retail product development
- L. Crossover opportunities to grocery, HMR, QSR, catering
- M. Cruise lines, hotels, country clubs and resorts

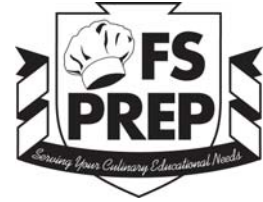
**Reading Assignment:** *Becoming a Foodservice Professional, Year 1, 2<sup>nd</sup> Edition*, NRAEF, Intro, pp. 7-8 and Intro, pp. 9-17.

*Professional Cooking, 6<sup>th</sup> Edition*, Wayne Gisslen, Chapter 1, pp. 9-13

**Recommended Video and Visual Aids:** Instructor-provided restaurant organizational chart and overhead of classic Brigade system (Chapter 1, pp. 9-13, *Professional Cooking, 6<sup>th</sup> Edition*, Wayne Gisslen).

*10 Good Reasons for a Career in Foodservice* video, TRAEF.

**See:** *Becoming a Foodservice Professional, Year 1, 2<sup>nd</sup> Edition, Intro, pp. 9-17*



# *Safety & Sanitation:* **Food Safety, Part I**

<b>Length of Class:</b>	<b>1 session</b>
<b>Class Duration:</b>	<b>90 minutes</b>
<b>Lecture:</b>	<b>30-60 minutes</b>
<b>Instructor Demo:</b>	<b>15 minutes</b>
<b>Optional Videos:</b>	<b>15-40 minutes</b>
<b>Optional Quiz:</b>	<b>10 minutes</b>

## **Student Objectives:**

- Identify different benefits of serving safe food
- Explain the different types of contamination
- Identify how foods become unsafe
- List TDH recommendations for demonstrated knowledge
- Demonstrate proper hand-washing procedures
- Identify the rules of a foodhandler's personal hygiene

## **TEKS Alignment:**

### **Food Production Management & Services:**

(6)(A),(B),(C); (7)(A); (8)(A),(B),(C),(D),(E),(F),(H); (10)(A),(E)

### **Introduction to Culinary Arts:**

(2)(A),(C)

### **Culinary Arts I:**

(1)(C),(E); (3)(A); (4)(B); (5)(B),(M)

### **Culinary Arts II:**

(1)(D); (4)(B); (5)(A),(M)

# Safety & Sanitation: Food Safety, Part I

## Lecture Guide

**Instructor's Note:** *The National Restaurant Association Educational Foundation ServSafe Instructor CD-ROM-English-4<sup>th</sup> Edition features fixed and customizable Microsoft® PowerPoint presentations as well as transparency masters and talking points.*

- I. Benefits of serving safe food
  - A. Food quality
    - 1. The quality-safety relationship
    - 2. Nutrition
    - 3. Taste
  - B. Profitability
    - 1. Legal and medical expenses
    - 2. Lost wages
    - 3. Lost productivity
    - 4. Indirect costs (negative publicity, loss of income)
    - 5. Loss of inventory
    - 6. Being shut down
  - C. Liability
    - 1. Lawsuits
    - 2. Compensatory damages
    - 3. Punitive damages
  - D. Marketing opportunities
    - 1. Internal
    - 2. External
- II. FDA/Texas requirements for "person in charge"
  - A. Temperatures
  - B. Times
  - C. Diseases and symptoms
  - D. Personal hygiene and illness
  - E. Control points
  - F. Equipment
  - G. Cleaning and sanitizing
  - H. Observations and recordkeeping
  - I. Enforcing minimum standards
- III. How food becomes unsafe
  - A. Hazards
    - 1. Biological
    - 2. Chemical
    - 3. Physical
  - B. Risks
    - 1. Contamination
    - 2. Cross-contamination
    - 3. Pathogenic growth
    - 4. Pathogenic survival

**See:** *ServSafe Essentials, 4<sup>th</sup> Edition, p.1.2 – 1.11*

**See:** *TFER Compliance Guide*

**See:** *ServSafe Essentials, 4<sup>th</sup> Edition, p.1.8 - 1.11*

- C. Sanitation defined
  - 1. Clean
  - 2. Sterile
  - 3. Sanitary
- D. Common factors in foodborne outbreaks
  - 1. Cooling
  - 2. Reheating
  - 3. Improper cooking
  - 4. Infected employees
  - 5. Cross-contamination
  - 6. Improper handling and storage

- IV. The safe foodhandler
  - A. Proper hand washing
    - 1. Hand-washing stations and supplies

**Instructor Demonstration**

- 2. Proper hand washing technique

**Instructor Demonstration**

- 3. When to wash hands
- 4. Hand care (nails, artificial nails, nail polish)
- 5. Jewelry restrictions (rings, earrings, studs, necklaces)
- 6. Gloves, tongs, deli tissues with RTE foods
- 7. Open cuts and sores
- B. Other hygiene rules
  - 1. Bathing
  - 2. Hair
  - 3. Uniforms
  - 4. Shoes
  - 5. Restrictions and exclusions due to illness
  - 6. Tasting procedures
  - 7. Smoking
  - 8. Restrooms
  - 9. Incompatible job duties
    - a. Working with raw and cooked foods
    - b. Working with dirty, then clean dishes and equipment

**Reading Assignments:** *Becoming a Foodservice Professional, Year 1, 2<sup>nd</sup> Edition*, NRAEF, Chapter 2; pp. 78-97.

*ServSafe Essentials, 4<sup>th</sup> Edition*, NRAEF, Sections 1 and 4, and Section 11, pp. 11.1-11.37.

**Video Recommendations:** ServSafe Steps to Food Safety: "Step 1: Starting Out with Food Safety", NRAEF, 12 minutes.

*ServSafe Steps to Food Safety: "Step 2: Ensuring Proper Personal Hygiene"*, NRAEF, 10 minutes.

**Resources:** *Texas Food Establishment Rules (TFER) Compliance Guide*, TRAEF.

National Restaurant Association Educational Foundation ServSafe Instructor CD-ROM, PowerPoint presentations. The ServSafe Instructor CD-ROM-English-4<sup>th</sup> Edition features fixed and customizable Microsoft PowerPoint presentations as well as transparency masters and talking points.

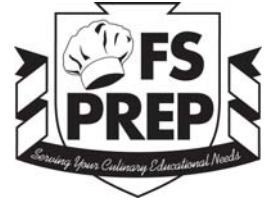
*ServSafe Instructor Guide, 4<sup>th</sup> Edition*, NRAEF.

**See:** *ServSafe Essentials, 4<sup>th</sup> Edition*, pp. 11.4 – 11.37

**See:** *ServSafe Essentials, 4<sup>th</sup> Edition*, p. 1.9

**See:** *ServSafe Essentials, 4<sup>th</sup> Edition*, pp. 11.10 - 11.12

**See:** *ServSafe Essentials, 4<sup>th</sup> Edition*, pp. 4.3 – 4.17



# *Safety & Sanitation:* **Food Safety, Part II**

<b>Length of Class:</b>	<b>1 session</b>
<b>Class Duration:</b>	<b>90 minutes Minimum</b>
<b>Lecture:</b>	<b>70-80 minutes</b>
<b>Optional Video:</b>	<b>10 minutes</b>
<b>Optional Student Activity:</b>	<b>10 minutes</b>
<b>Optional Quiz:</b>	<b>10 minutes</b>

## **Student Objectives:**

- Identify different types of foodborne illness, their sources and their symptoms
- Explain what is meant by potentially hazardous food
- Identify the conditions that promote rapid bacterial growth
- Define the temperature danger zone for food handlers

## **TEKS Alignment:**

### **Food Production Management & Services:**

(8)(C),(D),(E),(F),(H)

### **Introduction to Culinary Arts:**

(2)(A),(B),(C)

### **Culinary Arts I:**

(1)(C),(E); (3)(A),(B); (4)(B); (5)(B),(M)

### **Culinary Arts II:**

(1)(B),(D); (5)(A),(M)

# Safety & Sanitation: Food Safety, Part II

## Lecture Guide

**Instructor's Note #1:** The NRAEF ServSafe Instructor CD-ROM- English – 4<sup>th</sup> Edition features fixed and customizable Microsoft PowerPoint presentations as well as transparency masters and talking points.

**Instructor's Note #2:** This material is one of the most difficult segments for the students. Reinforce the importance of reading these chapters in advance of the lecture. If your schedule permits, it may be advisable to divide this segment into two classes instead of one.

- I. Categories of contamination
  - A. Chemical
    - 1. Pesticides
    - 2. Foodservice chemicals
    - 3. Additives and preservatives
    - 4. Toxic metals
  - B. Physical
    - 1. Glass
    - 2. Metal
    - 3. Jewelry
  - C. Biological
    - 1. Food intoxication
      - a. Staphylococcus
      - b. Botulism
      - c. Fish toxins
      - d. Plant toxins
    - 2. Food infections
      - a. Salmonellosis
      - b. E. coli 0157:H7
      - c. Campylobacteriosis
      - d. Hepatitis A
    - 3. Parasites
      - a. Trichinosis
      - b. Gastrointestinal worms
    - 4. Food allergies, molds and fungus
- II. Requirements for pathogenic growth
  - A. Protein
  - B. Water
  - C. pH (acidity)
  - D. Time and temperature (temperature danger zone)
  - E. Atmosphere
  - F. Definition of a P.H.F. (potentially hazardous food)

**See:** ServSafe Essentials, 4<sup>th</sup> Edition, pp. 1.6 – 1.9 and pp. 3.14 – 3.16

**See:** ServSafe Essentials, 4<sup>th</sup> Edition, pp. 3.17 - 3.18

**See:** ServSafe Essentials, 4<sup>th</sup> Edition, pp. 2.7, 3.4 – 3.14

**See:** ServSafe Essentials, 4<sup>th</sup> Edition, pp. 2.7 – 2.26

**See:** ServSafe Essentials, 4<sup>th</sup> Edition, pp. 2.27 – 2.34

**See:** ServSafe Essentials, 4<sup>th</sup> Edition, pp. 3.12 – 3.13

**See:** ServSafe Essentials, 4<sup>th</sup> Edition, pp. 1.7, 2.2 – 2.7

**Instructor's Sidebar:** Collect and provide students with current articles on foodborne illness outbreaks and encourage them to visit the Centers for Disease Control (CDC) official Web site at [www.cdc.gov/ncidod/eid/index.htm](http://www.cdc.gov/ncidod/eid/index.htm).

- III. Phases of bacterial growth
- A. Lag phase
  - B. Accelerated growth phase
  - C. Stationary phase
  - D. Decline phase

**Optional Student Activity:** Arrange a collaboration with the Biology Department to provide petri dishes, agar, incubators and microscopes to allow culinary students to grow cultures taken from individuals' fingernails, hair and saliva.

**Reading Assignment:** *ServSafe Essentials, 4<sup>th</sup> Edition*, NRAEF, Section 1, pp. 1.6 – 1.9, Section 2, pp. 2.7 – 2.34, and Section 3, pp. 3.4 – 3.18.

**Recommended Video:** *ServSafe Steps to Food Safety: "Step 2: Ensuring Proper Personal Hygiene"*, NRAEF, 10 minutes.

**See:** *ServSafe Essentials, 4<sup>th</sup> Edition*, pp. 2.8 – 2.9



# *Introduction to the Work Place:* **Introduction to Work Place Safety**

**Length of Class:** 1 session  
**Class Duration:** 90-135 minutes

**Lecture:** 70 minutes  
**Optional Guest Speaker:** 45 minutes  
**Optional Quiz:** 10 minutes

## **Student Objectives:**

- Identify two examples of employees' safety rights
- Identify two examples of employees' safety responsibilities
- Define the terms liability and worker's compensation
- Define the role and responsibilities of OSHA in workplace safety
- Describe the kinds of information found on a Material Safety Data Sheet
- Identify two contributors to electrical fires
- Identify two contributors to grease fires
- Name the four ways to put out a fire
- Identify the point where the individual should discontinue trying to control a fire, call 911, engage the alarm and initiate evacuation

## **TEKS Alignment:**

### **Food Production Management & Services:**

(3)(F); (6)(A),(B),(C); (7)(A),(B),(C),(D),(E),(F); (10)(A),(E); (14)(A)

### **Introduction to Culinary Arts:**

(6)(A),(B)

### **Culinary Arts I:**

(1)(E); (4)(A),(B); (5)(B),(M)

### **Culinary Arts II:**

(1)(D); (4)(A)

# *Introduction to the Work Place:* **Introduction to Work Place Safety**

## **Lecture Guide**

- I. Legal responsibilities
  - A. Employee's rights
    1. That the business premise is safe and free of hazards to the employee
    2. That the responsibility for providing a safe working environment is the responsibility of the business
    3. That the business reasonably alerts and trains employees regarding potential hazards connected to their job
    4. That the business posts safety advisories and hazardous material information in a manner that is accessible to the employee and appropriate to the hazard
  - B. Employee's responsibilities
    1. That the employee exercises reasonable care and common sense in the performance of his/her job
    2. That the employee attends scheduled safety training and clearly understand prescribed procedures
    3. That the employee follows prescribed safety procedures
    3. That the employee (when possible) rectifies an unsafe condition and reports any unsafe conditions to management immediately
    4. That the employee reports his/her inability to comply with a safety standard to the management
  - C. Liability and government regulation
    1. Foodservice operators that knowingly (or, in most cases, unknowingly) operate an unsafe working environment can be held liable (legally responsible) for workers' injuries on the job.
    2. Negligent foodservice operators in many states can be sued by an injured worker for damages.
    3. Negligent foodservice operators can also be fined and/or have criminal action taken against them by state and federal agencies.
    4. Workers injured on the job may be eligible for worker's compensation under a mandated state assistance program that provides payment for lost income, medical bills, rehabilitation and retraining.
    5. This is why most states require businesses to carry worker's compensation insurance.
  - D. OSHA (Occupational Safety and Health Administration)
    1. OSHA is a federal agency that creates and enforces regulations and rules that govern safety standards in the workplace.

**See:** *Becoming a Foodservice Professional, Year 1, 2<sup>nd</sup> Edition, pp. 132-133*

**See:** *Becoming a Foodservice Professional, Year 1, 2<sup>nd</sup> Edition, p. 133*

**See:** *Becoming a Foodservice Professional, Year 1, 2<sup>nd</sup> Edition, pp. 132-133*

**See:** *Becoming a Foodservice Professional, Year 1, 2<sup>nd</sup> Edition, p. 133-135*

2. Posted Advisories: OSHA requires foodservice operations to post an OSHA poster No. 2203 (see sample in *Becoming a Foodservice Professional, Year 1, 2<sup>nd</sup> Edition*, p. 133). This poster points out the provisions of the OSHA act. In addition to this, OSHA requires foodservice operations using hazardous chemicals (usually concentrated cleaning agents or pesticides) to post **Material Safety Data Sheets** (MSDSs). The manufacturer provides these sheets to the distributor and should be available to your business free of charge when you purchase the chemical. MSDSs should be posted in an area readily accessible to all employees and be maintained in sound condition. These sheets detailed information on each chemical and the type of danger each chemical poses.
- a. Manufacturer information
  - b. Product identification
  - c. Hazardous components
  - d. Physical data
  - e. Fire and explosion data
  - f. Reactivity data
  - g. Spill or leak procedures (safe cleanup)
  - h. Health hazard data
  - i. First aid
  - j. Special protection information
  - k. Additional information/precautions
3. Hazard communication programs:  
(HAZCOM) Posting written information is not enough. OSHA also requires foodservice operations to develop a hazard communication training program for employees based on hazard communication standards. In addition to training, the operations HAZCOM program should include:
- a. A written policy of compliance with OSHA standards
  - b. A regular inventory of hazardous chemicals
  - c. A designated storage area for chemicals
  - d. Easy-to-read labels on all containers used to store product
  - e. A written copy of the employee HAZCOM and HAZCOM training program

II. Fire and burn prevention

**Instructor's Sidebar:** *Invite a representative from your local fire department to be a guest speaker for this class. Request and arrange for tips and demonstrations on operating a fire extinguisher, establishing an evacuation plan, escaping a burning building, applying first aid for burn victims and CPR.*

**See:** *Becoming a Foodservice Professional, Year 1, 2<sup>nd</sup> Edition*, p. 135

**See:** *Becoming a Foodservice Professional, Year 1, 2<sup>nd</sup> Edition*, pp. 133-137

**See:** *Professional Cooking, 6<sup>th</sup> Edition*, pp. 36-37

**See:** *Becoming a Foodservice Professional, Year 1, 2<sup>nd</sup> Edition*, pp. 138-146

A. Fire hazards—besides food, the one thing all foodservice operations have in common is plenty of heat, gas, electricity, open flames and flammable materials. Foodservice employees should always be aware of the threat of an uncontrolled fire, burn hazards and victim treatment and they should know how to respond.

1. Electrical fires are commonly due to worn or inappropriate plugs frayed wires and damaged outlets. Overloading a single electrical outlet can be a hazard, as can old wiring, faulty fuses and broken circuit breakers.
2. Grease fires are usually associated with improperly cleaned and maintained equipment. Poorly maintained ventilation systems, including hoods and filters are a common source of devastating fires. Improperly cleaned and operated fryers and neglected pots and pans of hot oil left on a range top are also fire hazards. Grease fires can spread quickly to other combustible materials.
3. Other fires may be caused by chemical soaked rags left piled together which can lead to spontaneous combustion. Flammable materials left close to water heaters or cooking equipment can be a bad idea. Keep all areas clean and uncluttered. Keep flammables in a segregated storage area away from heat and food.

B. Detecting and controlling fires

1. Fire detectors fall into two categories; smoke and heat.
2. While the dining and non-food prep areas may use smoke detectors, most of the cooking areas in the kitchen will be using heat detectors that are calibrated to different temperatures based on the maximum amount of heat generated by different equipment.
3. Ventilation hoods usually provide the support platform for automatic fire suppression systems that will discharge an all-purpose fire retardant from a baffle positioned directly over the equipment used. These baffles can be individually calibrated to detect dangerous levels of heat according to peak demand heat levels in that cooking area. These baffles are connected to pressurized tanks of fire retardant located in a remote but accessible area. Automatic sprinkler systems are also desirable. All-purpose hand-held fire extinguishers of the A-B-C classification should be mounted close to where fire hazards are greatest.
  - a. Class "A" fires consist of ordinary combustible materials, like paper or cloth.
  - b. Class "B" fires consist of flammable liquids and gases, like grease and butane.
  - c. Class "C" fires involve live wiring or electrical equipment.
4. Personal firefighting—

The best way to control a small fire before it gets out-of-hand is to remember the rules for extinguishing a fire;

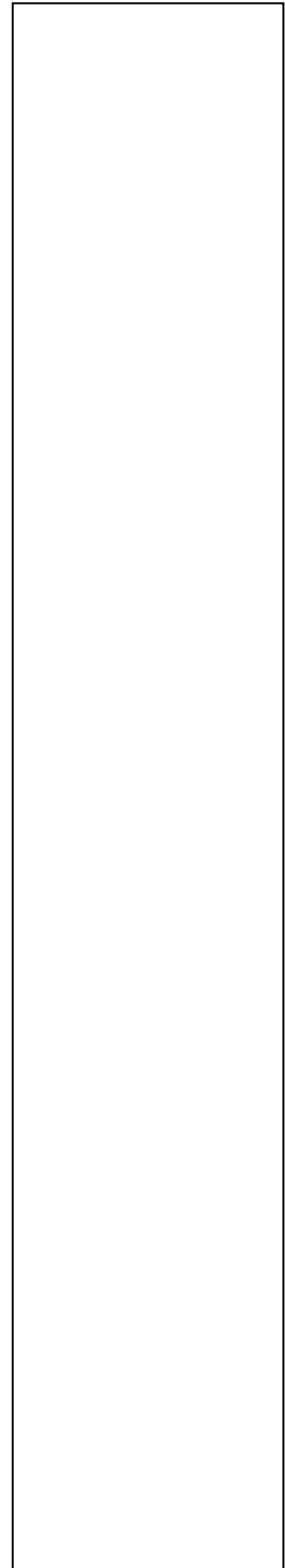
  - a. Don't panic
  - b. Alert others
  - c. Remove the fire's fuel supply

**See:** *Becoming a Foodservice Professional, Year 1, 2<sup>nd</sup> Edition, pp. 138-146*

**See:** *Becoming a Foodservice Professional, Year 1, 2<sup>nd</sup> Edition, pp. 138-146*

- d. Remove the fire's oxygen supply
  - 1) Cover the pan with a lid
  - 2) Place a sheet pan over the surface
  - 3) Simple cooking ingredients such as salt and baking soda can help to control small fires before they spread
- e. Reduce the fire's fuel supply below combustion levels
- f. Disrupt the flames' ability to spread with dry retardants
  - 1) Be familiar with how to operate fire suppression and extinguishing equipment
- h. Locate the nearest emergency exit before engaging the fire
- i. When in any doubt, or if the fire becomes too hot to stand close to, abandon your efforts and call 911
- j. Initiate the orderly evacuation of the premises
- k. Shut off the main gas valve
- l. Join others at a designated safe assembly point
- m. Inventory staff and inform fire/police department if someone is missing

**Reading Assignment:** *Becoming a Foodservice Professional, Year 1, 2<sup>nd</sup> Edition*, NRAEF, Chapter 3, pp. 132 -146.  
*Professional Cooking, 6<sup>th</sup> Edition*, Wayne Gisslen, Chapter 2, pp. 36-37.





# *Culinary Applications:* **Stock Production**

<b>Length of Class:</b>	<b>1-2 sessions</b>
<b>Class Duration:</b>	<b>90 minutes</b> ( <i>Divided, See Instructor's Note</i> )
<b>Lecture:</b>	<b>15-20 minutes</b>
<b>Instructor Demo:</b>	<b>15 minutes</b>
<b>Student Activity:</b>	<b>90 minutes</b>
<b>Optional Quiz:</b>	<b>10 minutes</b>

## **Student Objectives:**

- Describe the difference between the production of brown and white stocks
- Prepare a brown beef stock and a white chicken stock
- Describe the preparation and use of fish and vegetable stocks
- Define and demonstrate the term "reduction"
- Describe the use of prepared bases to enhance or replace stock
- Demonstrate the procedure for chilling and storing finished stocks and sauces

## **TEKS Alignment:**

### **Food Production Management & Services:**

(7)(H), (9)(E)

### **Introduction to Culinary Arts:**

(1)(B); (4)(A),(B),(C),(D)

### **Culinary Arts I:**

(2)(D); (3)(B),(C); (5)(M)

### **Culinary Arts II:**

(2)(D); (4)(A); (5)(H),(M)

## Culinary Applications: Stock Production

**Instructor's Note:** This segment is designed to be delivered in two sections, 90 minutes on the initial day and one hour at the beginning of the following day's class. This utilizes the long cooking times of the stocks (perhaps overnight for the brown stocks) to deliver the remainder of the lesson plan. Scheduling may require making special arrangements for the timing and delivery of the material and demonstrations to be covered. Plan well ahead for this class and provide periodic breaks to check products; allow adequate times at the end for cooling, storage and clean up.

### Lab and Lecture Guide

#### (Day One)

#### I. Classification of stocks (fonds)

##### A. White stocks

1. Chicken
2. Fish
3. Meat
4. Vegetable
5. Cooking time
6. Ingredient preparation
  - a. Vegetable cuts
  - b. Selecting seasonings

##### B. Brown stocks

1. Beef
2. Veal
3. Combination
4. Poultry
5. Vegetable
6. Cooking time
7. Ingredient preparation
  - a. Vegetable cuts

#### **Instructor Demonstration**

- b. Handling tomato products
- c. The "Maillard" reaction (The "Maillard" reaction occurs when tomato products are carmelized, enhancing the savory flavor of brown stocks and brown stock sauces.)
- d. Browning
- e. Selecting seasonings

#### II. Basic stock production

##### A. Mise en place

#### **Instructor Demonstration**

##### B. Mirepoix

#### **Instructor Demonstration**

- C. White mirepoix
- D. Selecting bones
- E. Washing and cutting bones
- F. Blanching bones
- G. Sachets

**See:** Professional Cooking, 6<sup>th</sup> Edition, pp. 153-155

**See:** Professional Cooking, 6<sup>th</sup> Edition, pp. 156-158

**See:** Professional Cooking, 6<sup>th</sup> Edition, pp. 153-158

**Instructor Demonstration**

- H. Water levels and temperatures
- I. Brown vs. white stocks
- J. Cooking times
- K. Skimming

**Instructor Demonstration**

- L. Straining
- M. Reduction
- N. Clarification

III. Convenience bases

- A. Advantages
- B. Disadvantages

**Student Activity:** Team preparation of two instructor-selected stocks utilizing the ingredients from Lesson "Pantry Prep Techniques I-Vegetable Preparations.

*Basic vegetable cuts*

- A. Work station setup
  - 1. Sanitizing
  - 2. Mise en place
  - 3. Equipment selection
  - 4. Stock production

**(Day Two)**

- 5. Straining and reduction

**Instructor Demonstration**

- 6. Chilling and storing

**Instructor Demonstration**

*(Instructor's Sidebar: Make sure to tie the cooling procedures into the sanitation and safety curriculum)*

Active lecture time: 15-20 minutes  
Dedicated lab time: 120 minutes  
Total dedicated instructor time: 150 minutes

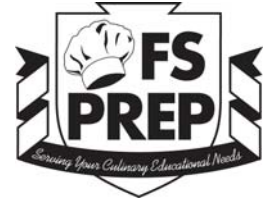
**Reading Assignment:** *Professional Cooking, 6th Edition*, Wayne Gisslen, Chapter 8, pp. 153-159.

**Resources:** *Cooking Essentials for the New Professional Chef*, Food and Beverage Institute, Chapters 6 and 13.  
*On Cooking: A Textbook of Culinary Fundamentals*, Labensky and Hause, Chapter 11.

**See:** *Professional Cooking, 6<sup>th</sup> Edition*, pp. 158-159

**See:** *Professional Cooking, 6<sup>th</sup> Edition*, pp. 153-159

**See:** *Professional Cooking, 6<sup>th</sup> Edition*, pp. 158-159



# *Culinary Applications:* **Deep Frying Techniques**

<b>Length of Class:</b>	<b>1-2 sessions</b>
<b>Class Duration:</b>	<b>90 minutes each</b>
<b>Lecture/Video:</b>	<b>40 minutes</b>
<b>Instructor Demo:</b>	<b>15 minutes</b>
<b>Student Activity:</b>	<b>160-185 minutes</b>
<b>Optional Quiz:</b>	<b>10 minutes</b>

## **Student Objectives:**

- Identify basic techniques of deep-frying selected foods
- Identify food classifications appropriate for deep-frying
- Discuss how pan-frying and deep-frying are different from one another
- Explain the basic setup for the deep-frying station
- Demonstrate the ability to execute selected basic recipes for deep-frying

## **TEKS Alignment:**

### **Food Production Management & Services:**

(7)(H); (8)(A),(B),(G); (9)(D),(E),(J)

### **Introduction to Culinary Arts:**

(1)(B); (2)(B); (3)(A),(B),(C); (4)(A),(B),(E)

### **Culinary Arts I:**

(1)(B); (3)(A),(B),(C); (4)(A); (5)(B),(C),(M)

### **Culinary Arts II:**

(1)(A),(B); (2)(D); (3)(A),(C); (4)(A); (5)(A),(B),(M)

# Culinary Applications: Deep-Frying Techniques

**Instructor's Note:** This module is designed as a companion to "Poultry Purchasing and Identification."

## Lecture Guide

- I. Pre-seasoning
  - A. "Dry" marinades
  - B. "Wet" marinades
  - C. Seasoning breading and batters
  
- II. Setting-up and operating the station
  - A. Breading and batters
    1. Pre-breading
    2. Batter or "wash"
    3. Final breading
  - B. Choosing an oil
    1. Types
      - a. Animal fats
        - 1) Lard
        - 2) Tallow
      - b. Specialized vegetable shortenings
      - c. Vegetable oils
    2. "Smoke points" and ignition temperatures of oils
    3. Temperature range for deep-frying—325°F-375°F
    4. Deep-frying times and temperatures
    5. Cooking with deep-fryers
      - a. Size and thickness of food
      - b. Type of food (chicken, fish, vegetable, etc.)
      - c. Desired degree of doneness
      - d. Bone in or bone-out?
      - e. Temperature of food to be fried (from frozen, refrigerated, etc.)
      - f. Browning characteristics
      - g. Batch size
      - h. Crust development
      - i. Moisture content
      - j. Recovery time
    - k. Preventing splash backs and spatters
      - 1) Wet foods
      - 2) Frozen foods
      - 3) Placing foods in deep-fryer
      - 4) Overloading fryer
    6. Tools and utensils
      - a. Long-handle tongs
      - b. "Spiders"
      - c. Baskets
      - d. Slotted and perforated pans and utensils
    7. Testing for doneness
    8. Draining fried foods
    9. Pre-blanching foods
    10. Holding fried foods
    11. Presentation and accompaniments

**See:** *Professional Cooking, 6<sup>th</sup> Edition*, pp. 141-142

**See:** *Professional Cooking, 6<sup>th</sup> Edition*, pp. 142-144

**See:** *Professional Cooking, 6<sup>th</sup> Edition*, p. 65

**See:** *Professional Cooking, 6<sup>th</sup> Edition*, pp. 383-385

**See:** *Becoming a Foodservice Professional, Year 1, 2<sup>nd</sup> Edition*, pp. 206-207

**See:** *Professional Cooking, 6<sup>th</sup> Edition*, p. 47

- 12. Parts of the fryer
  - a. Backsplash and basket rack
  - b. Vat and fill line
  - c. Heating elements or gas jets
  - d. Pilot light (gas only)
  - e. Thermostat and temperature control
  - f. Drains and filters
- 13. Maintaining and cleaning the deep-fryer

**Instructor Demonstration**

- a. When to change oil
  - 1) Regular schedule
  - 2) Frequency of use
  - 3) Types of food and breading
  - 4) Visual cues
    - a) Dark color
    - b) Off smells
    - c) Greasy, overly-browned product
    - d) Smoke or fumes
- b. Filtering the oil

**Instructor Demonstration:** *Setting up a deep-frying station and determining doneness by time, visual cues and touch.*

**Instructor Demonstration:** *How to place food into the deep-fat fryer. How to remove and drain food from deep-fat fryer.*

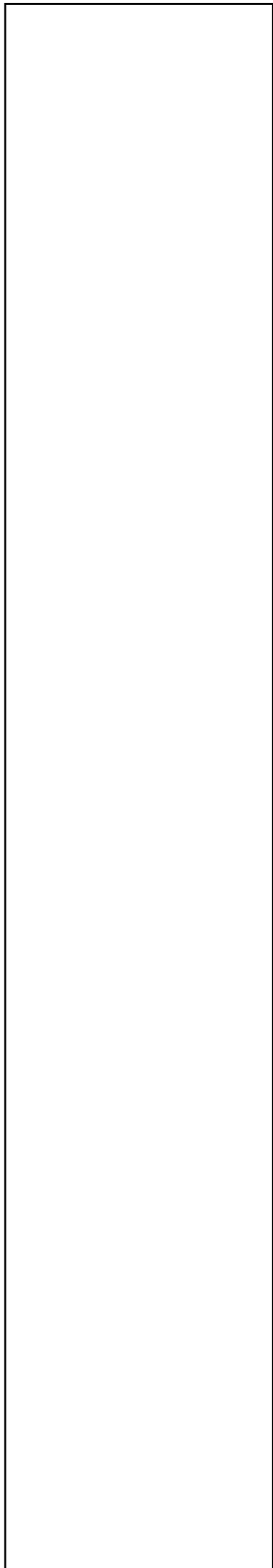
**Instructor Demonstration:** *Filtering and changing the oil in a deep-fat fryer.*

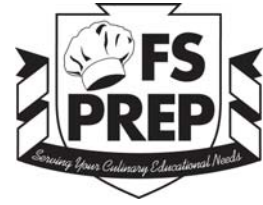
**Student Activity:** *Team-preparation of two or more instructor-selected recipes for deep-frying.*

**Student Activity:** *Calling and expediting orders (See Lesson 59: Introduction to Dining Room).*

**Reading Assignment:** *Becoming a Foodservice Professional, Year 1, 2<sup>nd</sup> Edition, NRAEF, Chapter 4, pp. 206-207. Professional Cooking, 6<sup>th</sup> Edition, Wayne Gisslen, Chapter 3, p. 47; Chapter 4, p. 65; Chapter 7, pp. 141-144; Chapter 13, pp. 383-385; Chapter 15, p. 479; Chapter 17, p. 556.*

**Resources:** *Cooking Essentials for the New Professional Chef, Food and Beverage Institute, Chapters 9, 17 and 18.*





# *Business Principles:* **Principles of Business**

<b>Length of Class:</b>	<b>1 session</b>
<b>Class Duration:</b>	<b>90 minutes</b>
<b>Lecture:</b>	<b>75 minutes</b>
<b>Student Activity:</b>	<b>15 minutes</b>
<b>Optional Quiz:</b>	<b>10 minutes</b>

## **Student Objectives:**

- Correctly define forms of business organization
- Demonstrate understanding and discuss the laws of supply and demand in a free market economy
- Describe the American free enterprise system
- Describe the business cycle
- Demonstrate an understanding of and discuss the relationship between competition and product differentiation
- List at least three foodservice operation categories
- List at least four reasons businesses fail

## **TEKS Alignment:**

### **Food Production Management & Services:**

(1)(A),(B),(C),(D),(E),(F); (2)(D); (3)(A); (4)(D); (11)(A),(B),(C),(D); (13)(A)

### **Introduction to Culinary Arts:**

(1)(A)

### **Culinary Arts I:**

(5)(A)

### **Culinary Arts II:**

(4)(C); (6)(A)

# ***Business Principles:*** **Principles of Business**

## **Lecture Guide**

- I. Forms of business organization
  - A. Sole proprietorship
  - B. General partnerships
  - C. Limited partnerships
  - D. Corporations
  - E. Sub chapter S corporations
  - F. Limited liability companies
  
- II. Types of foodservice operations
  - A. Independent
  - B. Multi-unit
  - C. Chain
  - D. Franchise
  
- III. Categories of foodservice operations
  - A. Quick-serve and counter service restaurants
  - B. Full-service restaurants
    - 1. Family
    - 2. Theme
    - 3. Café/coffee shop
    - 4. White tablecloth
  - C. Business and institutional dining
  - D. Cafeterias
  - E. Catering
  - F. Hotels
  
- IV. Risks and pitfalls of foodservice work
  - A. Working long hours
  - B. Working in a high-stress environment
  - C. Responsibility for yourself and your employees
  - D. Modest profit margins
  - E. Perishable inventory
  - F. Trend-driven industry
  - G. Extremely competitive
  
- V. Free market economy
  - A. Free enterprise system
  - B. Profit motive
  - C. Competition
    - 1. Defining competition
    - 2. Product differentiation
    - 3. Fair trade practices
    - 4. Anti-trust laws
  - D. The dynamic economy
  - E. Goods and services

*See: \*Professional Cooking,  
6<sup>th</sup> Edition, Chapter 1, pp.8-9*

- F. The business cycle
  - 1. Raw materials
  - 2. Transportation
  - 3. Fabrication
  - 4. Manufacturing
  - 5. Distribution
  - 6. Production
  - 7. Sales and marketing
  - 8. Information management
- G. Supply and demand
  - 1. Scarcity and supply
  - 2. Fluctuations in demand
  - 3. Elastic and inelastic demands and pricing
  - 4. Commodities
  - 5. Surplus, shortage and equilibrium
- H. Environmental factors
  - 1. Internal
  - 2. External
- I. Recognizing opportunity
  - 1. Research
  - 2. Personal experience and qualifications
  - 3. Building a business plan
  - 4. Start-up resources
  - 5. Developing partnerships
    - a. Community involvement
    - b. Networking
    - c. Personal reputation
- J. Why businesses fail
  - 1. Poor products
  - 2. Poor customer service
  - 3. Poor financial planning and management
  - 4. Location
  - 5. Undercapitalization
  - 6. Inconsistency of products and services
  - 7. Inadequate equipment and facilities
  - 8. Untrained employees
  - 9. Inadequate marketing initiatives
  - 10. Lack of innovation and flexibility

**Optional Student Activity:** *Do you have the right stuff? 15 minutes*

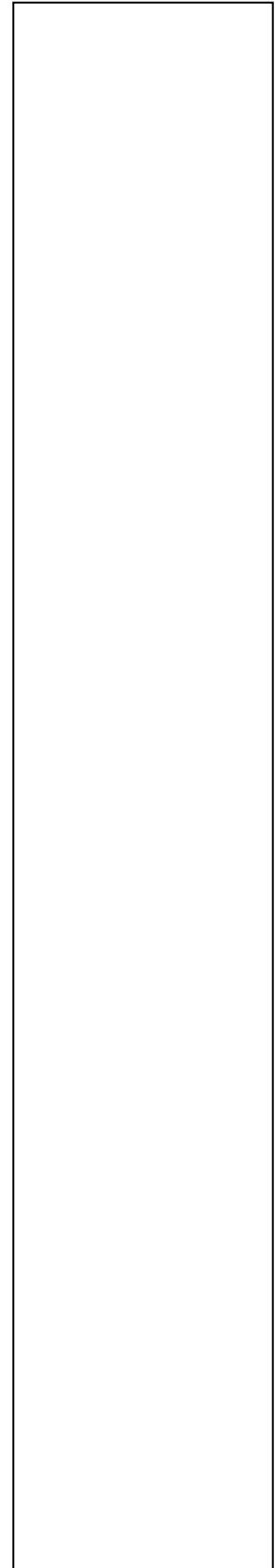
*Instructor's Note: Break class into small discussion groups and have them fill out an entrepreneurial assessment provided in textbook Entrepreneurship and Small Business Management, Chapter 2, p. 29.*

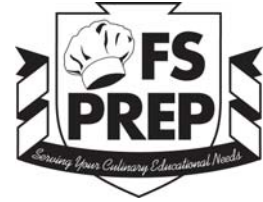
**Reading Assignment:** To be determined by instructor.

**Resources:** *Entrepreneurship and Small Business Management, 2nd Edition*, Meyer and Allen, © 2000 Glencoe/McGraw Hill, Chapters 1-3.

*Legal Aspects of Hospitality Management, 2nd Edition*, John E.H. Sherry, © 2001 National Restaurant Association Educational Foundation, Chapter 12.

*\*Professional Cooking, 6<sup>th</sup> Edition*, Wayne Gisslen, © 2007 John Wiley & Sons, Inc., pp. 8-9.





# *Operations:* Introduction to Effective Communication

<b>Length of Class:</b>	<b>1 session</b>
<b>Class Duration:</b>	<b>90 minutes</b>
<b>Lecture:</b>	<b>90 minutes</b>
<b>Optional Student Activity:</b>	<b>20 minutes</b>
<b>Optional Quiz:</b>	<b>10 minutes</b>

## **Student Objectives:**

- Discuss the model of human communication
- List four communication filters and how they impact interpersonal communication
- Discuss non-verbal communication and provide examples of non-verbal behavior
- Explain how the behavioral model of motivation is different from the other models presented
- Describe the process for effective listening

## **TEKS Alignment:**

### **Food Production Management & Services:**

(1)(C); (3)(G); (10)(B); (12),(A)

### **Introduction to Culinary Arts:**

(1)(B); (5)(B),(C); (6)(B)

### **Culinary Arts I:**

(1)(B); (2)(A); (5)(D)(M); (6)(D)

### **Culinary Arts II:**

(1)(A),(C); (2)(A); (5)(C),(M); (6)(D)

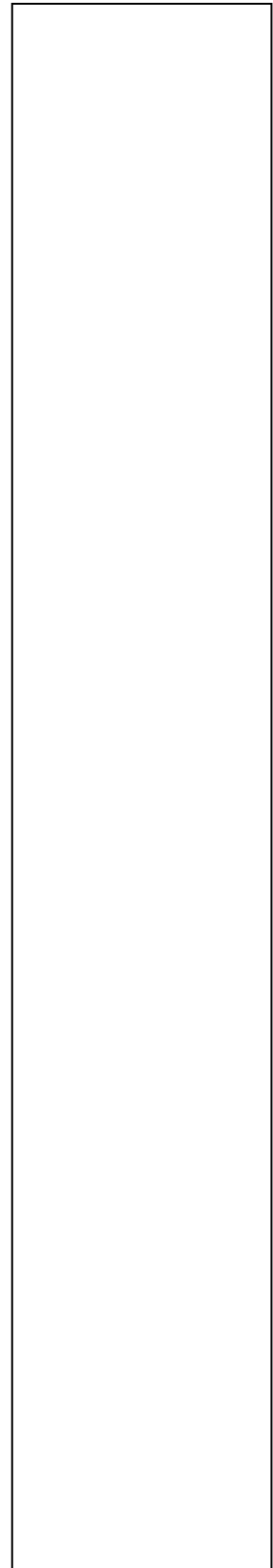
# ***Operations:*** **Introduction to Effective Communication**

**Instructor's Note:** This module is an effective companion lesson to "Customer Relations"

**Instructor's Note:** This module is designed to be delivered with the provided slide presentation "Effective Communication"

## **Lecture Guide**

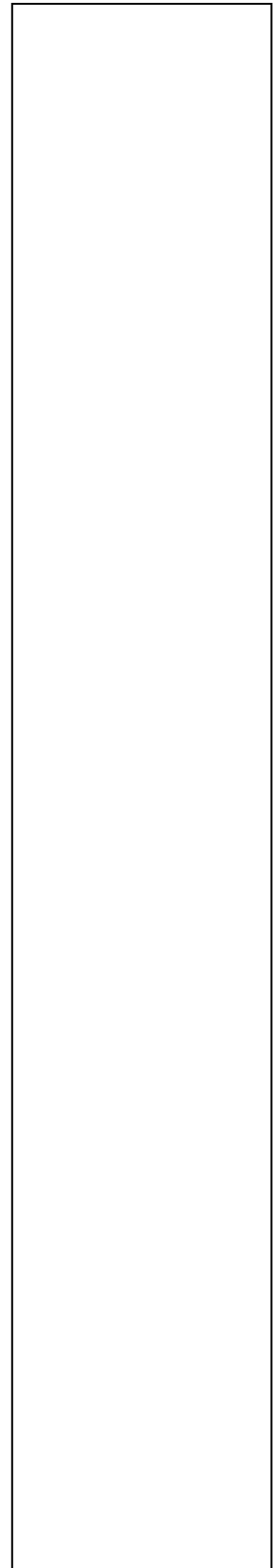
- I. The communication model
  - A. The idea
  - B. Translation into images and symbols (How does it appear mentally?)
    - 1. Visual images
    - 2. Words and language
    - 3. Other symbols or codes
    - 4. Sender filters
  - C. Selection of medium(s) for transmission (encoding)
    - 1. Verbal
    - 2. Non-verbal
      - a. Written language
      - b. Symbols and codes (mathematics, sign language)
      - c. Still and moving images
      - d. Body language
      - e. Environmental manipulation
  - D. Environmental factors and barriers
  - E. Reception of message by receiver
    - 1. Sensory reception of message
    - 2. Receiver filters
    - 3. Translation of symbols into mental images and concepts
    - 4. Rejection or understanding and acceptance
  - F. Response and feedback
- II. Filters and barriers to communication
  - A. Filters
    - 1. Education
    - 2. Ethnic background
    - 3. Age
    - 4. Gender
    - 5. Income level
    - 6. Nationality
    - 7. Other
  - B. Barriers to communication
    - 1. Personal and family attitudes
    - 2. Social and religious values
    - 3. Individual and group opinions
    - 4. Acquired prejudices



5. Preconceptions
    - a. Personal experience
    - b. Stereotyping
  6. Place (Does the environment allow a clear transmission?)
  7. Time (Is the timing right for the best reception?)
  8. Person (Are you sending the message to the correct person?)
  9. Behavioral inertia (Are you asking someone to change something that they have been doing for a long time? Smoking, for instance?)
  10. Medium (Have you picked the best way to deliver the message?)
  11. Competing messages (Are other sources delivering conflicting or competing information?)
  12. Feedback breakdown (Is something happening to confuse the sender about how the message was received?)
- C. Body language
1. Eye contact (based on personal filters)
  2. Personal space
    - a. Personal distance (under 3 feet)
    - b. Social distance
    - c. Public distance
  3. Touching (regional, cultural, gender)
  4. Gestures (regional, cultural)
  5. Symbols (and how they can confuse meanings)
  6. Environmental manipulation (physical barriers, height, distance)
- D. Effective (active) listening
1. Acknowledge speaker
    - a. Verbally
    - b. Non-verbally
  2. Clarify questions, even if you think you understand the first time
  3. Listen for the content of the message without passing judgment
  4. Place emotional response aside while listening, as it confuses the content
  5. Frequently go back and summarize what you have understood so far
  6. Do not interrupt; listen to complete message
- E. Sending a clear message
1. Describe what you want in detail
  2. Deliver the complete message
- F. Use behavioral terms
1. Is the action requested measurable?
  2. Is the action requested achievable and repeatable?
  3. Does the request relate only to the action desired?
  4. Are the consequences of the behavior (positive or negative) clear?
- G. Communicating with customers
- H. Communicating with the boss
- I. Communicating with co-workers

**Reading Assignment:** To be determined by instructor.

**Resources:** *Supervision in the Hospitality Industry, 5<sup>th</sup> Edition*, Miller, Porter and Drummond, © 2007 John Wiley & Sons, Inc., Chapters 4, 5, and 12.





# *Elective Lessons:* **Hors d'Oeuvres**

**Length of Class:** 1 session  
**Class Duration:** 90 minutes

**Lecture:** 90 minutes  
**Optional Instructor Demo:** 15 minutes  
**Optional Student Activity:** 135 minutes  
**Optional Quiz:** 10 minutes

## **Student Objectives:**

- Identify basic categories of hors d'oeuvres
- Differentiate between hors d'oeuvres and appetizers
- Define the steps of canapé production
- Demonstrate the ability to produce instructor-selected canapés, cocktails, tea sandwiches and crudités presentations
- Demonstrate the ability to select and execute appropriate dips and sauces for selected hors d'oeuvres
- Discuss the general principles of plate/platter presentation
- Demonstrate the ability to select and execute basic recipes appropriate for hot hors d'oeuvres

## **TEKS Alignment:**

### **Food Production Management & Services:**

(7)(H); (8)(A),(B),(E); (9)(D),(E),(F),(G),(J),(K); (10)(C),(D); (12)(G)

### **Introduction to Culinary Arts:**

(3)(A),(B); (4)(A),(B),(E),(F)

### **Culinary Arts I:**

(1)(E); (2)(D); (3)(A),(B),(C); (4)(A),(B); (5)(B),(C),(M)

### **Culinary Arts II:**

(2)(C),(D); (3)(C); (4)(A),(B); (5)(A),(B),(G),(I),(M)

## Elective Lessons: Hors d'Oeuvres

**Instructor's Note:** This module is designed as a stand-alone or as a part of a culinary practical examination to include a buffet and formal reception.

### Lecture Guide

- I. Hors d'oeuvres vs. appetizers
  - A. Special foods encountered away from dining table, unlike appetizers that are designed to be part of the meal
  - B. Usually bite sized
  - C. "Finger foods"
  - D. Hors d'oeuvres are foods outside a main meal that may share some of the same characteristics as an appetizer. An appetizer recipe may be adapted to become an hors d'oeuvre, but serves a separate function.
- II. Categories of hors d'oeuvres
  - A. Canapés
    - 1. Bite-sized open-faced sandwiches
    - 2. Combinations are limited only by skill, imagination, availability and cost
    - 3. Basic components of the canapé
      - a. The base
        - 1) Toast points or croutons
        - 2) Bread cut-outs
        - 3) Crackers, lavosh, flatbreads
        - 4) Tiny pastry shells, such as vol au vents, tartlets and barquettes
        - 5) Small pâte a choux shapes, such as profiteroles
        - 6) Vegetable cut-outs, such as mushroom caps, grilled eggplant
        - 7) Rounds, hollowed cherry tomatoes, Belgian endive leaves etc.

**Instructor's Note:** The base must be firm enough to allow for easily handling by the guest.

**Instructor's Sidebar:** Discuss preparing canapés from toast points as illustrated in *Professional Cooking, 6<sup>th</sup> Edition, Chapter 23, p. 757.*

- b. The spread or filling
  - 1) Soft enough to spread evenly but thick enough to cling to toppings
  - 2) Butter
  - 3) Compound and flavored butters
  - 4) Cream cheese
  - 5) Cheese spreads and flavored cream cheese
  - 6) Meat or fish salads, forcemeats and mousses
- c. The garnish
  - 1) The garnish may be the most important part of the canapé, such as a slice of smoked salmon dabbed with caviar, or, if the spreads' flavor is the focus, a simple caper, sprig of chervil or a cornichon fan may add the right flavor and color contrast.

**See:** *Professional Cooking, 6<sup>th</sup> Edition, pp. 755-759*

**See:** *Professional Cooking, 6<sup>th</sup> Edition, pp. 757*

**See:** *Professional Cooking, 6<sup>th</sup> Edition, p. 758*

**See:** *Professional Cooking, 6<sup>th</sup> Edition, pp. 758-760*

4. Assembling canapés
  - a) Assemble as close to serving time as possible to prevent sogginess or dehydration.
  - b) Use deep pre-preparation and assembly line production for large functions.
  - c) Make sure your flavor combinations work. The flavor of the canapé should be greater than the sum of its parts.

**Instructor's Sidebar:** Discuss the difference between canapés and tea sandwiches

- B. Cocktails
  1. Under the category of hors d'oeuvres, this usually refers to a combination of seafood or fruit mixed with a flavorful sauce.
  2. It may also refer to freshly-shucked bivalves such as clams and oysters served with accompaniments and/or condiments on the side.
  3. Fruit cocktails are usually served with sweetened citrus dressing and/or a complimentary liquor, such as melon balls with Grand Marnier.
- C. Relishes and relish trays
  1. Crudités
    - a. Raw vegetables
    - b. Cut into decorative, bite-sized shapes
    - c. Usually arranged on a platter, mirror or other common serving surface to emphasize color, shape and texture contrasts
    - d. Commonly served with a flavorful, complementary dip
    - e. Carrots, celery, radishes, broccoli florets, varied colors of bell pepper cherry tomatoes, fluted cucumber slices and cauliflower are frequently used. Special garnishing tools may be utilized to make decorative cuts
    - f. Crudités should be served chilled.
  2. Pickles
    - a. Preserved fruits and vegetables
    - b. Can be served separately or incorporated into a crudités display
    - c. Pickled items offer a wide range of flavors and colors.
    - d. Examples might be a variety of olives, spiced baby beets, pickled mushrooms, spicy peppers, dilled and sweet cucumbers and pickled green beans.
    - e. Crudités and pickle trays can make elaborate centerpieces for hors d'oeuvres tables.
    - f. Like crudités, pickles should be served well chilled, but are not traditionally served with dips.
    - g. Cheeses and cheese displays are common with buffet appetizer service, but should share the same serving platter or display surface as crudités. Keep them separated.
- D. Hot hors d'oeuvres
  1. Most anything that can be served as a hot appetizer can be adapted to an hors d'oeuvres format.
  2. Pastry shells such as profiteroles, tartlets, bouchées and barquettes can be stuffed and baked, or pre-baked and stuffed with hot fillings.

**See:** *Professional Cooking, 6<sup>th</sup> Edition, p. 760*

**See:** *Professional Cooking, 6<sup>th</sup> Edition, pp. 760-763*

**See:** *Pantry Techniques, Part II*

**See:** *Professional Cooking, 6<sup>th</sup> Edition, p. 763-782*

3. Other pastries or starch coatings can be used; phyllo or strudel dough can be wrapped around various fillings. Miniature calzones and empanadas can be created. Chinese wontons and pot stickers can make outstanding hot hors d'oeuvres. Small crab cakes and miniature quiches are always showstoppers. The secret to producing successful pastry-wrapped hors d'oeuvres is progressive cooking. These items cannot be prepared too far in advance, or they will become soggy and lose palatability. Accompanying sauces may be required.
4. Brochettes are always popular items. They can range from Indonesian satays to grilled fruit skewers. In order to increase eye appeal, ingredients should be cut uniformly. Disposable bamboo brochettes or stainless steel are both fine choices, although bamboo is disposable, it is not nearly as elegant as stainless or silver plate. Most brochettes require an accompanying dipping sauce.
5. Small meatballs, whether skewered or served individually, are always popular items. They may be made with an assortment of ground meats. Some of the most recognizable mainstays are Swedish meatballs, barbecue meatballs and keflar. Wrapped meat and vegetable combinations can also add excitement and variety to an hors d'oeuvres menu, such as dolmades and rumakis.

E. Sushi

Although once an obscure trend, sushi has become an American mainstay and one of the most popular hors d'oeuvres. It is a frequent customer request; training the pantry staff in the making of simple Nigiri and Norimaki Sushi is a sound investment.

F. General guidelines

1. Natural shape enhanced, not overly "fabricated"
2. Consistent cuts
3. Visual textures
4. Surprise and variety
5. Overcrowding
6. Color combinations, variety and placements
7. Symmetry and spacing
8. Working within the theme

**Optional Student Activity:** *Student designed, prepared and served RSVP stand-up reception for faculty. Activity may also be utilized as a team-based practical examination.*

**Reading Assignment:** *Professional Cooking, 6<sup>th</sup> Edition, Wayne Gisslen, Chapter 15, pp. 499-503; Chapter 23, pp. 756-782.*

**See:** *Professional Cooking, 6<sup>th</sup> Edition, pp. 499-503*