

DOCUMENT RESUME

ED 134 697

CE 009 167

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 TITLE Food Service: Production and Service:
 INSTITUTION Oklahoma State Dept. of Vocational and Technical
 Education, Stillwater. Curriculum and Instructional
 Materials Center.
 SPONS. AGENCY Mid-America Vocational Curriculum Consortium,
 Stillwater, Okla.
 PUB DATE 76
 NOTE 956p.; Best copy available
 AVAILABLE FROM Mid-America Vocational Curriculum Consortium, Inc.,
 1515 West Sixth Avenue, Stillwater, Oklahoma
 (\$19.00)

EDRS PRICE MF-\$1.67 Plus Postage. HC Not Available from EDRS.
 DESCRIPTORS Course Objectives; Curriculum Guides; Equipment;
 *Food Handling Facilities; *Food Service; *Food
 Service Occupations; *Foods Instruction;
 Instructional Materials; *Job Skills; Occupational
 Home Economics; Safety; Sanitation; Secondary
 Education; Supervisory Activities; *Unit Plan;
 Vocational Education

ABSTRACT

Instructional materials in the area of food service are presented in nine sections, each containing two or more units of instruction: Orientation, equipment, safety, sanitation, production, service, purchasing, menu planning, and supervision. The instructional materials are written in terms of student performance using measurable objectives. Criterion-referenced evaluation instruments are provided to measure student progress. Each unit contains objectives, suggested activities, instructional materials, and references. Information sheets, transparency masters, assignment and/or job sheets, and criterion tests are included. Drawings and photographs of equipment, utensils, processes, and products supplement the units. (MF)

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FOOD SERVICE: PRODUCTION AND SERVICE

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Developed by the
Curriculum and Instructional Materials Center
Oklahoma State Department of Vocational and Technical Education
for the
Mid-America Vocational Curriculum Consortium, Inc.

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Printed by

State Department of Vocational and Technical Education
Stillwater, Oklahoma 74074

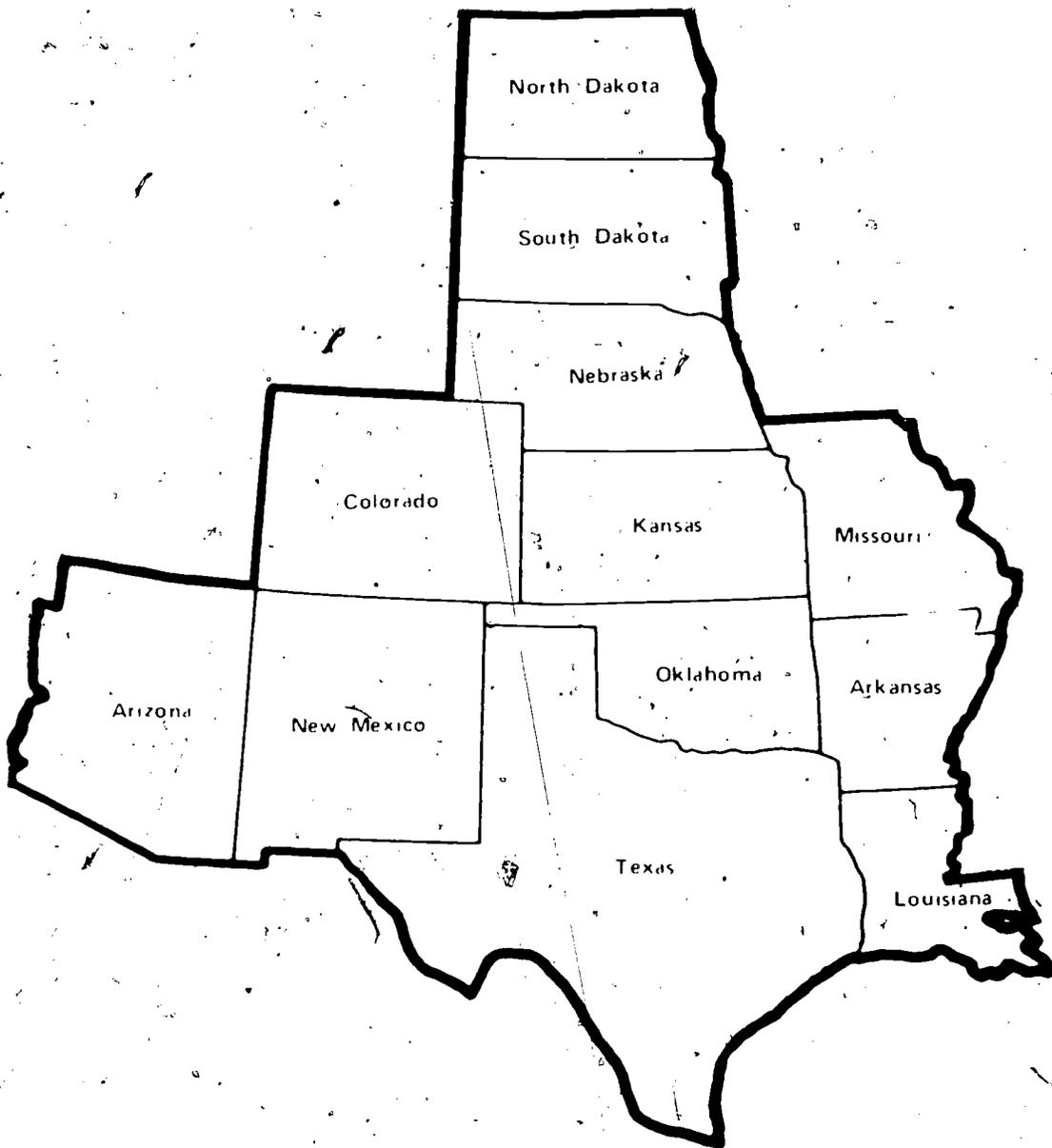


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FOREWORD

The Mid-America Vocational Curriculum Consortium, Inc. is a group of states striving to provide needed curriculum materials to the vocational instructors within the member states. Because this area of training, Food Service: Production and Service, is such an important and relevant area of instruction at this time, the members of MAVCC are especially pleased to have the opportunity to develop and disseminate this publication.

The purpose of this publication is to assist teachers in improving instruction. As these materials are used, it is hoped that student performance will improve and that students will be better prepared to assume a role in a food service occupation.

Instructional material in this publication is written in terms of student performance using measurable objectives. This is an innovative approach to teaching that accents and augments the teaching-learning process. Criterion referenced evaluation instruments are provided for a uniform measurement of student progress. In addition to evaluating recall information, teachers are encouraged to evaluate the other areas including process and product as indicated at the end of each instructional unit.

Every effort has been made to make this publication basic, readable, and, by all means, useable. Three vital parts of instruction have been intentionally omitted from this publication: motivation, personalization, and localization. These areas are left to the individual instructors and the instructors should capitalize on them. Only then will this publication really become a vital part of the teaching-learning process.

Ann Benson
Executive Director
Mid-America Vocational
Curriculum Consortium

ACKNOWLEDGMENTS

Appreciation is extended to those individuals who contributed their time and talents to the development of the *Food Service: Production and Service* curriculum.

Special appreciation is expressed to the Oklahoma State Department of Vocational and Technical Education, to the Oklahoma home economics supervisory staff, and to Virginia Lamb for developing the original commercial foods publication.

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Special appreciation to:

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Special thank-you to members of the Oklahoma State University Food Service Department:

Mr. Joe Blair, Director
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Mr. David James, Manager
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Gratitude is expressed to Sarah Mussett for editing and to Flo Eubanks and Debbie Burchette for assistance with research.

Special gratitude is expressed to Irene Clements and Clifton Braker for supervision during the writing of this manual.

Appreciation goes to the Graphics division: Bob Rea, Manager of Art and Layout, and Mike Adair, Jon Dickey, and Paul Evans, Illustrators, for the illustrations and drawings used in this publication; Cindy Johnson, Karen Bose, and others in Word Processing for typing.

The printing staff of the Oklahoma State Department of Vocational and Technical education are deserving of much credit for printing this publication.

USE OF THIS PUBLICATION

Instructional Units

The *Food Service: Production and Service* curriculum includes nine areas. Each area consists of one or more units of instruction. Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for teacher and students, information sheets, assignment sheets, job sheets, visual aids, tests, and answers to the test. Units are planned for more than one lesson or class period of instruction.

Careful study of each instructional unit by the teacher will help him/her determine:

- A. The amount of material that can be covered in each class period
- B. The skills which must be demonstrated
 - 1. Supplies needed
 - 2. Equipment needed
 - 3. Amount of practice needed
 - 4. Amount of class time needed for demonstrations
- C. Supplementary materials, such as pamphlets and filmstrips, that must be ordered
- D. Resource people that must be contacted

Objectives

Each unit of instruction is based on performance objectives. These objectives state the goals of the course, thus providing a sense of direction and accomplishment for the student.

Performance objectives are stated in two forms: unit objectives, stating the subject matter to be covered in a unit of instruction, and specific objectives, stating the student performance necessary to reach the unit objective.

Since the objectives of the unit provide direction for the teaching-learning process, it is important for the teacher and students to have a common understanding of the intent of the objectives. A limited number of performance terms have been used in the objectives for this curriculum to assist in promoting the effectiveness of the communication among all individuals using the materials.

Following is a list of performance terms and their synonyms which were used in this material:

<u>Name</u>	<u>Identify</u>	<u>Describe</u>
Label	Select	Define
List in writing	Mark	Discuss in writing
List orally	Point out	Discuss orally
Letter	Pick out	Interpret
Record	Choose	Tell how
Repeat	Locate	Tell what
Give		Explain

Order

Arrange
Sequence
List in order
Classify
Divide
Isolate
Sort

Distinguish
Discriminate

Construct

Draw
Make
Build
Design
Formulate
Reproduce
Transcribe
Reduce
Increase
Figure

Demonstrate

Show your work
Show procedure
Perform an experiment
Perform the steps
Operate
Remove
Replace
Turn off/on
(Dis) assemble
(Dis) connect

Reading of the objectives by the student should be followed by a class discussion to answer any questions concerning performance requirements for each instructional unit.

Teachers should feel free to add objectives which will fit the material to the needs of the students and community. When a teacher adds objectives, he/she should remember to supply the needed information, assignment and/or job sheets, and criterion tests.

Suggested Activities

Each unit of instruction has a suggested activities sheet outlining steps to follow in accomplishing specific objectives. The activities are listed according to whether they are the responsibility of the instructor or the student.

Instructor: Duties of the instructor will vary according to the particular unit. However, for best use of the material they should include the following: provide students with objective sheet, information sheet, assignment sheets, and job sheets; preview filmstrips; make transparencies; arrange for resource materials and people; discuss unit and specific objectives and information sheet; give test. Teachers are encouraged to use any additional instructional activities and teaching methods to aid students in accomplishing the objectives.

Student: Student activities are listed which will help the student to achieve the objectives for the unit.

Information Sheet

Information sheets provide content essential for meeting the cognitive (knowledge) objectives of the unit. The teacher will find that information sheets serve as an excellent guide for presenting the background knowledges necessary to develop the skills specified in the unit objective.

Students should read the information sheets before the information is discussed in class. Students may take additional notes on the information sheets.

Transparency Master

Transparency masters provide information in a special way. The students may see as well as hear the material being presented, thus reinforcing the learning process. Transparencies may present new information or they may reinforce information presented in the information sheets. They are particularly effective when identification is necessary.

Transparencies should be made and placed in the notebook where they will be immediately available for use. Transparencies direct the class's attention to the topic of discussion. They should be left on the screen only when topics shown are under discussion. (NOTE: Stand away from the overhead projector when discussing transparency material. The noise of the projector may cause the teacher to speak too loudly.)

Job Sheet

Job sheets are an important segment of each unit. The instructor should be able to and in most situations should demonstrate the skills outlined in the job sheets. Procedures outlined in the job sheets give direction to the skill being taught and allow both student and teacher to check student progress toward the accomplishment of the skill. Job sheets provide a ready outline for a student to follow if he/she has missed a demonstration. Job sheets also furnish potential employers with a picture of the skills being taught and the performances he/she might reasonably expect from a person who has had this training.

Assignment Sheet

Assignment sheets give direction to study and furnish practice for paper and pencil activities to develop the knowledges which are necessary prerequisites to skill development. These may be given to the student for completion in class or used for homework assignments. Answer sheets are provided which may be used by the student and/or teacher for checking student progress.

Test and Evaluation

Paper-pencil and performance tests have been constructed to measure student achievement of each objective listed in the unit of instruction. Individual test items may be pulled out and used as a short test to determine student achievement of a particular objective. This kind of testing may be used as a daily quiz and will help the teacher spot difficulties being encountered by students in their efforts to accomplish the unit objective. Test items for objectives added by the teacher should be constructed and added to the test.

Test Answers

Test answers are provided for each unit. These may be used by the teacher and/or student for checking student achievement of the objectives.

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TOOLS AND EQUIPMENT

Large Equipment

<u>Item</u>	<u>Description</u>	<u>Quantity</u>
1	Mobile cold pan	2
2	Hot food unit	1
3	Roll warmer	1
4	Solid top unit	2
5	Water station	1
6	Cashier's stand, mobile	1
7	Cold pan unit	2
8	Soft drink machine	1
9	Glass dispenser	1
10	Ice dispenser	1
11	Portable hot food table	1
12	Salad top refrigerator	1
13	Drawer base	1
14	Griddle	1
15	Frying machine	1
16	Refrigerator	1
17	Ice machine and storage bin	1
18	Hot food pass-through cabinet	1
19	Ice cream mart machine	1
20	Solid top counter	1
21	Tray, silver, and napkin dispenser	2
22	Work table, 72" x 30"	2
23	Work table, 84" x 30"	3
24	Slicer	1
25	Pass-through refrigerator	1
26	Work table, 48" x 30"	1
27	Table with sink	1
28	Cargo clipper	2
29	Portable cart	2
30	Vegetable sink	1
31	Disposer, 3/4 HP	2
32	Equipment stand	1
33	Baker's table	1
34	Mixer, 60 qt	1
35	Mixer, 20 qt	1
36	Pot sink	1
37	Steam cooker	1
38	Broiler	1
39	Range	2
40	Fryer	2
41	Vertical cutter mixer	1
42	Proofing cabinet	1
43	Cooling rack	1
44	Convection oven	1
45	Dishwasher	1

<u>Item</u>	<u>Description</u>	<u>Quantity</u>
46	Disposer and spray unit	1
47	Clean dish table	1
48	Soiled dish table	1
49	Pass-through tray return	1
50	Walk-in refrigerator	1
51	Walk-in freezer	1
52	Wire shelving	(depends on storage area)
53	Commercial type washer	1
54	Commercial type dryer	1

Small Equipment
(For 200 persons/day capacity)

<u>Item</u>	<u>Description</u>	<u>Quantity</u>
1	Coffee urn, 2 1/2 gal	1
2	Ash tray, 3 3/4" square	9 dozen
3	Basket, bread, wire mesh	24
4	Beater, egg, rotary manual commercial, 12 1/2" long	2
5	Board, cutting, 12" x 18" x 1/2", white	3
6	Board, cutting, 18" x 24" x 1/2"	3
7	Bowl, baker, 30 qt stainless steel and stand	1
8	Bowl, mixing, 5 qt, stainless steel	4
9	Bowl, round salad, 8 qt	2
10	Bowl, stainless steel, 3/4 qt	4
11	Box, cash, with lock	3
12	Brush, clean-up, 8"	6
13	Brush, machine, 8"	3
14	Brush, pastry, 2"	36
15	Brush, scrub, 20"	6
16	Brush, oven, with scraper	2
17	Brush, steel wire, 14"	6
18	Brush, pot and pan, nylon	6
19	Brush, vegetable, 5 1/2"	12
20	Cabinet, first aid, metal	1
21	Cake, breaker	1
22	Cake, cooler, 16" x 24"	6
23	Cans, garbage, 32 gal	6
24	Grill screen holders, with ctn of 10' screens	6
25	Cleaver, high carbon, 6 3/4" x 2 5/8" blade	3
26	Coffee decanter	12
27	Coffee maker, 55 c, automatic	1

<u>Item</u>	<u>Description</u>	<u>Quantity</u>
28	Coffee warmer, double automatic	2
29	Colander, 11 qt, aluminum	1
30	Colander, 3 qt, aluminum	1
31	Colander, 16 qt, aluminum	1
32	Cruet, vinegar, 6 oz	3
33	Cup, measuring, stainless steel, 2 qt capacity	6
34	Cup, measuring, aluminum, 1 c capacity	12
35	Cup, measuring, aluminum, 1 qt capacity	6
36	Cup, measuring, aluminum, 4 qt capacity	4
37	Cutter, bun, 3", stainless steel	3
38	Cutter, cheese, chrome-plated,	4
39	Cutter, cookie, 2 1/2"	3
40	Cutter, donut, commercial biscuit and donut	6
41	Cutter, pizza, 2 3/4" blade or equal	2
42	Dipper, 1 qt, stainless steel	4
43	Disher, size 70	4
44	Disher, ice cream, 12 dip, stainless steel	4
45	Disher, ice cream, 16 dip, stainless steel	6
46	Disher, ice cream, 20 dip, stainless steel	4
47	Disher, ice cream, 30 dip, stainless steel	4
48	Disher, ice cream, 40 dip, stainless steel	4
49	Dish machine glass rack, 19 1/2" x 19 1/2", heavy duty plastic	8
50	Dish machine open cup and bowl rack, 19 1/2" x 19 1/2", heavy duty plastic	2
51	Dish machine rack, heavy duty plastic	2
52	Dish machine plate racks, 19 1/2" x 19 1/2", heavy duty plastic	6
53	Dish machine cup rack, heavy duty plastic, 20 c rack	2
54	Cup saver, 14" x 18", fiberglass	6
55	Dispenser, straw	2
56	Dredger (spakers), 2 3/4" x 3 3/4"	24
57	Dust pans, heavy duty	2
58	Egg slicer, two-way, aluminum alloy	2
59	Tray	25 dozen
60	Stainless steel flatware	
	Teaspoon	81 dozen
	Restaurant fork	54 dozen
	Knife, serrated edge	36 dozen
	Oval bowl spoon	24 dozen
61	Pot, thermos type, tiger	4
62	Bin, 18" x 26" x 6", clean polycarbonate material	6
63	Coffee brewer, 19" high x 23" wide x 8" deep	1
64	China	
	Plate, 9" (packed 2 doz per ctn)	24 dozen
	Cup, 6 3/4" oz (packed 3 doz per ctn)	24 dozen
	Saucer, 5" (packed 3 doz per ctn)	24 dozen
	Plate, 6", pie and salad (packed 3 doz per ctn)	24 dozen
	Fruit dish, 4 5/8" (packed 3 doz)	36 dozen
	Soup bowl, 12 oz (packed 3 doz)	24 dozen

<u>Item</u>	<u>Description</u>	<u>Quantity</u>
65	Funnel, 6 3/4 oz/	1
66	Funnel, plastic, 16 oz	6
67	Glass, heat-treated, 12 oz	60 dozen
68	Grater and shredder, stainless steel, cuts 4 sides	2
69	Ice pick	3
70	Knife, boning, 5"	6
71	Knife, bread, serrated blade, stainless steel	2
72	Knife, French, 9"	8
73	Knife, French, 12"	4
74	Knife, grapefruit, 3 1/2"	2
75	Knife, lunch slicer, 12"	2
76	Knife, paring, 3 1/2"	24
77	Knife, pie, 4" x 2"	2
78	Knife, steak, 12"	1
79	Ladle, 2 oz, stainless steel	4
80	Ladle, 8 oz, stainless steel	4
81	Lazy Susan server f/(rack) dressing.	3
82	Mitt, oven, insulated, asbestos	12
83	Mixer, portable, hand, 3 speed	1
84	Mold, individual, 4 1/4 oz, aluminum	6 dozen
85	Mold, fluted buffet, 3 qt	6
86	Mold, melon, 1 qt	6
87	Mold, ring, salad, 1 1/2 qt, 9"	6
88	Mop stick, white janitor, 7" head, 63" long	3
89	Mop bucket, 18 qt, galvanized	2
90	Mop bucket, oval w/#00 wringer, 26 qt, galvanized, casters, detachable wringer	2
91	Napkin vendor stainless steel	4
92	Opener, can, hand operated	2
93	Opener, carton, utility knife	1
94	Pan, bake, aluminum	6
95	Pan, bake, aluminum	12
96	Pan, bake, aluminum	12
97	Pan, bread, #3 re-tinned	1 dozen
98	Pan, cake, angel food	6
99	Pan, cake, 9" round x 1 1/2" deep	24
100	Pan, cake, square, aluminum 9" x 9" x 1 3/4"	12
101	Pan, dish, 14 qt, aluminum	2
102	Pan, dish, 21 qt, aluminum	2
103	Pan, double boiler, 5 1/2 qt inside, 8 qt outside	2
104	Pan, double boiler, 8 qt inside, 9 qt outside	2
105	Pan, fry, aluminum, 10"	3
106	Pan, muffin	12

<u>Item</u>	<u>Description</u>	<u>Quantity</u>
107	Pan, pie, 9" x 1 1/8", aluminum	24
108	Pan, roaster, heavy duty	1
109	Pan, roaster, oblong, with lid	1
110	Pan, sauce, 1 qt, aluminum	3
111	Pan, sauce, with cover, 1 1/2 qt, aluminum	
112	Pan, sauce, with cover, 4 1/2 qt, aluminum	
113	Pan, sauce, with cover, 20 qt, aluminum	1
114	Pan, sauce, with cover, 8 1/2 qt, aluminum	3
115	Pan, sheet cake, 18" x 26"	60
116	Pan, skillet, cast iron with HL-SC cover, 10 1/2"	4
117	Pan, steam table, 2/3 (4" dp-20 gal) stainless steel	6
118	Pan, steam table, 1/2 (2 1/2" dp-20 gal) stainless steel	8
119	Pan, steam table, 1/3 (2 1/2" dp-20 gal) stainless steel	6
120	Pan, steam table, 1/3 (6" dp-20 gal) stainless steel	4
121	Pan, steam table, full (2 1/2" dp-20 gal) stainless steel	12
122	Pan, steam table, full (6" dp-20 gal)	6
123	Pan, steam table, 2/3 (2 1/2" dp-20 gal) stainless steel	12
124	Steam table cover, notched, full size	12
125	Steam table cover, notched, 2/3 size	4
126	Steam table cover, notched, 1/2 size	4
127	Steam table cover, notched, 1/3 size	2
128	Pastry bag, 14" x 9 1/2"	12
129	Pastry blender, 6" stainless steel spring wire and stainless steel handle	12
130	Pastry decorating tube set, 26 tubes	1
131	Peeler, vegetable, knee action	24
132	Pie marker, 9", 7 cut	2
133	Pitcher, batter, 2 qt	2
134	Pitcher, water, 2 qt, stainless steel	8
135	Platform truck, capacity 600 lb	1
136	Pot, stock, with cover, 3 gal, aluminum	2
137	Pot, stock, with cover, 10 gal, aluminum	1
138	Pot and pan rack, chrome plated, 4' long x 74" high x 18" wide, 5 shelves with casters	2
139	Punch bowl with stand and ladle, 4 gal (ladle, Curacite, 14" / 6 oz)	1
140	Rolling pin, heavy duty with revolving handles, 15" x 2 3/4"	4
141	Baker's dough scale	1
142	Scale, portion	4
143	Scissors, kitchen, swing apart	2
144	Scoop, kitchen, 1 qt	6
145	Scraper, bowl	3

<u>Item</u>	<u>Description</u>	<u>Quantity</u>
146	Scraper, bakery	6
147	Scraper, plate, oblong	12
148	Scraper, pan and grill, rosewood handle	2
149	Scraper, plate, jumbo	12
150	Screwdriver, hand, 4"	1
151	Shakers, salt and pepper, drip-cut #202, 1/2 salt-1/2 pepper	6 dozen
152	Shears, kitchen, 8" poultry	2 pair
153	Sifter, flour, 2 qt, tin, Metropolitan wire goods	3
154	Skimmer, kitchen, 6"	3
155	Spatula, 1 1/4" x 8"	12
156	Spatula, 10" x 1 1/2", frosting	4
157	Spoon, measuring, 4 spoons to a set, aluminum	12 sets
158	Spoon, stainless steel, 13 1/4" long, solid	12
159	Spoon, stainless steel, 13 1/4" long, slotted	12
160	Spoon, stainless steel, 13 1/4" long, perforated	12
161	Spoon, wooden, 15"	4
162	Spreader, sandwich, 1" x 3 1/2"	4
163	Steel knife sharpener	1
164	Stool, kitchen step, 24" red	1
165	Strainer, coarse, 8" wire	6
166	Strainer, fine, 8" wire	2
167	Strainer, kitchen, 10 1/4", heavy duty	1
168	Thermometer, meat, 140° to 200°	4
169	Thermometer, candy	2
170	Thermometer, oven dial type	4
171	Thermometer, refrigerator	4
172	Thermometer, water	2
173	Thermometer, pocket (full range), up to 500°	2
174	Timer, oven	3
175	Toaster, commercial	1
176	Tongs, 16" long, stainless steel, spring tong	6
177	Tongs, pom, 12"	6
178	Tongs, utility, 10" spring, stainless steel	12
179	Tray, oval, silver glow, 24" x 19"	4
180	Tray stand, folding, 30" high open 16" x 18" chrome legs	2
181	Turner, cake, 4" x 2", stainless steel blade	3
182	Turner, cake, tapered blade, 4" x 2"	3
183	Turner, hamburger, stainless steel blade, 3" x 8"	6
184	Whip, wire, 10" fine	3
185	Whip, wire, 14" fine	3
186	Whip, wire, 16" fine	3
187	Whip, wire, 18" coarse	2
188	Whip, wire, 18" fine	2
189	Steel knife stone	1
190	Scale, platform, 0-100 lb	1

FOOD SERVICE INDUSTRY
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to name the types of food service operations, distinguish between types of food service jobs, and name the opportunities for such employability. The student should be able to analyze a food service operation. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Discuss statistics of the food service industry.
2. List reasons for growth of the food service industry.
3. Name the types of food service operations.
4. Distinguish between types of food service jobs.
5. Name the ways to achieve job advancement in the food service industry.
6. Name the advantages of employment in the food service industry.
7. Select from a list ways to obtain training in the food service industry.
8. Name the reasons training in the food service industry is important.
9. List food service operations in the community.
10. Analyze food service operation.

FOOD SERVICE INDUSTRY UNIT I

SUGGESTED ACTIVITIES

I. Instructor:

- A. Prepare bulletin board, "Food Service Careers" or "Restaurant Menus of the Community."
- B. Contact local food service person to speak to class on opportunities in the job market that are unique to food service.
- C. Arrange field trip to food service operation.
- D. Secure National Restaurant Association bulletin on latest statistics.
- E. Provide student with objective sheet.
- F. Provide student with information and assignment sheets.
- G. Make transparencies.
- H. Discuss unit and specific objectives.
- I. Discuss information and assignment sheets.
- J. Give test.

II. Student:

- A. Read objective sheet.
- B. Study information sheet.
- C. Complete assignment sheets and turn in to instructor.
- D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objective sheet
- B. Information sheet

C. Transparency masters

1. TM #1--Career Ladder in Food Service Industry
2. TM #2--Hospitality Education Career Tree

D. Assignment sheets

1. Assignment Sheet #1--List Food Service Operations in Community
2. Assignment Sheet #2--Analyze Food Service Operation

E. Test

F. Answers to test

II. References:

- A. Cornelius, Ethelwyn G. *Food Service Careers*. Peoria, Illinois; Chas. A. Bennett Company, Inc., 1974.
- B. Villella, Joseph A. *The Hospitality Industry: The World of Food Service*. New York: McGraw-Hill, 1975.

FOOD SERVICE INDUSTRY
UNIT I

INFORMATION SHEET

- I. Statistics of the food service industry
 - A. Thirty-eight billion meals are eaten outside the home yearly
 - B. Americans spend 45 billion dollars for food outside the home yearly
 - C. Food service industry will need 25,000 employees yearly to satisfy the growth of food business
 - D. Food service industry ranked fourth in dollar volume sales in 1971
 - E. Food service operations spend 34 billion dollars yearly to purchase food
- II. Reasons for growth of the food service industry
 - A. Ease of travel
 - B. Increased population
 - C. Wider distribution of wealth
 - D. Increased leisure time
 - E. New industrial developments
- III. Types of food service operations
 - A. Fast-food service
 - B. Single line traffic service
 1. Cafeteria
 2. Drug store counter
 3. Institutional
 - a. School
 - b. College
 - c. Hospital-Employee
 - d. Industry

INFORMATION SHEET

C. Self-service

1. Vending
2. Snack bar

D. Table service

1. Restaurant
2. Hotel/motel
3. Drive-in
4. Coffee shop
5. Club
6. Dietary
 - a. Nursing home
 - b. Retirement home
 - c. Hospital

E. Special service

1. Hotel/motel room delivery
2. Flight feeding
3. Catering
 - a. Delivery
 - b. Home service
4. Buffet
5. Emergency feeding
6. Military feeding

F. Scramble service--Customers move from area to area to pick up food items

INFORMATION SHEET

IV. Types of food service jobs (Transparency 1)

A. Entry level jobs

1. Bus person
2. Dishwasher
3. Salad person
4. Fry cook
5. Waiter or waitress
6. Fountain person
7. Kitchen helper
8. Dietary aid
9. Baker's assistant

B. Technical or skilled jobs

1. Second cook
2. Breakfast cook
3. Vegetable cook
4. Broiler cook
5. Baker
6. Butcher
7. Dietary technician
8. Purchasing agent
9. Host or hostess
10. Cashier or checker

C. Supervisory jobs

1. Chef
2. Food service operation supervisor
3. Storeroom supervisor
4. Food service kitchen supervisor

INFORMATION SHEET

- D. Management jobs
 - 1. Manager/owner
 - 2. Assistant manager
 - 3. Food production manager
 - 4. Personnel director
 - 5. Dietitian
 - 6. Executive chef
- V. Ways to achieve job advancement
 - A. Length of service
 - B. Promotion from within
 - C. On-the job training
 - D. Recommendation from another employer
 - E. Additional education
- VI. Advantages of employment in food service industry (Transparency 2)
 - A. Expanding industry
 - B. Year round employment
 - C. Advancement through experience
 - D. Job opportunities
 - E. Mobility
 - F. Self employment
 - G. Fringe benefits
- VII. Training in the food service industry
 - A. Vocational
 - 1. High school
 - 2. Area school
 - 3. Technical institute

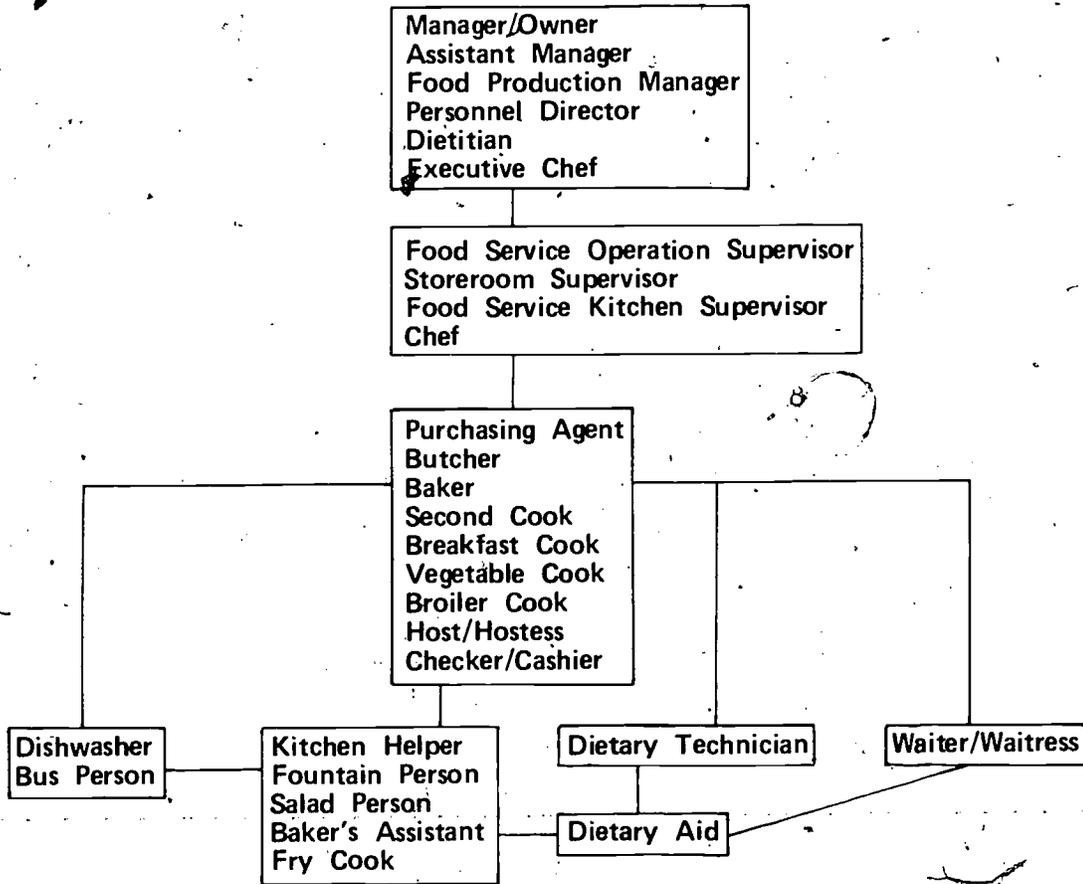
INFORMATION SHEET

- B. Private
- C. College
 - 1. Four year
 - 2. Two year
- D. On-the-job

*VIII. Importance of training

- A. Experience
 - 1. Educational
 - 2. On-the-job
- B. Obtaining a job
- C. Avenue for promotions
- D. Flexible job selection

Career Ladder in Food Service Industry



FOOD SERVICE INDUSTRY
UNIT I

ASSIGNMENT SHEET #1--LIST FOOD SERVICE OPERATIONS IN COMMUNITY

Make a list of some of the food service establishments in your community. Beside each establishment state the hours of operation and the type of food service operation.

(NOTE: Use the information sheet as a guide.)

Food Service Establishment	Hours of Operation	Type of Food Service Operation

FOOD SERVICE INDUSTRY
UNIT I

ASSIGNMENT SHEET #2--ANALYZE FOOD SERVICE OPERATION

These questions should be answered after a trip to a food service operation.

1. Did you make an appointment? _____
2. What was the name of establishment and the name of the manager?

3. What type of food service operation was it? _____
4. What entry level jobs did you see?
 - a. _____
 - b. _____
5. What technical or skilled jobs did you see?
 - a. _____
 - b. _____
6. What supervisory jobs did you see?
 - a. _____
 - b. _____
7. Did you see the person in charge? _____
8. What was the title of the job of the person in charge? _____

9. How many employees did you see working on the job? _____

ASSIGNMENT SHEET #2

10. Did you see any training in progress? _____

11. If so, who was doing the training? _____

Who was being trained? _____

12. Would you like to work in this establishment? _____

If not, why? _____

- d. Waiter or waitress
- e. Second cook
- f. Fountain person
- g. Bus person
- h. Dietitian
- i. Executive chef
- j. Personnel director
- k. Dishwasher
- l. Dietary aid
- m. Manager/owner
- n. Storeroom supervisor
- o. Salad person
- p. Baker

5. Name three ways to achieve job advancement in the food service industry.

- a.
- b.
- c.

6. Name four advantages of employment in the food service industry.

- a.
- b.
- c.
- d.

7. Select from the list below ways to obtain training in the food service industry. Circle the correct letters.

- a. Vocational high school
- b. Observing others
- c. Vocational area school

- d. Private
 - e. On the job
 - f. Two year college program
 - g. Reading magazines
8. Name three reasons training in the food service industry is important.
- a.
 - b.
 - c.
9. List food service operations in the community.
10. Analyze food service operation.

(NOTE: If activities 9 and 10 have not been accomplished prior to the test, ask your instructor when they should be completed.)

FOOD SERVICE INDUSTRY
UNIT I

ANSWERS TO TEST

1. Discussion should include:
 - a. Thirty-eight billion meals are eaten outside the home yearly
 - b. Americans spend 45 billion dollars for food outside the home yearly
 - c. Food service industry will need 25,000 employees yearly to satisfy the growth of food business
 - d. Food service industry ranked fourth in dollar volume sales in 1971
 - e. Food service operations spend 34 billion dollars yearly to purchase food
2. Any four of the following:
 - a. Ease of travel
 - b. Increased population
 - c. Wider distribution of wealth
 - d. Increased leisure time
 - e. New industrial developments
3.
 - a. Fast-food service
 - b. Single line traffic service
 - c. Self-service
 - d. Table service
 - e. Special service
 - f. Scramble service
4.
 - a. E
 - b. SUP
 - c. SK
 - d. E

e. SK

f. E

g. E

h. MG

i. MG

j. MG

k. E

l. E

m. MG

n. SUP

o. E

p. SK

5. Any three of the following:

- a. Length of service
- b. Promotion from within
- c. On-the-job training
- d. Recommendation from another employer
- e. Additional education

6. Any four of the following:

- a. Expanding industry
- b. Year-round employment
- c. Advancement through experience
- d. Job opportunities
- e. Mobility
- f. Self-employment

- g. Fringe benefits
7. a, c, d, e, f
 8. Any three of the following:
 - a. Experience
 - 1) Educational
 - 2) On-the-job
 - b. Obtaining a job
 - c. Avenue for promotions
 - d. Flexible job selection
 9. Evaluated to the satisfaction of the instructor
 10. Evaluated to the satisfaction of the instructor

HUMAN RELATIONS UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to list guides for getting along with employers, fellow employees, and the public. The student should be able to discuss human relations and attitudes toward job situations. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with human relations to the correct definitions.
2. Select from a list keys to good human relations.
3. List guides for getting along with employers.
4. List guides for getting along with fellow employees.
5. Select from a list guides for getting along with the public.
6. List guides for a positive attitude toward oneself.
7. Select from a list reasons for good work attitudes.
8. Discuss human relations situations.
9. Discuss attitudes toward job situations.
10. Analyze yourself.

HUMAN RELATIONS UNIT II

SUGGESTED ACTIVITIES

- I. Instructor:
 - A. Contact state restaurant association for resource person to discuss human relations.
 - B. Provide student with objective sheet.
 - C. Provide student with information and assignment sheets.
 - D. Make transparency.
 - E. Discuss unit and specific objectives.
 - F. Discuss information and assignment sheets.
 - G. Give test.
- II. Student:
 - A. Read objective sheet.
 - B. Study information sheet.
 - C. Complete assignment sheets and turn in to instructor.
 - D. Take test.

INSTRUCTIONAL MATERIALS

- I. Included in this unit:
 - A. Objective sheet
 - B. Information sheet
 - C. Transparency master: TM 1--Pyramid to Job Success
 - D. Assignment sheets
 1. Assignment Sheet #1--Human Relations Situations
 2. Assignment Sheet #2--Attitudes Toward Job Situations

3. Assignment Sheet #3--How You See Yourself

4. Assignment Sheet #4--Self Analysis

E. Answers to assignment sheets

F. Test

G. Answers to test

II. References:

A. Russon, Allen R. *Personality Development for Business*. Cincinnati, Ohio: South-Western Publishing Company, 1973.

B. Sorenson, Herbert, and Malm, Marguerite. *Psychology for Living*. Webster Division: McGraw Hill Book Company, 1964.

C. *Food Service Employee*. Texas Tech University: Home Economics Education, 1969.

III. Film--"How to Invest in People." Available from the National Restaurant Association, One IBM Plaza, Suite 2600; Chicago, Illinois 60611.

HUMAN RELATIONS
UNIT II

INFORMATION SHEET

- I. Terms and definitions
 - A. Attitude--Determines what one does and affects one's manner of behavior
 - B. Human relations--Getting along with people and learning to accept them as they are
 - C. Respect--Giving consideration to people and their thoughts
 - D. Service--Giving of one's self, talent, and abilities
- II. Keys to good human relations
 - A. Treat people as individuals
 1. Know their interests
 2. Know their problems
 - B. Use your abilities
 1. Know what your job is
 2. Know how your job is to be done
 - C. Work for job satisfaction
 1. Plan your career goals
 2. Make your job interesting
 - D. Work with your fellow employees
 1. Share mistakes as well as successes
 2. Say "we" not "I"
- III. Getting along with employers
 - A. Be concerned with the services provided
 1. Have initiative
 2. Be ambitious

INFORMATION SHEET

- B. Provide customers with the best possible food and service
 - C. Be willing to carry out rules and regulations
 - D. Be willing to carry out the task assigned
 - E. Be loyal to the organization
 - 1. Be economical
 - 2. Be professional and ethical
 - F. Follow instructions
 - G. Accept criticism
 - H. Keep an open mind
 - I. Be honest
- IV. Getting along with fellow employees
- A. Be friendly and sincere
 - B. Be willing to do your share of the work
 - C. Respect the knowledge of other employees
 - 1. Skills
 - 2. Experience
 - D. Look for other jobs when your task is finished
 - E. Be cooperative
 - F. Be flexible
 - G. Be interested
 - H. Be dependable
- V. Getting along with the public
- A. Be courteous
 - B. Be tactful
 - C. Be sincere

INFORMATION SHEET

- D. Be helpful
- E. Be tolerant
- F. Be cheerful

VI. Guides for positive attitude toward oneself

- A. Set up personal goals
- B. Demand obligations from self
 - 1. Be honest
 - 2. Be dependable
 - 3. Be truthful
 - 4. Be happy
- C. Seek self-improvement
 - 1. Appearance
 - 2. Intelligence
 - 3. Control of behavior
 - 4. Professional growth and development
- D. Develop self-confidence
- E. Evaluate yourself
- F. Give more than is expected
- G. Learn to know and live with yourself
 - 1. Seek the truth
 - 2. Make service your goal in life

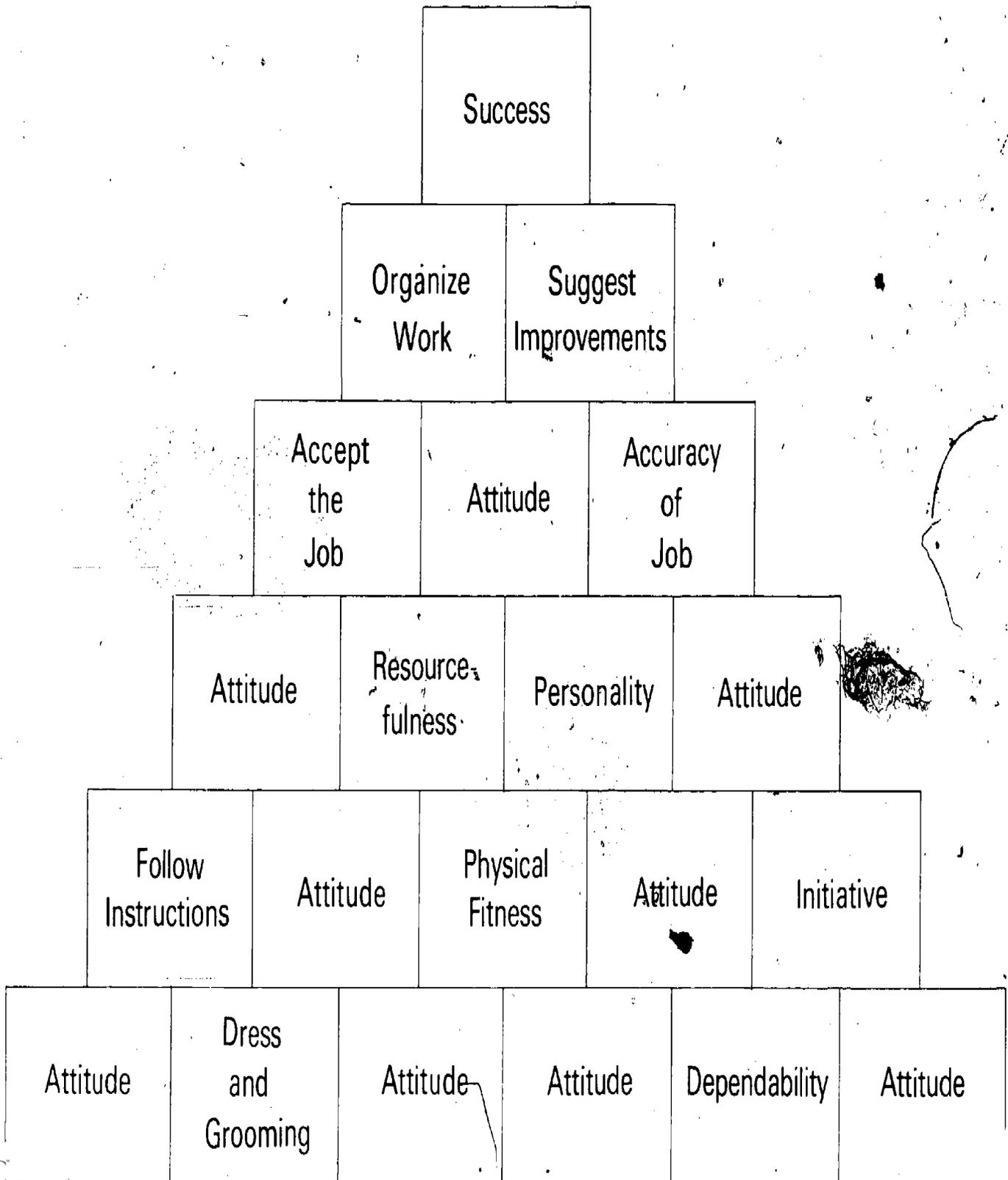
VII. Good work attitudes

- A. Help to obtain a job
- B. Help to keep a job
- C. Help in job promotion and salary advancement

INFORMATION SHEET

- D. Lead to pride in the job and in one's accomplishments
- E. Lead to success no matter what the job
- F. Give worker better outlook toward the job--"Wanting" to work not "having" to work
- G. Promote business success

Pyramid to Job Success



HUMAN RELATIONS
UNIT II

ASSIGNMENT SHEET #1--HUMAN RELATIONS SITUATIONS

Discuss the following situations orally in class.

1. A new employee is introduced to your department. All the other employees do not like him but you think he is an O.K. person. After one week on the job, tricks are being played on him. What do you do?
2. The last task you did on your job was the most perfect one you have ever done, or so you think. Your boss corrects many mistakes in front of your fellow employees. What do you do?
3. Your best friend at work is frequently absent, therefore, doubling your work load. What do you do?
4. It is 5:00 and everyone is going home for the day. You see your supervisor place office supplies in his coat pocket. What do you do?
5. How would you handle the following situations?
 - a. You must be absent from work.
 - b. You have negative thoughts about your employer.
 - c. You have no interest in your work.
 - d. You do not get along with co-workers.

HUMAN RELATIONS
UNIT II

ASSIGNMENT SHEET #2--ATTITUDES TOWARD JOB SITUATIONS

The following is a list of behaviors that have come from positive and negative attitudes. Under each behavior list whether a positive or negative attitude has been shown. List under each situation one person who might be affected.

Example: "I am finished with my work and I have 15 minutes before my shift is over. I think I'll find someone who needs some help."

Attitude--Positive

Who is affected?--Fellow employees

1. I think I'll leave work five minutes early 'cause I came in five minutes early. Nobody will ever know.

Attitude--

Who is affected?--

2. No one is looking. They won't miss just one lousy pencil if I take it. Everyone else does it.

Attitude--

Who is affected?--

3. Oh my gosh! I overslept! Guess I'll call the boss and see if I can work the late shift.

Attitude--

Who is affected?--

4. It's Friday and, wow, is it ever beautiful outside! I'll leave now and on Monday tell the boss I forgot to clock out. Nobody will ever miss me.

Attitude--

Who is affected?--

5. I'm not paid to wash pots. I'm a cook, so wash your own pots!

Attitude--

Who is affected?--

ASSIGNMENT SHEET #2

6. Never thought I'd be going to work 30 minutes early so I could go to that training program. And on my own time
- Attitude--
- Who is affected?--
7. The cook just told me off. Man, am I ever gonna get him. He's not my boss.
- Attitude--
- Who is affected?--
8. Mary said for me to do this task step by step until I learned the procedure. That will take forever. I'll do it my way. It'll be lots quicker.
- Attitude--
- Who is affected?--
9. Nobody in the kitchen likes John. I guess I don't either. Don't know why though.
- Attitude--
- Who is affected?--
10. They hired me as a cook. Now they want me to work in salads until Bob gets out of the hospital. I knew this was a messed up outfit.
- Attitude--
- Who is affected?--
11. My doctor needs to run some tests next week. Would it be permissible for me to leave work for the appointment? If it's O.K., which day would be best?
- Attitude--
- Who is affected?--
12. The boss is two years younger than me but she really knows a lot about the business. I feel funny being older and more experienced than she is.
- Attitude--
- Who is affected?--

HUMAN RELATIONS
UNIT II

ASSIGNMENT SHEET #3--HOW YOU SEE YOURSELF

Rate yourself on each statement (only one box per statement).

	Always 10 pt.	Sometimes 5 pt.	Never 3 pt.
1. Do you like yourself?			
2. Do you like your appearance?			
3. When you speak of others, is it always necessary, kind, and truthful?			
4. Do you display your strongest traits?			
5. Do you display your weakest traits with improvement in mind?			
6. Do you find the good in your friends?			
7. Do you follow the gang, right or wrong?			
8. Are you happy?			

Scoring:

70-80 You have a good attitude toward yourself

60-70 Check attitudes; check self confidence

HUMAN RELATIONS
UNIT II

ASSIGNMENT SHEET #4--SELF ANALYSIS

Write the letters of your first and last names. Complete each letter with a word that describes you.

Example: MARY
Merry
Alone
Risky
Young

HUMAN RELATIONS
UNIT II

TEST

1. Match the terms on the right to the correct definitions on the left. Place the appropriate numbers in the blanks provided.

- | | |
|--|--------------------|
| _____ a. Giving of one's self, talent, and abilities | 1. Human relations |
| _____ b. Getting along with people and learning to accept them as they are | 2. Respect |
| _____ c. Giving consideration to people and their thoughts | 3. Service |
| _____ d. Determines what one does and affects one's manner of behavior | 4. Attitude |

2. Select from the list below keys to good human relations. Circle the letters of the correct answers.

- a. Work only for your boss
- b. Treat people as individuals
- c. Do only what you have to do
- d. Work with your fellow employees
- e. Use your ~~abilities~~
- f. Work for job satisfaction

3. List three guides for getting along with employers.

- a.
- b.
- c.

4. List three guides for getting along with fellow employees.

- a.
- b.
- c.

5. Select from the list below guides for getting along with the public. Circle the letters of the correct answers.
- a. Be helpful
 - b. Be tolerant
 - c. Be tactful
 - d. Treat the public as they treat you, no matter what the situation
 - e. Be sincere
 - f. Be courteous
6. List three guides for a positive attitude toward oneself.
- a.
 - b.
 - c.
7. Select from the list below reasons for good work attitudes. Circle the letters of the correct answers.
- a. Lead to success no matter what the job
 - b. Help to obtain a job
 - c. Can get you fired
 - d. Help in job demotion
 - e. Help to keep a job
 - f. Lead to pride in the job and in one's accomplishments
 - g. Help in job promotion and salary advancement
8. Discuss human relations situations.
9. Discuss attitudes toward job situations.
10. Analyze yourself.

(NOTE: If activities 8-10 have not been accomplished prior to the test, ask your instructor when they should be completed.)

HUMAN RELATIONS
UNIT II

ANSWERS TO TEST

1.
 - a. 3
 - b. 1
 - c. 2
 - d. 4
 2. b, d, e, f
 3. Any three of the following:
 - a. Be concerned with the services provided
 - 1) Have initiative
 - 2) Be ambitious
 - b. Provide customers with the best possible food and service
 - c. Be willing to carry out rules and regulations
 - d. Be willing to carry out the task assigned
 - e. Be loyal to the organization
 - 1) Be economical
 - 2) Be professional and ethical
 - f. Follow instructions
 - g. Accept criticism
 - h. Keep an open mind
 - i. Be honest
- Any three of the following:
- a. Be friendly and sincere
 - b. Be willing to do your share of the work

- c. Respect the knowledge of other employees
 - 1) Skills
 - 2) Experience
 - d. Look for other jobs when your task is finished
 - e. Be cooperative
 - f. Be flexible
 - g. Be interested
 - h. Be dependable
5. a, b, c, e, f
6. Any three of the following:
- a. Set up personal goals
 - b. Demand obligations from self
 - 1) Be honest
 - 2) Be dependable
 - 3) Be truthful
 - 4) Be happy
 - c. Seek self-improvement
 - 1) Appearance
 - 2) Intelligence
 - 3) Control of behavior
 - 4) Professional growth and development
 - d. Develop self-confidence
 - e. Evaluate yourself
 - f. Give more than is expected
 - g. Learn to know and live with yourself
 - 1) Seek the truth
 - 2) Make service your goal in life

7. a, b, e, f, g
8. Evaluated to the satisfaction of the instructor
9. Evaluated to the satisfaction of the instructor
10. Evaluated to the satisfaction of the instructor

APPEARANCE
UNIT III

UNIT OBJECTIVE

After completion of this unit, the student should be able to discuss reasons for requirements of the professional food service worker. The student should be able to identify the requirements for a well-groomed food service worker and select good speech mannerisms for the food service worker. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. List the requirements of the professional food service worker.
2. Discuss reasons for requirements of the professional food service worker.
3. Select from a list good grooming habits for the food service worker.
4. List good speech mannerisms.
5. Select from a list good dining room manners.
6. Tell how knowledge of good grooming and appearance helps in the job.
7. Identify requirements for a well-groomed food service worker.

APPEARANCE
UNIT III

SUGGESTED ACTIVITIES

- I. Instructor:
 - A. Provide student with objective sheet.
 - B. Provide student with information and assignment sheets.
 - C. Make transparency.
 - D. Discuss unit and specific objectives.
 - E. Discuss information and assignment sheets.
 - F. Give test.
- II. Student:
 - A. Read objective sheet.
 - B. Study information sheet.
 - C. Complete assignment sheets and turn in to instructor.
 - D. Take test.

INSTRUCTIONAL MATERIALS

- I. Included in this unit:
 - A. Objective sheet
 - B. Information sheet
 - C. Transparency master: TM 1--Well-Groomed Food Service Worker
 - D. Assignment sheets
 1. Assignment Sheet #1--Select Good Speech Mannerisms
 2. Assignment Sheet #2--Identify Grooming Errors
 - E. Answers to assignment sheets
 - F. Test
 - G. Answers to test

II. References:

- A. Terrell, Margaret. *Professional Food Preparation*. New York: John Wiley and Sons, 1971.
- B. Longree, Karla, and Blaker, Gertrude. *Sanitary Techniques in Food Service*. New York: John Wiley and Sons, 1971.
- C. *Training the Food Service Worker*. Chicago: Hospital Research and Educational Trust, 1967.
- D. *Food Service Worker*. Albany, New York: Delmar Publishers, 1970.
- E. Hatchett, Melvin S. *Food Service*. Austin: University of Texas Extension, 1970.
- F. West, Bessie; Wood, Levelle; and Harger, Virginia. *Food Service in Institutions*. New York: John Wiley and Sons, 1965.
- G. Hertz, Barbara. *Where Are Your Manners?* Chicago: Science Research Associates, 1968.

APPEARANCE
UNIT III

INFORMATION SHEET

- I. Requirements of the professional food service worker
 - A. Good grooming
 - B. Good personality
 - C. Good manners
- II. Reasons for requirements of professional food service worker
 - A. Safety
 1. Of self
 2. Of fellow employees
 3. Of customers
 - B. Sanitation Prevents disease
 1. Food that is handled or served
 2. Equipment that is used
 - C. Worker is more attractive to the customer
- III. Good grooming habits for the food service worker
 - A. Good health
 1. Proper diet
 2. Adequate sleep
 3. Regular exercise
 4. Regular check-up
 - a. Medical
 - b. Dental
 - B. Daily bath
 - C. Adequate deodorant
 - D. Clean teeth

INFORMATION SHEET

- E. Clean hair
 - 1. Appropriate style
 - 2. Short or off neck
 - 3. Hair net or hat
 - F. Clean hands
 - 1. Well manicured
 - 2. Hand lotion
 - 3. Clear nail polish if any
 - G. Moderate make-up
 - H. Conservative perfume
 - I. Only necessary jewelry
 - J. Good posture
 - K. Clean shaven
 - L. Appropriate uniform
- IV. Good speech mannerisms (Assignment Sheet #1)
- A. Pleasant voice
 - B. Moderate tone
 - C. Reasonable command of language
 - 1. Use words properly
 - 2. Avoid slang
- V. Dining room manners
- A. Avoid
 - 1. Gossip
 - 2. Running
 - 3. Pointing

INFORMATION SHEET

4. Chewing gum
5. Smoking
6. Loud talking
7. Staring
8. Touching

(NOTE: Many others may be added to this list.)

- B. Appear alert and well-groomed
- C. Greet guests with a smile
- D. Give all guests efficient service
- E. Make guest feel he/she is very important

VI. Knowledge of good grooming and appearance helps in job

- A. Appropriate dress and appearance requirements
- B. Job assignment

(NOTE: Do what you are assigned to do plus more. However, if you do not know how to do a job, ask your supervisor.)

- C. Manner of addressing people

Examples: Supervisor, fellow employees, guests

VII. Requirements for the well-groomed food service worker (Transparency 1, Assignment Sheet #2)

- A. Female worker
 1. Hair restraint
 2. Neatly pressed uniform with correct length according to manager
 3. Shoes
 - a. Low heeled
 - b. Clean
 - c. Enclosed
 - d. Arch and instep supports

INFORMATION SHEET

4. Hose
5. Proper and appropriate apron
6. Clean undergarments

B. Male worker

1. Hair restraint
2. Neatly pressed uniform
3. Shoes
 - a. Low heeled
 - b. Clean
 - c. Enclosed
 - d. Arch and instep supports
4. Socks
5. Proper apron
6. Clean undergarments

WELL-GROOMED FOOD SERVICE WORKER



Hair Restraint

Hooks and Snaps
Securely Fastened

Neatly Pressed Uniform;
Correct Length According
to Manager

Proper Apron

Clean Undergarments

Hose

Low heeled and Clean Shoes



Hair Restraint

Clean Undergarments

Neatly Pressed Uniform

Proper Apron

Socks

Low heeled and
Clean Shoes

APPEARANCE
UNIT III

ASSIGNMENT SHEET #1--SELECT GOOD SPEECH MANNERISMS

Select good speech mannerisms from the list below. Place a circle around the letters of the correct answers. Discuss the reasons for selecting your answers.

1. Whatteryagonna have lady?
2. Do you want your steak black or bloody?
3. May I please take your order, sir?
4. We ain't got none left.
5. Hurry up!! I got other people to wait on.
6. Would you care for baked potato or french fries, sir?
7. Would you care for hot coffee, miss?

APPEARANCE
UNIT III

ASSIGNMENT SHEET #2--IDENTIFY GROOMING ERRORS

Identify appearance and grooming errors in the pictures below. Write the errors in the blanks provided.

1. a.

b.



2. a.

b.



ASSIGNMENT SHEET #2



- 4. a.
- b.



ASSIGNMENT SHEET #2

- 5. a.
- b.



- 6. a.
- b.



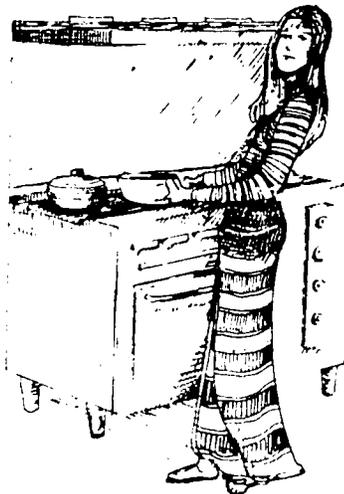
ASSIGNMENT SHEET #2

7.



8.

- a.
- b.
- c.



APPEARANCE
UNIT III

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

3, 6, 7

Assignment Sheet #2

1.
 - a. Uniform too short
 - b. Boots not proper shoes
2.
 - a. No hair restraint
 - b. No outer shirt
3. No hair restraint
4.
 - a. No hair restraint
 - b. No apron
5.
 - a. Uniform too short
 - b. Sandals not proper shoes
6.
 - a. Not clean shaven
 - b. No apron
7. No hair restraint
8.
 - a. No hair restraint
 - b. Uniform too long
 - c. Sandals not proper shoes

APPEARANCE
UNIT III

TEST

1. List the requirements of the professional food service worker.
 - a.
 - b.
 - c.
2. Discuss reasons for the requirements of the professional food service worker.
3. Select from the list below good grooming habits for the food service worker. Circle the letters of the correct answers.
 - a. Good health
 - b. Daily bath
 - c. Adequate deodorant
 - d. Clean teeth
 - e. Clean hands
 - f. Heavy make-up
 - g. Smelly perfume
 - h. Fairly good posture
4. List two good speech mannerisms.
 - a.
 - b.

5. Select from the list below good dining room manners. Circle the letters of the correct answers.
- a. Avoid gossip
 - b. Run only when necessary
 - c. Avoid pointing
 - d. Avoid chewing gum
 - e. Smoke only when no one is looking
 - f. Appear alert and well-groomed
 - g. Greet only the guests you know with a smile
 - h. Give all guests efficient service
6. Tell how knowledge of good grooming and appearance helps in the job.
- a.
 - b.
 - c.
7. Identify requirements for a well-groomed food service worker.



- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____

7.



APPEARANCE
UNIT III

ANSWERS TO TEST

1.
 - a. Good grooming
 - b. Good personality
 - c. Good manners
2. Discussion should include:
 - a. Safety
 - 1). Of self
 - 2) Of fellow employees
 - 3) Of customers
 - b. Sanitation--Prevents disease
 - 1) Food that is handled or served
 - 2) Equipment that is used
 - c. Worker is more attractive to the customer.
3. a, b, c, d, e
4. Any two of the following:
 - a. Pleasant voice
 - b. Moderate tone
 - c. Reasonable command of language
 - 1) Use words properly
 - 2) Avoid slang
5. a, c, d, f, h
6.
 - a. Appropriate dress and appearance requirements
 - b. Job assignment
 - c. Manner of addressing people

- 7. a. Hair restraint
- b. Hooks and snaps securely fastened
- c. Neatly pressed uniform with correct length according to manager
- d. Proper apron
- e. Clean undergarments
- f. Hose
- g. Low heeled and clean shoes
- h. Hair restraint
- i. Clean undergarments
- j. Neatly pressed uniform
- k. Proper apron
- l. Socks
- m. Low heeled and clean shoes

TEAMWORK
UNIT IV

UNIT OBJECTIVE

After completion of this unit, the student should be able to list types of communication and causes for failure in communication. The student should be able to list work habits that show desire to be a member of the commercial food service team. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Define terms associated with teamwork.
2. Select from a list essential elements for teamwork.
3. List types of communication.
4. Select from a list ways to communicate effectively.
5. List causes for failure in communication.
6. List questions the food service worker should ask himself/herself before a team decision is made.
7. Distinguish between expectations of the employer and employee in their relationship.
8. List work habits that show a desire to be a member of the team.
9. Discuss teams lacking teamwork.
10. Discuss personal qualities of workers.
11. Evaluate how you get along with others.

TEAMWORK
UNIT IV

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide student with objective sheet.
- B. Provide student with information and assignment sheets.
- C. Make transparency.
- D. Discuss unit and specific objectives.
- E. Discuss information and assignment sheets.
- F. Give test.

II. Student:

- A. Read objective sheet.
- B. Study information sheet.
- C. Complete assignment sheets and turn in to instructor.
- D. Take test.

INSTRUCTIONAL MATERIALS

Included in this unit:

- A. Objective sheet
- B. Information sheet
- C. Transparency master: TM #1--Teamwork Chain Reaction
- D. Assignment sheets
 - 1. Assignment Sheet #1--Teams Lacking Teamwork
 - 2. Assignment Sheet #2--Personal Qualities of Workers
 - 3. Assignment Sheet #3--How You Get Along with Others
- E. Answers to assignment sheet

F. Test

G. Answers to test

II. References:

A. Elliott, Travis. *Profitable Food Management*. Chicago: N.R.A. #18, 1968.

B. Kirkendall, Lester A., and Heltsley, Mary E. *Understanding Dating Relationships*. Chicago: Science Research Associates, Inc., 1973.

TEAMWORK
UNIT IV

INFORMATION SHEET

- I. Terms and definitions
 - A. Teamwork--Getting the job done as a team with no one person working as a star
 - B. Communication--Giving and receiving information effectively or ineffectively
- II. Essential elements for teamwork
 - A. Know the team members
 1. Employer
 2. Employees
 - B. Communicate effectively
 - C. Know expectations of team members
 - D. Show ability to make a team decision
 - E. Show desire to be a member of the team
- III. Types of communication
 - A. Oral or verbal
 - B. Written
 - C. Nonverbal
- IV. Ways to communicate effectively
 - A. Be patient when listening
 - B. Sort facts from opinions
 - C. Be confident when talking
 - D. Listen to what is being said
 - E. Become informed when in doubt
 1. Know subject

INFORMATION SHEET

2. Know person

3. Ask questions

V. Causes for failure in communication (listening traps)

A. Lack of interest in what is being said

B. Becoming emotionally involved

C. Not listening for facts

D. Faking attention

E. Interrupting while others talk

F. Jumping to conclusions

G. Talking "down" to the other person

Example: Don't act as if you know it all or that your opinion is the only right one

H. Concentrating interest on person rather than content

I. Lack of eye contact

VI. Questions food service worker should ask himself/herself before a team decision is made

(NOTE: Decisions are made individually. However, the entire team is affected.)

A. Will I be satisfied later?

B. Will the results make others feel at ease?

C. Am I taking advantage of the lack of knowledge of others?

D. Am I willing to have my motives brought out in the open?

E. Would I like to be treated as I am treating others?

F. Will what I do injure others at any time?

VII. Expectations of employer/employee in their relationship

A. Employer expects

1. Cooperation within and from the team

INFORMATION SHEET

2. Adequate preparation when coming to work
3. Willingness to follow rules and regulations
4. Best possible service to customer
5. Honesty
6. Sincere interest in job, entire operation, and success
7. Family and business matters to be left at home
8. Willingness to give beyond an assigned work schedule if asked
9. Full day's work for a full day's pay
10. No employee theft

B. Employee expects

1. Fairness in promotions, raises, benefits, and the prospective time involved
2. Explanation of job duties and responsibilities
3. Explanation of all rules and regulations
4. Advance notice in changes of operation
5. Chance for more growth and responsibility
6. Opportunity to be innovative and creative
7. Knowledge of how the group functions as a team
8. Appreciation for a job well done
9. Sense of belonging

VIII. Work habits that show a desire to be a member of the team (Transparency

1)
A. Work as a total unit

Examples: Bus area, preparation area, serving area, dishroom area, and pot/pan area

(NOTE: If one area does not cooperate, the total unit cannot function.)

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INFORMATION SHEET

B. Help other employees in their areas when possible

1. Without being asked
2. Unselfishly

C. Avoid saying "That's not my job!"

D. Avoid gossip and criticism of others

E. Avoid excuses

F. Avoid saying "I can't" or "I don't have time"

(NOTE: Priorities should be checked. Helping a fellow employee may be more important at that particular time.)

G. Work quickly and efficiently

1. Use your own work area
2. Keep area clean and orderly

H. Give thanks and credit when due

I. Do your part of the job

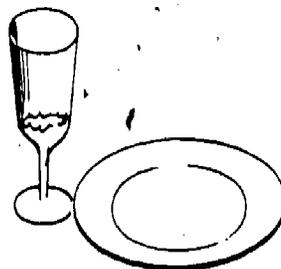
J. Keep fellow employees informed of changes that may affect their area

K. Expect no more from fellow employees than what you are willing to give

Teamwork Chain Reaction



Bus person does not cooperate with waitress



Dishes do not get back to dishroom



Dishwasher has no dishes to wash



Customer does not get food because of lack of clean serving dishes



Serving area has no clean dishes so food stays in preparation area

TEAMWORK
UNIT IV

ASSIGNMENT SHEET #1--TEAMS LACKING TEAMWORK

Discuss what might happen when the following teams lack teamwork and the jobs do not get done properly and efficiently. List the people affected.

1. The fire department does not work quickly and efficiently while fighting a fire.
2. During surgery the hospital operating team is always saying, "That's not my job."
3. All members of a football team expect more from each other than each is willing to give.
4. The person ordering detergent for the dishmachine forgets to order the detergent. Therefore, the machine cannot be run and there are no clean dishes.

(NOTE: There is a chain reaction involved here that should be brought out in the discussion.)

TEAMWORK
UNIT IV

ASSIGNMENT SHEET #2-PERSONAL QUALITIES OF WORKERS

After reading the following situations, break into groups and discuss three. Elect a chairman from the group to present the results of the discussion to the class.

1. It is wise to consult with your supervisor on tough jobs.
2. New employees learn best by just watching.
3. It is a good idea to socialize with supervisors after work.
4. Most accidents are unavoidable.
5. Each worker should be allowed to develop his or her own work method.
6. A good boss is always friendly to the workers.
7. People work better when a definite goal is set.
8. No one likes a strict boss.
9. Employees should only work as a team while on the job.

TEAMWORK
UNIT IV

ASSIGNMENT SHEET #3-HOW YOU GET ALONG WITH OTHERS

A successful person should know how to get along with others. By the results of this self-test, you will see how you are doing. Check your answers.

1. You meet a person you immediately do not like. You would:
 - a. Try to find a topic of conversation of common interest.
 - b. Avoid the person.
 - c. Try to put him or her in his place.
2. You are offered a job for which you are not fitted. You would:
 - a. Admit your inadequacy and offer to learn on the job.
 - b. Refuse to try.
 - c. Try to bluff through it.
3. When dealing with people, such as salespersons or waitresses, you:
 - a. Usually smile and say something pleasant.
 - b. Are nice if they are pleasant to you.
 - c. Treat them impersonally.
4. You have been overcharged in a store. You would:
 - a. Ask the clerk to recheck the bill.
 - b. Pay the bill without saying anything.
 - c. Tell the clerk he has cheated you.
5. When you meet a person who is badly crippled, you:
 - a. Treat the person as you would anyone else.
 - b. Go out of your way to be especially nice.
 - c. Try to avoid him or her.

ASSIGNMENT SHEET #3

6. A friend has just bought a suit which you think is unbecoming. He or she asks if you like it. You would say:
 - a. "I think you'll be happy with it."
 - b. "How's the weather today?"
 - c. "It looks terrible."
7. You honestly feel that you:
 - a. Are interested in most people.
 - b. Are only really comfortable with your own clique.
 - c. Are bored by most people.
8. In a store you are in no hurry, but the person after you is rushed. You:
 - a. Suggest that the person go ahead of you.
 - b. Make your selection because it is your turn.
 - c. Take an extra long time just to calm him or her down.
9. When you meet people of different races or religions, you:
 - a. Consider them as human beings much like yourself.
 - b. Have a secret feeling of fear.
 - c. Are convinced your way of life is superior.
10. After a picnic you find there is no trash basket. You would:
 - a. Take the papers, bottles, and food home with you.
 - b. Try to hide the trash on the property.
 - c. Leave it on the ground.

TEAMWORK
UNIT IV

ANSWERS TO ASSIGNMENT SHEET

Assignment Sheet #3

Scoring

Give yourself 5 points for every "a" answer, 3 points for every "b" answer, and no points for "c" answers. Add up your score.

Analysis

35 to 50 points: You are very good in your relationships with others because you respect others and greet them with interest and courtesy. You are liked by your friends and those with whom you deal in a casual way.

18 to 34 points: You get along very well with others most of the time, but you are sometimes self-centered and don't put yourself in the other person's shoes. Try working toward more of those "a" answers, and you will find that living is more pleasant than it is now.

0 to 17 points: You are having trouble, either because you are too shy or too aggressive. You know which! Good human relationships are like anything else in life; they take practice. Select someone you know who is truly gracious. Analyze his or her actions; then adapt those traits to your own personality.



TEAMWORK
UNIT IV

TEST

1. Define the following terms associated with teamwork.
 - a. Teamwork--
 - b. Communication--

2. Select from the list below essential elements for teamwork. Circle the letters of the correct answers.
 - a. Communicate effectively.
 - b. Know the team members
 - c. Show ability to make a team decision
 - d. Be a member of the team only on the days you work
 - e. Know expectations of team members
 - f. Do not show desire to be a member of the team.

3. List the types of communication.
 - a.
 - b.
 - c.

4. Select from the list below ways to communicate effectively. Circle the letters of the correct answers.
 - a. Be patient when listening
 - b. Sort facts from opinions
 - c. Listen only to what you want to hear
 - d. Tell everything you know
 - e. Become informed when in doubt

5. List four causes for failure in communication.
- a.
 - b.
 - c.
 - d.
6. List three questions the food service worker should ask himself/herself before a team decision is made.
- a.
 - b.
 - c.
7. Distinguish between expectations of the employer and employee in their relationship. Place an "X" to the left of those expectations of the employer.
- a. Cooperation within and from the team
 - b. Advance notice in changes of operation
 - c. Honesty
 - d. Willingness to follow rules and regulations
 - e. Opportunity to be innovative and creative
 - f. Explanation of all rules and regulations
8. List five work habits that show a desire to be a member of the team.
- a.
 - b.
 - c.
 - d.
 - e.
9. Discuss teams lacking teamwork.
10. Discuss personal qualities of workers.
11. Evaluate how you get along with others.

(NOTE: If activities 9-11 have not been accomplished prior to the test, ask the instructor when they should be completed.)

TEAMWORK
UNIT IV

ANSWERS TO TEST

1.
 - a. Getting the job done as a team with no one person working as a star
 - b. Giving and receiving information effectively or ineffectively
2. a, b, c, e
3.
 - a. Oral or verbal
 - b. Written
 - c. Nonverbal
4. a, b, e
5. Any four of the following:
 - a. Lack of interest in what is being said
 - b. Becoming emotionally involved
 - c. Not listening for facts
 - d. Faking attention
 - e. Interrupting while others talk
 - f. Jumping to conclusions
 - g. Talking "down" to the other person
 - h. Concentrating interest on person rather than content
 - i. Lack of eye contact
6. Any three of the following:
 - a. Will I be satisfied later?
 - b. Will the results make others feel at ease?
 - c. Am I taking advantage of the lack of knowledge of others?
 - d. Am I willing to have my motives brought out in the open?
 - e. Would I like to be treated as I am treating others?
 - f. Will what I do injure others at any time?

7. a, c, d
8. Any five of the following:
 - a. Work as a total unit
 - b. Help other employees in their areas when possible
 - 1) Without being asked
 - 2) Unselfishly
 - c. Avoid saying "That's not my job!"
 - d. Avoid gossip and criticism of others
 - e. Avoid excuses
 - f. Avoid saying "I can't" or "I don't have time"
 - g. Work quickly and efficiently
 - 1) Use your own work area
 - 2) Keep area clean and orderly
 - h. Give thanks and credit when due
 - i. Do your part of the job
 - j. Keep fellow employees informed of changes that may affect their area
 - k. Expect no more from fellow employees than what you are willing to give
9. Evaluated to the satisfaction of the instructor
10. Evaluated to the satisfaction of the instructor
11. Evaluated to the satisfaction of the instructor

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to operate and clean hazardous and less hazardous equipment. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Select from a list general operating procedures for equipment.
2. Identify hazardous equipment.
3. Select from a list safety requirements for hazardous equipment.
4. Identify less hazardous equipment.
5. Select from a list safety requirements for less hazardous equipment.
6. Demonstrate the ability to:
 - a. Operate donut machine.
 - b. Clean donut machine.
 - c. Operate dish machine.
 - d. Clean dish machine.
 - e. Operate waste disposer.
 - f. Operate mixer.
 - g. Clean mixer.
 - h. Operate slicer.
 - i. Clean slicer.
 - j. Operate VCM.
 - k. Clean VCM.

- l. Operate food chopper.
- m. Clean food chopper.
- n. Operate deep fat fryer.
- o. Clean deep fat fryer (gas).
- p. Clean deep fat fryer (electric).
- q. Operate tilting brazier or skillet.
- r. Clean tilting brazier or skillet.
- s. Operate steamer.
- t. Clean steamer.
- u. Operate steam jacketed kettle.
- v. Clean steam jacketed kettle.
- w. Operate meat tenderizer.
- x. Clean meat tenderizer.
- y. Operate steam table.
- z. Clean steam table.
- aa. Operate conventional oven.
- bb. Clean conventional oven.
- cc. Operate convectional oven.
- dd. Clean convectional oven.
- ee. Operate microwave oven.
- ff. Clean microwave oven.
- gg. Operate rotary toaster.
- hh. Clean rotary toaster.
- ii. Operate coffee equipment.
- jj. Clean coffee equipment.
- kk. Operate range.

- ll. Clean range.
- mm. Operate broiler.
- nn. Clean broiler.
- oo. Operate grill.
- pp. Clean grill.
- qq. Operate portion scale.
- rr. Operate baker's scale.
- ss. Clean baker's scale.
- tt. Operate platform scale.
- uu. Clean baker's table.
- vv. Clean can opener.
- ww. Operate blender.
- xx. Clean blender.
- yy. Clean milk dispenser.

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT UNIT I

SUGGESTED ACTIVITIES

- I. Instructor:
 - A. Provide student with objective sheet.
 - B. Provide student with information and job sheets.
 - C. Discuss unit and specific objectives.
 - D. Discuss information sheet.
 - E. Demonstrate and discuss procedures outlined in job sheets.
 - F. Consult 'manufacturers' directions on use and care of equipment for adaptability of job sheets.
 - G. Give test.
- II. Student:
 - A. Read objective sheet.
 - B. Study information sheet.
 - C. Demonstrate the ability to accomplish the procedures outlined in the job sheets.
 - D. Take test.

INSTRUCTIONAL MATERIALS

- I. Included in this unit:
 - A. Objective sheet
 - B. Information sheet
 - C. Job sheets
 1. Job Sheet #1--Operate Donut Machine
 2. Job Sheet #2--Clean Donut Machine
 3. Job Sheet #3--Operate Dish Machine

4. Job Sheet #4--Clean Dish Machine
5. Job Sheet #5--Operate Waste Disposer
6. Job Sheet #6--Operate Mixer
7. Job Sheet #7--Clean Mixer
8. Job Sheet #8--Operate Slicer
9. Job Sheet #9--Clean Slicer
10. Job Sheet #10--Operate VCM
11. Job Sheet #11--Clean VCM
12. Job Sheet #12--Operate Food Chopper
13. Job Sheet #13--Clean Food Chopper
14. Job Sheet #14--Operate Deep Fat Fryer
15. Job Sheet #15--Clean Deep Fat Fryer (Gas)
16. Job Sheet #16--Clean Deep Fat Fryer (Electric)
17. Job Sheet #17--Operate Tilting Brazier or Skillet
18. Job Sheet #18--Clean Tilting Brazier or Skillet
19. Job Sheet #19--Operate Steamer
20. Job Sheet #20--Clean Steamer
21. Job Sheet #21--Operate Steam Jacketed Kettle
22. Job Sheet #22--Clean Steam Jacketed Kettle
23. Job Sheet #23--Operate Meat Tenderizer
24. Job Sheet #24--Clean Meat Tenderizer
25. Job Sheet #25--Operate Steam Table
26. Job Sheet #26--Clean Steam Table
27. Job Sheet #27--Operate Conventional Oven
28. Job Sheet #28--Clean Conventional Oven
29. Job Sheet #29--Operate Convectional Oven
30. Job Sheet #30--Clean Convectional Oven

31. Job Sheet #31--Operate Microwave Oven
32. Job Sheet #32--Clean Microwave Oven
33. Job Sheet #33--Operate Rotary Toaster
34. Job Sheet #34--Clean Rotary Toaster
35. Job Sheet #35--Operate Coffee Equipment
36. Job Sheet #36--Clean Coffee Equipment
37. Job Sheet #37--Operate Range
38. Job Sheet #38--Clean Range
39. Job Sheet #39--Operate Broiler
40. Job Sheet #40--Clean Broiler
41. Job Sheet #41--Operate Grill
42. Job Sheet #42--Clean Grill
43. Job Sheet #43--Operate Portion Scale
44. Job Sheet #44--Operate Baker's Scale
45. Job Sheet #45--Clean Baker's Scale
46. Job Sheet #46--Operate Platform Scale
47. Job Sheet #47--Clean Baker's Table
48. Job Sheet #48--Clean Can Opener
49. Job Sheet #49--Operate Blender
50. Job Sheet #50--Clean Blender
51. Job Sheet #51--Clean Milk Dispenser

D. Test

E. Answers to test

II. References:

- A. Vail, Gladys E., et al. *Foods*. Boston: Houghton Mifflin Company, 1973.
- B. Lundberg, Donald E., and Kotschevar, Lendal H. *Understanding Cooking*. Amherst, Massachusetts: University Store, University of Massachusetts, 1968.

- C. West, Bessie Brooks; Wood, Levelle; Harger, Virginia F. *Food Service in Institutions*. New York: John Wiley and Sons, 1966.
- D. Terrell, Margaret E. *Professional Food Preparation*. New York: John Wiley and Sons, 1971.
- ✓ E. Longree, Karla, and Blaker, Gertrude G. *Sanitary Techniques in Food Service*. New York: John Wiley and Sons, 1971.

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT 1

INFORMATION SHEET

General operating procedures for equipment

A. Cleaning or adjusting

1. Turn off switches prior to adjusting the speed
2. Remove plug gently from socket

B. Using electrical equipment

1. Do not wear rings
2. Do not wear loose clothing

Example: Tie towel on front of apron

C. Before starting a machine

1. Unplug cord
2. Put parts in proper place
3. Turn gears or speed to proper setting
4. Clean work area of all other equipment or supplies

D. Training operator

1. Safety features
2. Emergency stop
3. Setting up, using, and cleaning equipment

E. Following manufacturer's directions

1. Operation
2. Cleaning
3. Lubricating

F. Notifying supervisor

1. When in doubt about usage of equipment
2. When parts of machine have been misplaced
3. When machine is not running properly

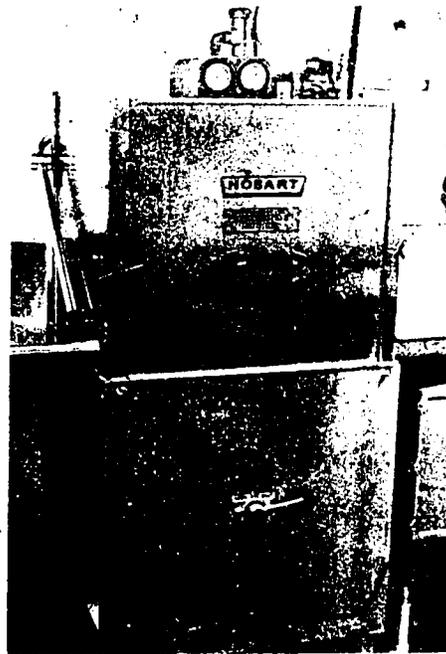
INFORMATION SHEET

II. Hazardous equipment

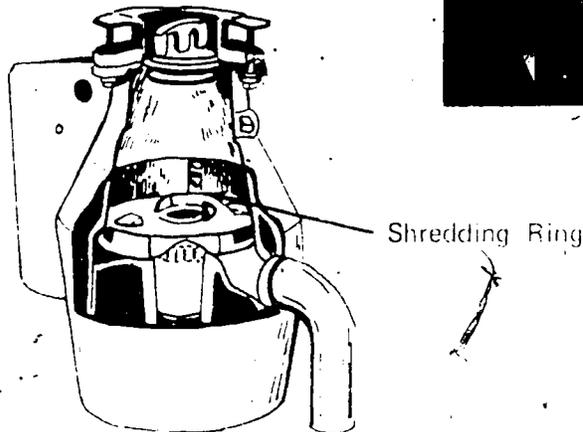
A. Donut machine



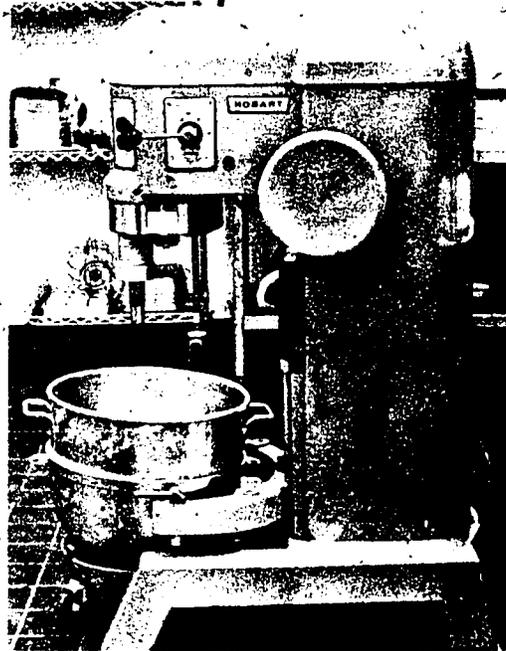
B. Dish machine



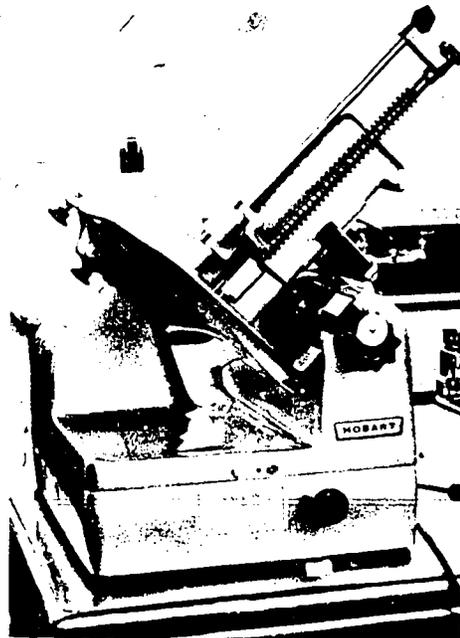
C. Waste disposer



D. Mixer

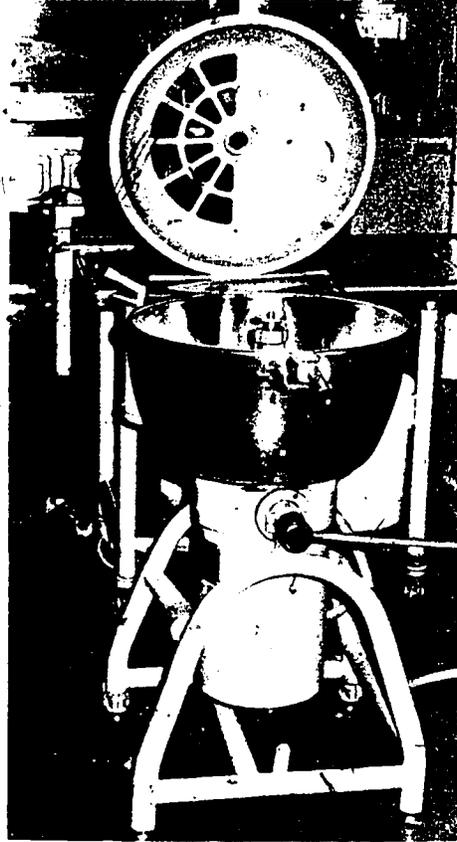


E. Slicer

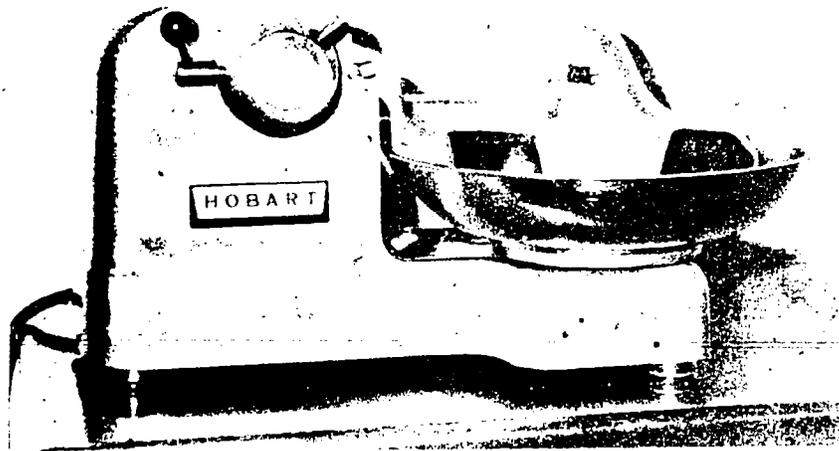


INFORMATION SHEET

F. Vertical cutter mixer--VCM

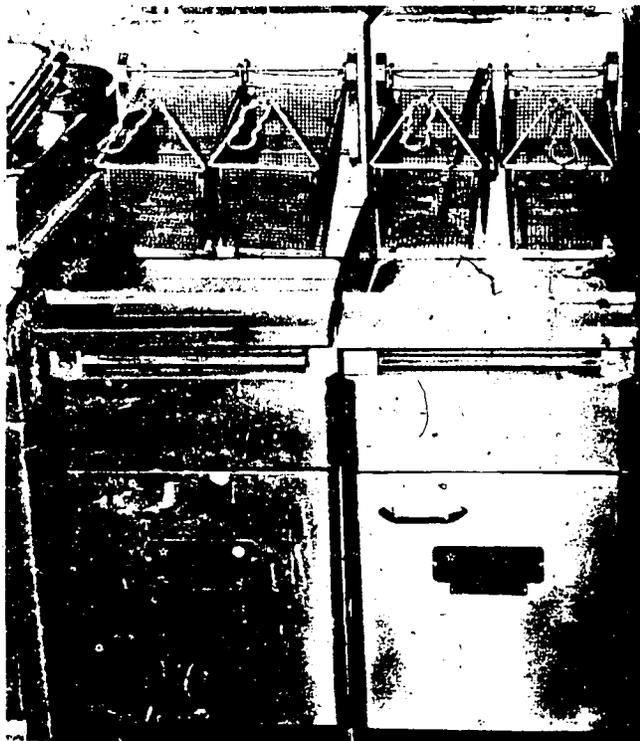


G. Food chopper--Buffalo chopper

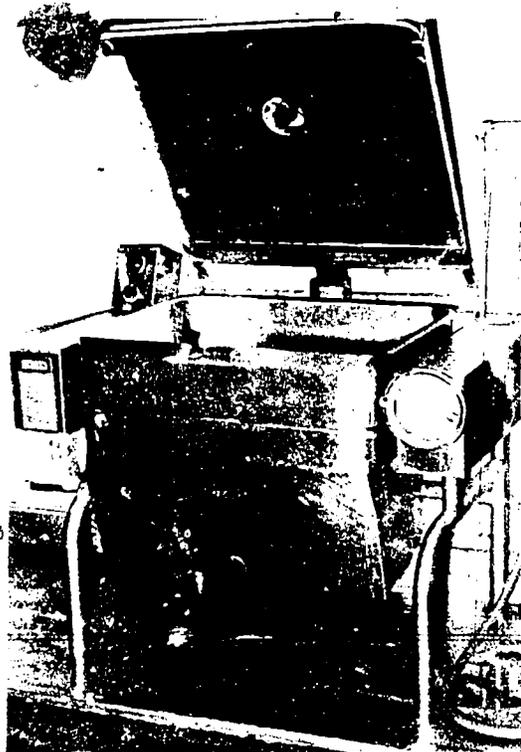


INFORMATION SHEET

H. Deep fat fryer

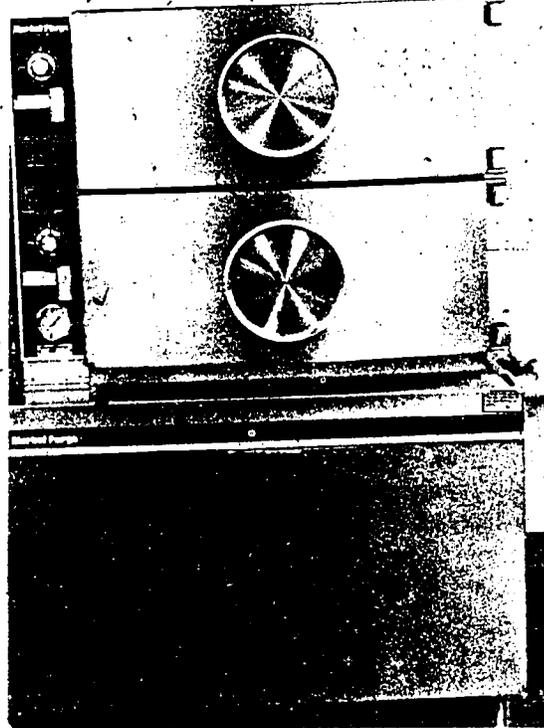


I. Tilting-skillet or brazier

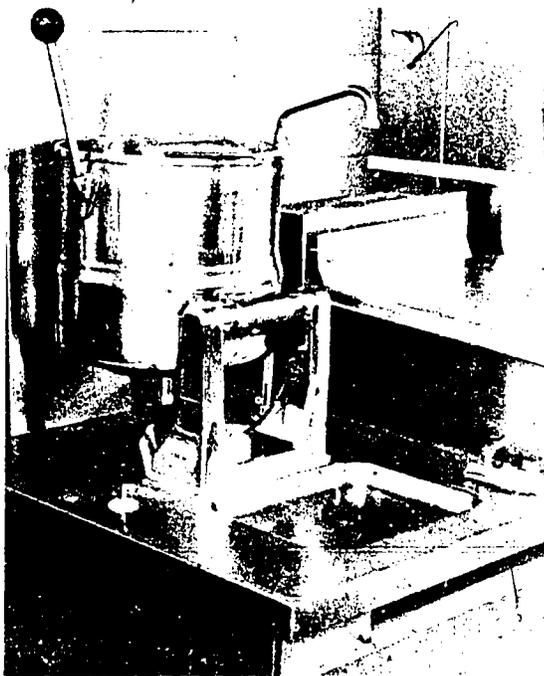
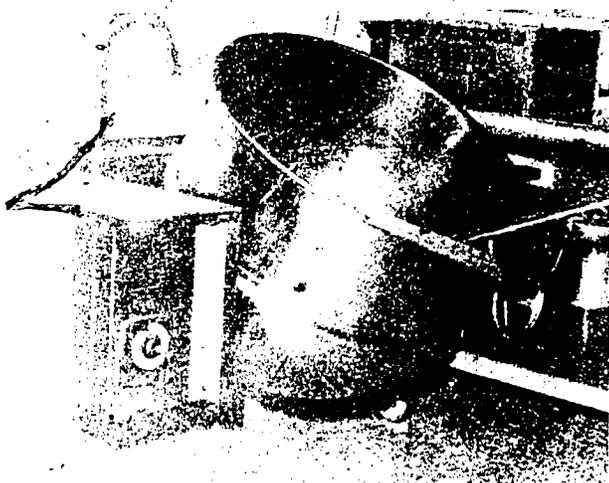


INFORMATION SHEET

J. Steamer

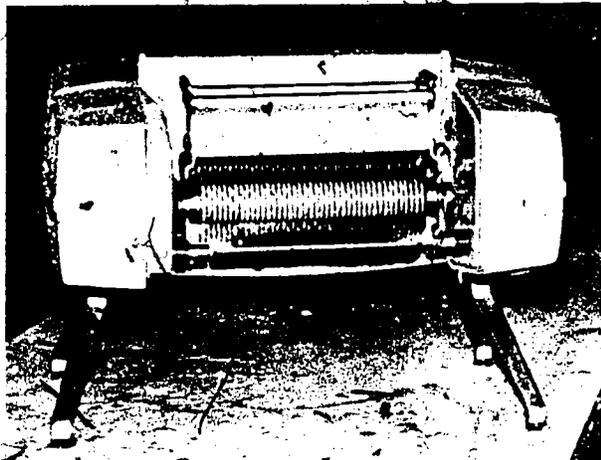


K. Steam jacketed kettle



INFORMATION SHEET

L. Meat tenderizer.



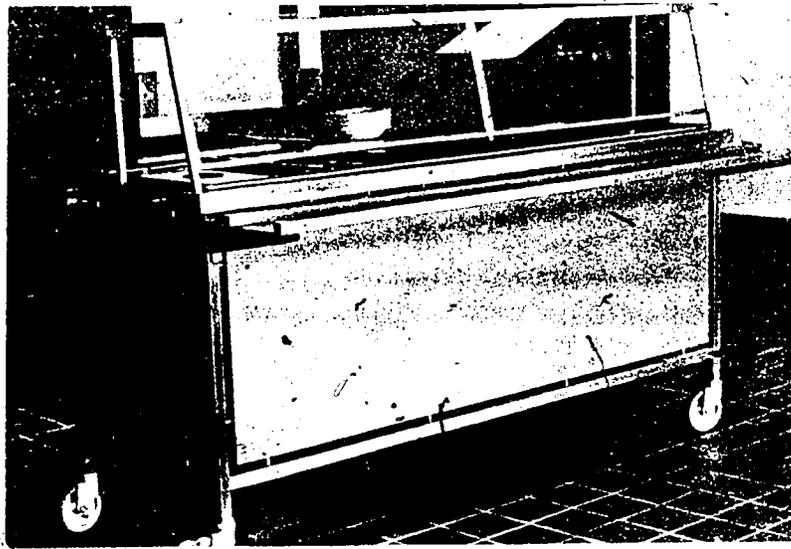
III. Safety requirements for hazardous equipment

- A. Operator must be trained
- B. Operator must have observed the equipment
 - 1. Set-up
 - 2. Use
 - 3. Clean-up
- C. Operator must be able to use this equipment to the satisfaction of supervisor
- D. Equipment should not be left totally unattended
 - 1. Donut machine
 - 2. Dish machine
 - 3. Waste disposer
 - 4. Mixer
 - 5. Slicer
 - 6. VCM
 - 7. Food chopper

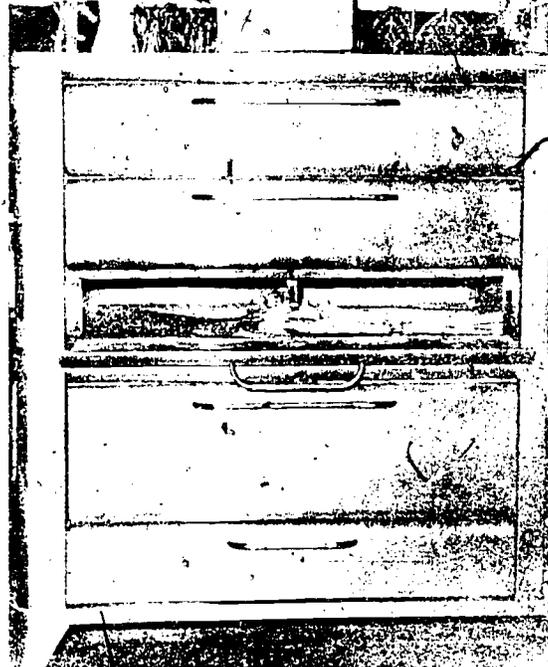
INFORMATION SHEET

IV. Less hazardous equipment

A. Steam table

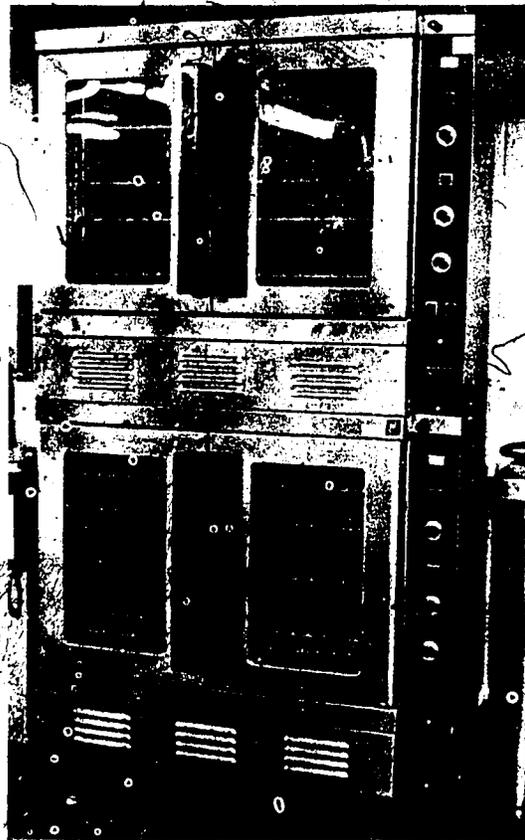


B. Conventional oven

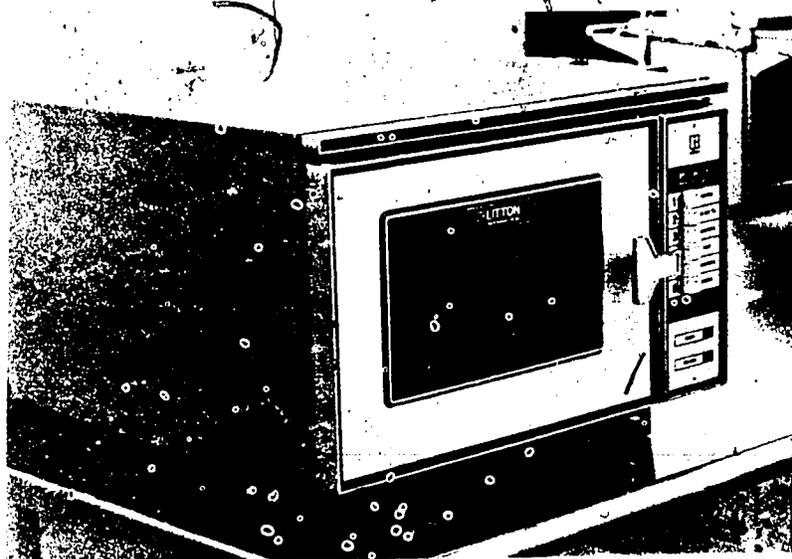


INFORMATION SHEET.

C. Convectional oven



D. Microwave oven

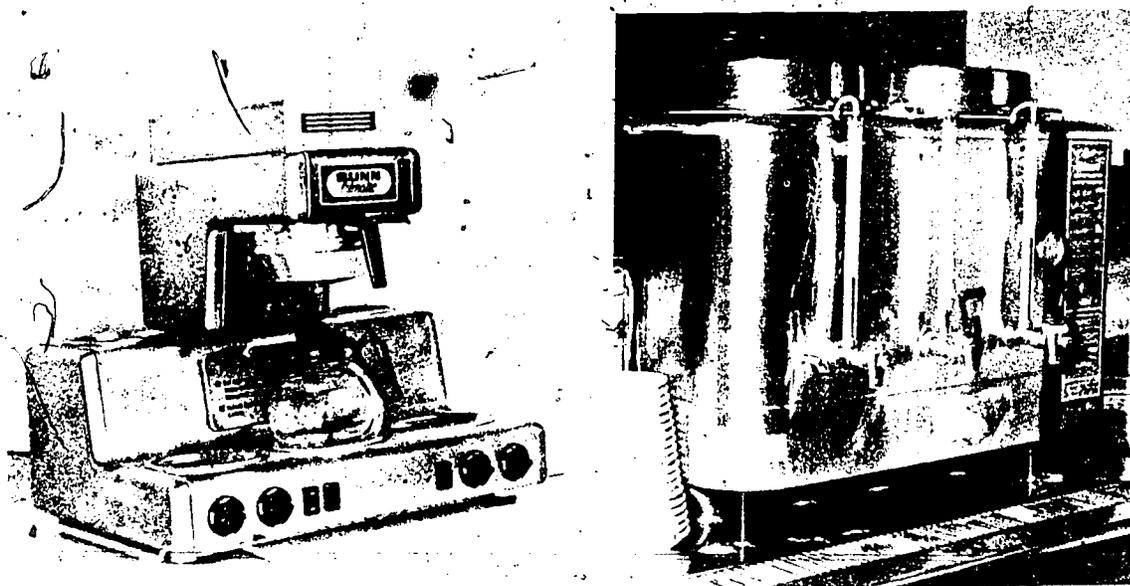


INFORMATION SHEET

E. Toaster

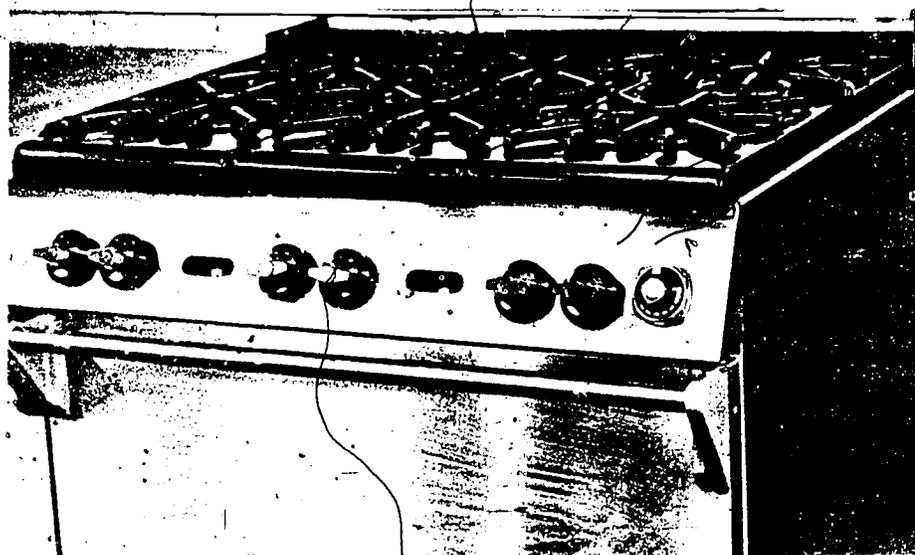


F. Coffee equipment

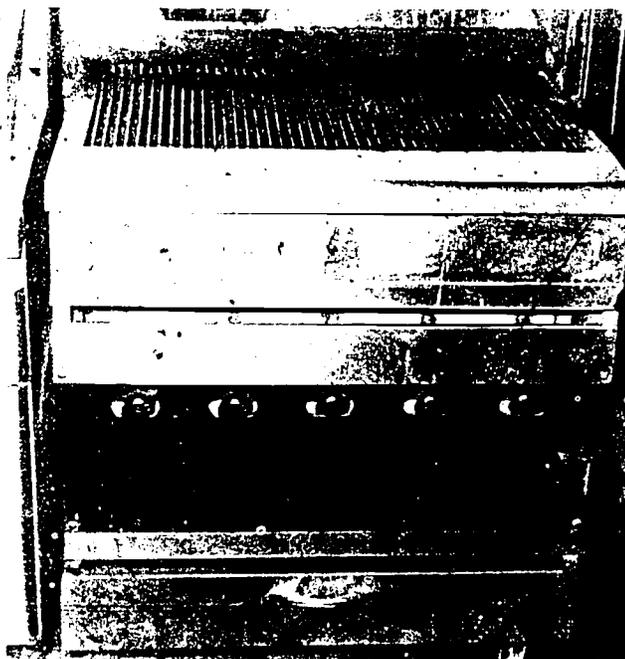


INFORMATION SHEET

G. Range



H. Broiler



INFORMATION SHEET

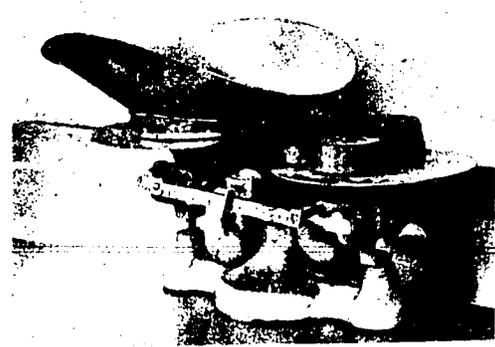
I. Grill



J. Portion scale

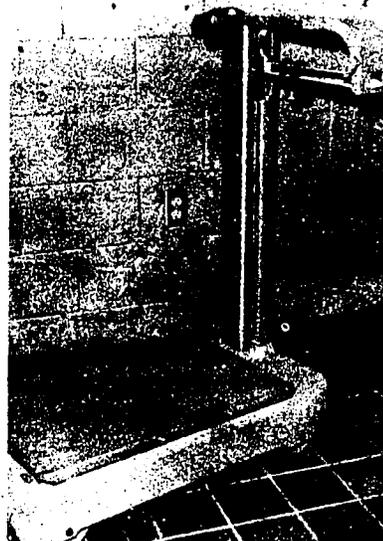


K. Baker's scale

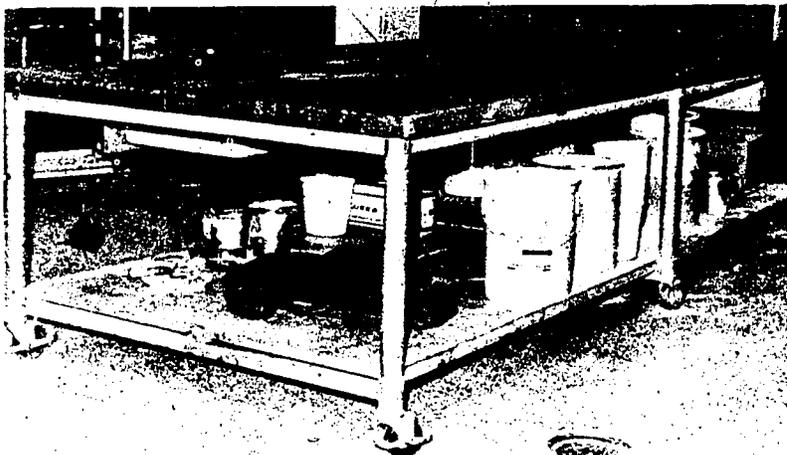


INFORMATION SHEET

L. Platform scale

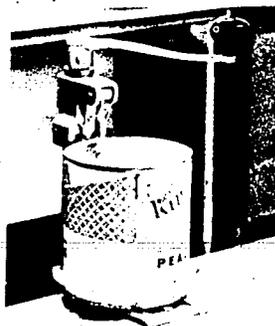


M. Baker's table



N. Can opener

- 1. Hand

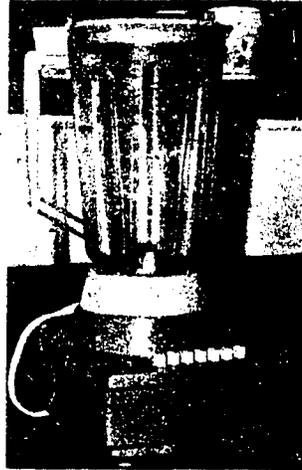


INFORMATION SHEET

2. Electric



O. Blender



P. Milk dispenser



INFORMATION SHEET

V. Safety requirements for less hazardous equipment

- A. Operator should be trained
- B. Operator should have observed the equipment:
 - 1. Set-up
 - 2. Use
 - 3. Clean-up
- C. Operator should be able to use equipment to the satisfaction of supervisor
- D. Operator should know and use all safety features on this equipment

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #1--OPERATE DONUT MACHINE

I. Equipment and supplies

- A. Donut machine
- B. Fat

II. Procedure

- A. Fill fryer with fat

(NOTE: Use enough fat to cover heater elements and thermostat bulb.)

- B. Turn heater control switch to 250°F
- C. Melt all fat
- D. Set temperature to 375°F
- E. Switch on conveyor motor to see that conveyor operates freely
- F. Time revolutions of dropper and conveyor

(NOTE: Dropper should be in the center of the flight pocket.)

- 1. Retard
- 2. Advance

- G. Consult recommended temperature and time chart for variety of donuts being prepared

(NOTE: See manufacturer's directions. Temperature will usually be between 370°-380°F.)

- H. Set speed according to variety of donut
- I. Load hopper with dough
- J. Begin operation

(NOTE: Adjust dropper if necessary so that donuts are dropping as close to the front flight as possible.)

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #2--CLEAN DONUT MACHINE

I. Equipment and supplies

- A. Donut machine
- B. Donut machine cleaner
- C. Clean cloths
- D. Fat steamer

II. Procedure

- A. Turn machine off
- B. Unplug machine
- C. Let fat cool
- D. Drain fat
- E. Filter fat
- F. Remove conveyor
- G. Take to pot and pan sink
- H. Tilt heater coils back
- I. Remove fryer tank
- J. Wipe excess fat from inside of kettle
- K. Flush inside of kettle with warm shortening
- L. Close drain valve
- M. Clean in-feed end of conveyor with damp cloth
- N. Lower coils into fryer kettle
- O. Fill fryer with water
- P. Add approved cleaner

JOB SHEET #2

- Q. Connect power
- R. Turn on heater
- S. Bring solution to a boil
- T. Boil 15-20 minutes
- U. Scrub parts while solution is boiling
- V. Turn off heater
- W. Disconnect power
- X. Allow cleaning solution to cool
- Y. Tilt heater coils back
- Z. Wipe coils
- AA. Drain cleaning solution
- BB. Lower coils into fryer
- CC. Close drain
- DD. Add water
- EE. Turn on power
- FF. Turn on heat
- GG. Boil 10-15 minutes
- HH. Cool
- II. Drain
- JJ. Close drain
- KK. Cover

(NOTE: Follow manufacturer's directions on donut machines. Operation and cleaning procedures vary with brand and model.)

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #3-OPERATE DISH MACHINE

I. Equipment and supplies

A. Dish machine

B. Detergent

II. Procedure

A. Place scrap trays in machine

B. Place wash arms in machine

C. Place curtains in machine

D. Close drain valves tightly

E. Open fill valves

F. Fill all tanks to specified level

G. Shut off fill valves

H. Turn on heat for tanks

I. Turn on dish machine motor and electronic equipment

J. Add detergent to reservoir

K. Add drying agent to reservoir

(NOTE: Most machines are equipped with a buzzer that sounds when detergent needs to be replaced.)

L. Do not wash dishes until all temperatures are correct

1. Prewash 100°-120°F

2. Wash 155°-170°F

3. Rinse-power 165°-180°F

4. Final rinse 180°-195°F

M. Change water in tanks every 2-4 hours

JOB SHEET #3

- N. Scrape food soil from plates
- O. Sort and stack soiled dishes
(NOTE: The dish machine is not a waste disposer.)
- P. Rack dishes of same size together
- Q. Place cups, glasses, and bowls upside down in racks
(NOTE: Do not stack dishes on top of each other.)
- R. Soak flatware 15-20 minutes
- S. Wash flatware twice
 - 1. Wash in rack
 - 2. Wash in silver baskets with HANDLES DOWN
- T. Invert silver in baskets without touching eating end of tool
- U. Allow dishes to air dry
- V. Tilt glass racks to drain excess water
- W. Remove clean dishes from racks
- X. Stack dishes in proper storage area
- Y. Do not touch any part of dish that will be touched with food
- Z. Check to see that flatware is clean, dry, and free from spots
- AA. Sort silverware
- BB. Place silverware in proper storage with HANDLES UP
- CC. Turn off machine motor and heaters

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #4-CLEAN DISH MACHINE

I. Equipment and supplies

- A. Dish machine
- B. Hose
- C. Gong brush
- D. Squeegee
- E. Clean cloths
- F. Stainless cleaner

II. Procedure

A. After each meal

1. Pull scrap trays
2. Remove curtains
3. Clean trays with brush
4. Run trays and curtains through dish machine
5. Turn off dish machine
6. Scrub down dish tables
7. Rinse dish tables
8. Squeegee dish tables
9. Drain machine
10. Scrub tanks with brush while draining
11. Hose down inside of machine
12. Clean outside of soap dispenser
13. Clean outside of machine
14. Fill tanks
15. Allow water to overflow 2-3 minutes

JOB SHEET #4

16. Replace scrap trays and curtains

(NOTE: After the last meal of the day, do not fill tanks and do not replace curtains until next use.)

B. Weekly

1. Clean the machine the same as after each meal
2. Remove wash arms
3. Clean wash arms free of foreign material
4. Replace wash arms
5. Remove rinse jets
6. Remove lime or iron deposits from rinse jets
7. Turn off soap dispenser
8. Turn off final rinse
9. Fill machine
10. Add detergent or delime solution to each tank
11. Run machine for 45 minutes
12. Drain machine
13. Scrub all tanks
14. Hose down machine
15. Replace rinse jets
16. Wipe all stainless steel equipment
17. Clean soap dispenser
18. Clean exterior of machine with hot water
19. Wipe dry exterior of machine
20. Clean exterior with stainless cleaner
21. Turn on soap dispenser
22. Turn on final rinse

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #5-OPERATE WASTE DISPOSER

I. Equipment and supplies

- A. Waste disposer
- B. Wet garbage

II. Procedure

- A. Press ON switch

(NOTE: Water will come on automatically. If water does not come on, turn machine off immediately.)

- B. Feed garbage gradually

(CAUTION: Do not overload.)

- C. Do not feed ungrindable food

- 1. Bones
- 2. Cobs
- 3. Cores
- 4. Paper
- 5. Cantaloupe and watermelon rinds
- 6. Grapefruit peels

- D. KEEP FINGERS AND HANDS AWAY FROM UNIT

- E. Run unit five minutes after grinding stops

- F. Clean unit by turning switch to the OFF position and washing with mild detergent

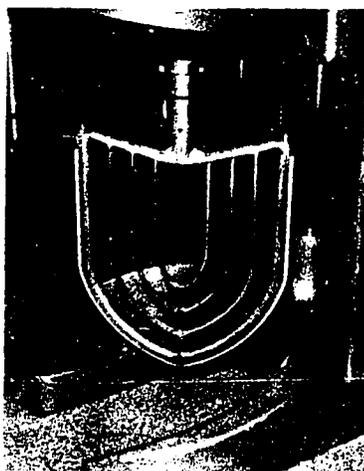
HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #6 OPERATE MIXER

- I. Equipment and supplies
 - A. Mixer
 - B. Agitator
- II. Procedure.
 - A. Place bowl of desired size into position
 - B. Lock back catch
 - C. Lock bowl pin on each side
 - D. Lower bowl to lowest level on slideway
 - E. Select proper agitator
 1. Flat beater (Figure 1)
 - a. General mixing
 - b. Mixing batters
 - c. Whipping potatoes

(NOTE: Do not use for heavy doughs.)

FIGURE 1



JOB SHEET #6

- 2. Wire whip (Figure 2)
 - a. Incorporates air into light mixtures
 - b. Used for light and fast operations

FIGURE 2



- 3. Dough hook (Figure 3)
 - a. Heavy doughs
 - b. Most breads
 - c. Most rolls

FIGURE 3



- 4. Pastry knife (Figure 4)
 - a. Combine shortening with flour
 - b. Mix biscuits, pie crusts, and shortcakes

FIGURE 4



JOB SHEET #6

F. Slip agitator on shaft

G. Lock

H. Lift bowl into position

(NOTE: If agitator does not touch the bottom of the bowl, the mixer is ready for use.)

I. Lower bowl

J. Select speed

K. Place food to be mixed in bowl

L. Raise bowl back to mixing position

M. Push motor start button

N. Stop machine before scraping down the sides of bowl

O. Do not lower bowl until agitator motion has stopped

P. Turn motor off when mixing is complete

Q. Lower bowl

R. Remove agitator

S. Remove food from bowl

(NOTE: If wheels are available, the bowl may be lowered to wheels and taken to preparation area.)

(CAUTION: NEVER, NEVER STICK HAND OR UTENSIL IN BOWL DURING OPERATION!!!)

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #7--CLEAN MIXER

I. Equipment and supplies

- A. Machine detergent solution
- B. Gong brush
- C. Clean cloths
- D. Mixer

II. Procedure

A. After each use

- 1. Turn machine off and remove plug
- 2. Remove bowl
- 3. Remove agitator
- 4. Take to pot and pan sink for cleaning
- 5. Clean bowl and agitator in detergent solution using gong brush
- 6. Rinse bowl and agitator
- 7. Let bowl and agitator air dry

B. Daily

- 1. Scrub beater shaft
- 2. Scrub bowl saddle
- 3. Scrub base
- 4. Rinse with hot clean water
- 5. Dry with clean cloth.

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #8-OPERATE SLICER

I. Equipment and supplies

- A. Slicer
- B. Portion scale

II. Procedure

- A. Place chute on slide carriage
- B. Screw bolts till tight
- C. Place center plate in position
- D. Place large knife guard in position
- E. Place food on chute and cover with holder
- F. Move arm to check free movement
- G. Adjust indicator to desired number

(NOTE: Food should be kept in center of carrier.)

- H. Turn machine on
- I. Slice 2-3 slices of product
- J. Turn machine off

(CAUTION: Do not place hands near food being sliced or near food holder until blade action has stopped.)

- K. Examine food for proper size and accurate weight
- L. Readjust indicator if necessary
- M. Slice desired number of portions of product

(NOTE: Manual machines must be pushed with a rhythmic motion. Automatic carriages should never be left unattended.)

(CAUTION: Slicer should never be used when knife guard is not in position. Always keep hands and utensils away from blade when unit is operating. Keep plug out of socket when unit is not in operation. Always check knife guard before putting plug in socket.)

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #9 CLEAN SLICER

- I. Equipment and supplies
 - A. Slicer
 - B. Detergent solution
 - C. Cloth folded to several thicknesses
 - D. Chemically sanitized solution
 - E. Clean cloths

II. Procedure

(NOTE: This should be done after each use.)

- A. Turn off machine
- B. Remove electric cord from socket
- C. Set blade control to zero
- D. Turn knob at bottom of carriage to remove meat carriage
- E. Loosen knob at center of blade to remove the top blade guard
- F. Take parts to the pot and pan sink
- G. Scrub parts
- H. Rinse parts
- I. Let parts air dry
- J. Wash blade and machine shell

(CAUTION: Blade is exposed, so proceed with care!!)

- K. Rinse blade
- L. Sanitize blade according to directions on chemical sanitizer

JOB SHEET #9

- M. Allow blade to air dry
- N. Replace front blade guard immediately after cleaning shell
- O. Tighten blade guard knob
- P. Replace blade guard
- Q. Tighten blade guard knob
- R. Replace meat carriage
- S. Tighten meat carriage knob
- T. Set blade control to zero

(NOTE: Never, never, never leave blade exposed longer than necessary!)

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #10--OPERATE VCM

- I. Equipment--VCM
- II. Procedure
 - A. Place shaft through round hole in center of cover
 - B. Slip on handle
 - C. Fasten into position
 - D. Add food and water

(NOTE: Some vegetables require water to make them move more freely. Operator should follow manufacturer's directions for amount of water and product to be used in each mixing.)

- E. Close cover
- F. Lock cover

(NOTE: Most mixers will not operate while cover is open. These machines usually have two speeds. The switch handle should be moved firmly when changing speeds. Speed and time of operation of this machine require strict attention!!!! Most food can be dipped out after mixing. For example, lettuce for tossed salad on low speed normally requires one second of operation.)

- G. Operate machine for desired time
- H. Remove food
- I. Remove knife blade
- J. Remove remainder of food

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #11--CLEAN VCM

I. Equipment and supplies

- A. VCM
- B. Machine detergent solution
- C. Gong brush
- D. Large pail or floor drain
- E. Hose
- F. Dry cloth

II. Procedure

- A. Turn motor to the OFF position
 - 1. Open inspection cover on top
 - 2. Wait until blades have stopped
- B. Remove mixing baffle
 - 1. Loosen nut on top of cover and withdraw handle
 - 2. Release cover lock
 - 3. Raise cover to upright position
 - 4. Withdraw mixing baffle and shaft
- C. Remove plastic inspection cover and gasket
- D. Remove blade shaft
 - 1. Turn blade shaft lock clockwise to remove
 - 2. Pull up on blade shaft
- E. Take parts to pot and pan sink
- F. Scrub

(CAUTION: Leave blade shaft on drainboard until ready for washing and rinsing.)

JOB SHEET #11

- G. Rinse parts and allow to air dry on clean surface
- H. Fill bowl half full of hot machine detergent solution
- I. Scrub bowl, both inside and outside of cover, side of bowl, and frame
- J. Tilt bowl to remove water
- K. Rinse inside and outside of bowl
- L. Wipe outside of bowl
- M. Let inside of bowl air dry
- N. Return bowl to upright position
 - 1. Lock leaves
 - 2. Replace locking pin
- O. Reassemble parts
 - 1. Replace blade shaft
 - 2. Replace gasket
 - 3. Replace mixing baffle
- P. Close cover
- Q. Replace plastic cover
- R. Replace handle
- S. Replace nut on top of cover
- T. Tighten
- U. Leave cover closed but do not lock it
- V. Partially open inspection cover

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #12--OPERATE FOOD CHOPPER

I. Equipment--Food chopper

II. Procedure

- A. Turn switch off
- B. Unplug machine
- C. Place bowl in position
- D. Rotate bowl counterclockwise to stop
- E. Place knife on knife shaft
- F. Screw hand knob into position to hold knives securely
- G. Place comb in position

(NOTE: Knives must move through comb freely.)

- H. Place lid in closed-locked position
- I. Plug in machine
- J. Fill bowl 1/3 full of product
- K. Turn on switch

(NOTE: More food may be added to machine bowl. If the food is not cut uniformly, too much food is in bowl.)

(CAUTION: Do not put hands under cover!!!)

- L. Stop machine
 1. Switch to off
 2. Do not lift cover until knives have stopped moving
- M. Open cover
- N. Turn lock knob to right angle
- O. Unscrew hand knob
- P. Slide off knife assembly
- Q. Remove food from bowl

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #13-CLEAN FOOD CHOPPER

- I. Equipment and supplies
 - A. Food chopper
 - B. Machine detergent solution
 - C. Gong brush
 - D. Clean damp cloth
 - E. Clean dry cloth
- II. Procedure
 - A. Turn off switch
 - B. Wait for blades to stop
 - C. Unplug cord
 - D. Turn cover lock and pull up
 - E. Raise cover to upright position
 - F. Remove blade guide
 1. Lift up
 2. Place in bowl
 - G. Remove blade
 1. Remove knob on blade shaft
 2. Grasp blade at the dull surface near the shaft
 - H. Place blade in bowl
(CAUTION: Handle blade with care.)
 - I. Lift cover
 - J. Remove bowl
 - K. Take parts to pot and pan sink

JOB SHEET #13

L. Scrub shell

M. Rinse shell

(CAUTION: Blade should never be placed in sink. Leave blade on drainboard until ready for washing and rinsing.)

N. Wash parts

O. Rinse

P. Allow to air dry

Q. Reassemble chopper

1. Replace bowl
2. Replace cover
3. Leave in upright position
4. Replace blade guide and blade
5. Close cover and lock

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #14--OPERATE DEEP FAT FRYER

- I. Equipment and supplies
 - A. Deep fat fryer
 - B. Fat for fryer
 - C. Absorbent paper
 - D. False bottom for serving pan
 - E. Tongs

- II. Procedure
 - A. Close grease outlet
 - B. Fill fryer with fat to level line indicator
 - C. Set thermostat to 250° until fat is melted (about ten minutes)
 - D. Set thermostat to desired temperature

(NOTE: Fat should not be heated over 400°F.)

- E. Place baskets on hook
- F. Fill baskets with food
 1. Fill no more than 2/3 full
 2. Drain foods that have been freshly battered before frying
 3. Fry foods together that are uniform in size
- G. Submerge baskets slowly into hot fat
(CAUTION: Submerging must be done slowly. Moisture from food, especially frozen food, causes fat to foam and to bubble.)
- H. Shake baskets occasionally if food tends to stick together
- I. Hang baskets on hook to drain (10-15 seconds)

JOB SHEET #14

J. Remove food from baskets

1. Pour food out
2. Pick food up with tongs

K. Place food on absorbent paper or in pan with false bottom

L. Turn off heat as soon as frying is complete

(NOTE: During idle periods the thermostat should be set on 200°F.)

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #15--CLEAN DEEP FAT FRYER (GAS)

I. Equipment and supplies

A. After each use

1. Cheese cloth
2. Clean pot
3. Machine detergent solution
4. Long handled gong brush
5. Dry cloths

B. Before changing to new fat

1. Caps for grease disposal
2. Waste container
3. Detergent solution
4. Deep fry cleaner
5. Long handled gong brush
6. Rubber gloves
7. White vinegar, 1/2 cup
8. Clean cloths

II. Procedure

A. After use

1. Allow fat to cool but not to solidify
2. Drain and strain fat
 - a. Secure cheese cloth on pot to form strainer
 - b. Place pot below drain
 - c. Open drain
 - d. Close drain after all fat has been removed

JOB SHEET #15

3. Fill frialator with hot machine detergent solution
4. Scrub inside and outside of unit
5. Place large pot below drain
6. Open drain
7. Rinse frialator thoroughly with clean hot water
8. Wipe dry
9. Refill fryer
10. Cover

B. Before changing to new fat

1. Allow fat to cool but not to solidify
2. Drain fat and dispose
3. Flush unit thoroughly to remove all sediment
4. Fill fryer with warm detergent solution or deep fry cleaner
5. Turn on fryer
6. Boil for 30 minutes
7. Scrub inside of fryer
8. Drain fryer
9. Rinse unit thoroughly
10. Refill unit with hot water
11. Brush all inside surfaces
12. Drain
13. Rinse
14. Dry thoroughly
15. Fill unit with new fat
16. Cover

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #16-CLEAN DEEP FAT FRYER (ELECTRIC)

I. Equipment and supplies

- A. Clean, frialator container
- B. Fat filter machine or container with filter
- C. Machine detergent solution
- D. Gong brush
- E. Clean cloths

II. Procedure

(NOTE: This should be done after each use.)

- A. Allow fat to cool but not to solidify
- B. Lift calrod unit from fat
- C. Lock calrod unit into position
- D. Turn on fryer to high temperature

(NOTE: Calrod units are self-cleaning.)

- E. Pump fat from fryer through filter to clean container
- F. Remove soiled container from fryer
- G. Take container to pot and pan sink for cleaning
- H. Rinse container and allow to air dry
- I. Turn off fryer
- J. Allow unit to cool
- K. Scrub outside of unit
- L. Rinse and wipe dry
- M. Place clean container with fat into unit
- N. Lower calrod unit into fat
- O. Cover

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #17--OPERATE TILTING BRAZIER OR SKILLET

I. Equipment--Tilt brazier

II. Procedure

A. Turn tilt wheel to upright position

B. Turn thermometer setting to the desired temperature

C. Place food in brazier

D. Follow recipe according to use

1. Fry

2. Braise

3. Stew

4. Saute

5. Simmer

6. Boil

7. Grill

E. Complete cooking process

F. Remove food from brazier

1. Dipping

2. Pouring--Liquids or semi-liquids

a. Pour slowly

b. Use sheet pan to prevent splattering

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #18-CLEAN TILTING BRAZIER OR SKILLET

- I. Equipment and supplies
 - A. Gong brush
 - B. Large pail or floor drain
 - C. Machine detergent solution
 - D. Dry cloths
- II. Procedure
 - A. Turn off switch
 - B. Raise cover
 - C. Flush pan to remove all loose food particles
 - D. Tilt pan to remove water
 - E. Place a sheet pan in front of pouring lip to guide water to floor drain and to prevent splashing
 - F. Return pan to upright position
 - G. Fill pan with detergent solution
 - H. Scrub pan
 1. Cover
 2. Pouring lip
 3. Frame
 4. Outside
 - I. Tilt pan to remove water
 - J. Rinse pan inside and out
 - K. Return pan to upright position
 - L. Allow inside to air dry
 - M. Wipe outside of pan
 - N. Close cover

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #19-OPERATE STEAMER

- I. Equipment-Steamer
- II. Procedure
 - A. Place food in proper size pan according to recipe
 - B. Place pan on the pull-out shelf
 - C. Close door
 - D. Lock door
 1. Wheel operation
 - a. Fasten door catch
 - b. Push steam valve handle to front position
 - c. Revolve wheel at front in clockwise direction until compartment seals
 2. Safety shut-off valve
 - a. Engage hasp with locking cam to the right
 - b. Press against the face of the door
 - E. Turn on steam
 1. Wheel operation--Pull lever
 2. Safety shut-off valve--Final movement of lever automatically turns steam on
 - F. Set timer according to recipe
(NOTE: On the wheel operations do not tighten the door wheel excessively. If steam leaks appear, the wheel should be tightened slightly.)
 - G. Reverse closing procedure after cooking process is completed
(NOTE: After loosening wheel, let steam escape before opening door.)
 - H. Remove food

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #20-CLEAN STEAMER

- I. Equipment and supplies
 - A. Machine solution
 - B. Gong brush
 - C. Gauge brush
 - D. Clean cloths
 - E. Steamer
- II. Procedure
 - A. Turn off steam
 - B. Allow to cool
 - C. Turn center wheel counterclockwise to open
 - D. Remove shelves
 - E. Tap shelves to pot and pan sink
 - F. Scrub top and bottom of shelves
 - G. Rinse
 - H. Allow shelves to air dry on clean surface
 - I. Scrub chambers
 1. Inside
 2. Outside
 3. Top
 - J. Rinse chambers
 - K. Close steamer
 - L. Turn on for one minute
 - M. Turn off steamer

JOB SHEET #20

- N. Open
- O. Allow to air dry
- P. Replace shelves
- Q. Wipe off outside and top of steamer
- R. Leave doors ajar

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #21--OPERATE STEAM JACKETED KETTLE

- I. Equipment--Steam jacketed kettle
- II. Procedure
 - A. Adjust kettle to upright level position
 - B. Fill kettle with food or water in which food is to be cooked
(NOTE: Food or water should not exceed 3/4 of the capacity of the kettle.
Preheat water if necessary.)
 - C. Turn on steam control valve
 1. Turn dial clockwise
 2. Open valve completely for the highest temperature
 3. Close valve partially for simmering
 - D. Complete cooking according to directions on recipe
 - E. Close steam control valve
 - F. Remove food to prevent overcooking
 1. Liquid may be drawn off through draw-off valve before liquid is removed
 2. Food may be strained from broth
 3. Food may be poured if kettle tilts
 4. Food may be skimmed with skimmer

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #22--CLEAN STEAM JACKETED KETTLE

- I. Equipment and supplies
 - A. Long handled gong brush
 - B. Machine detergent
 - C. Clean dry cloths
 - D. Steam kettle.
- II. Procedure
 - A. Turn off steam
 - B. Allow kettle to cool
 - C. Open drain
 - D. Flush kettle
 - E. Close drain
 - F. Remove drain screen
 - G. Fill kettle to cover highest food line with water
 - H. Add detergent
 - I. Scrub kettle inside and outside
 - J. Drain solution
 1. Open valve
 2. Tilt kettle
 - K. Rinse kettle
 - L. Close drain
 - M. Allow inside of kettle to air dry
 - N. Wipe outside of kettle
 - O. Close cover

(NOTE: Smaller pots may not have drains. Smaller or older pots may not have covers.)

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #23-OPERATE MEAT TENDERIZER

I. Equipment needed-Meat tenderizer

II. Procedure

A. Turn on machine

B. Place meat to be tenderized in roll assembly

(CAUTION: DO NOT touch roll assembly with fingers.)

(NOTE: The meat will fall through roll assembly. Meat should never be pulled out of assembly while machine is operating.)

C. Place meat in tenderizer a second time

D. Proceed with recipe directions

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #24-CLEAN MEAT TENDERIZER

- I. Equipment needed
 - A. Machine detergent solution
 - B. Brush
 - C. Clean cloths
- II. Procedure
 - A. Turn off machine
 - B. Remove electric cord from socket
 - C. Remove guard
 - D. Loosen locks
 - E. Pull entire roll assembly to right to remove from machine
 - F. Take guard and cutter roll assembly to sink
 1. Remove handle
 2. Remove blade guides
 3. Clean excess meat particles from cutter roll

(CAUTION: Place cutter roll on drainboard until ready for washing.)
 - G. Scrub all parts
 - H. Put all parts into wire basket and immerse in water
 - I. Allow to air dry in basket on clean surface
 - J. Clean
 - K. Dry shell
 - L. Reassemble cutter roll
 1. Replace blade guides
 2. Replace handles
 3. Replace roll assembly into socket

JOB SHEET #24

4. Lock roll assembly
 5. Replace guard
- M. Replace electric cord in socket

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #25--OPERATE STEAM TABLE

I. Equipment and supplies

- A. Steam table
- B. Water, (if used)

II. Procedure

(NOTE: Different foods will require varying degrees of heat for holding on steam table.)

A. Moist heat

1. Close drain
2. Add hot water to desired level
3. Turn on heating element
4. Reduce heat when boiling begins

B. Dry heat (electric)

1. Turn on heating element to desired temperature
2. DO NOT add water

(NOTE: Steam may be used as heat in electric tables. A pan of water is placed in the table well and the food pan is placed in the steam pan.)

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #26--CLEAN STEAM TABLE

- I. Equipment and supplies
 - A. Steam table
 - B. Machine detergent solution
 - C. Stainless steel polish
 - D. Long handled gong brush
 - E. Clean dry cloths

II. Procedure

A. Electric

(CAUTION: Water must never come in contact with the heating elements.)

1. Turn off
2. Scrub exterior of well
3. Rinse with hot water
4. Wash cabinet and containers
5. Wash lids to wells
6. Replace containers and lids

B. Moist wells (after each use)

1. Turn off steam
2. Drain
3. Wash front and back of steam table
4. Wash top of steam table
5. Wipe dry

JOB SHEET #26

C. Moist wells (after last meal of day)

1. Turn off steam
2. Add detergent to water in steam well
3. Scrub inside of steam table
4. Drain
5. Rinse
6. Wipe surrounding frame
7. Wash covers
8. Rinse covers
9. Wash front and back of steam table
10. Rinse
11. Wipe dry
12. Polish as needed

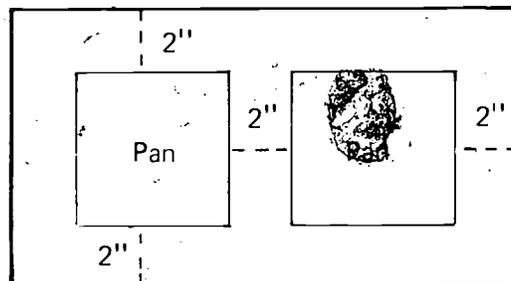
(NOTE: In areas with hard water, steam tables should be delimed weekly.)

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #27-OPERATE CONVENTIONAL OVEN

- I. Equipment-Conventional oven
- II. Procedure
 - A. Turn temperature control switch to medium or high
 - B. Turn thermostat to desired temperature
 - C. Allow oven to preheat before placing food in oven
 - D. Place food in oven when proper temperature has been reached
 - E. Load oven evenly (Figure 1)
 1. Pans should be 2" away from door
 2. Pans should be 2" away from each other
 3. Pans should be 2" away from walls of oven

FIGURE 1



- F. Cook as directed on recipe
(CAUTION: Do not rest heavy pans on the doors while open.)

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #28-CLEAN CONVENTIONAL OVEN

- I. Equipment and supplies
 - A. Long handled metal scraper
 - B. Long handled brush
 - C. Machine detergent solution
 - D. Clean dry cloth
 - E. Gong brush
 - F. Stainless steel polish
- II. Procedure
 - A. Daily
 1. Turn off oven.
 2. Allow oven to cool
 3. Scrape burned particles from inside of oven
 4. Brush out inside of oven
 5. Brush shelf ledges and door crevice
 6. Replace shelf
 7. Wash outside of door
 8. Wash outside of frame
 9. Rinse
 10. Wipe dry
 - B. Weekly
 1. Turn off oven
 2. Allow oven to cool
 3. Remove shelf

JOB SHEET #28

4. Take shelf to pot and pan sink
5. Scrub shelf
6. Rinse shelf
7. Wipe shelf dry
8. Scrape burned particles from inside of oven
9. Brush inside of oven
10. Brush shelf ledges
11. Brush door crevices
12. Scrub inside of oven
13. Scrub shelf ledges
14. Scrub inside and outside of door
15. Scrub frame
16. Rinse inside and outside of oven
17. Replace clean shelf
18. Wipe outside dry
19. Wipe on stainless steel polish

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #29--OPERATE CONVECTIONAL OVEN

I. Equipment--Convectional oven

II. Procedure

A. Turn thermostat to desired temperature

(NOTE: Adjust temperature by decreasing 25°-50°.)

B. Turn on fan

(NOTE: Some items should not be cooked in a convectional oven with the fan on, such as baked goods, cakes, and muffins.)

C. Allow oven to preheat before placing food in oven

D. Place food in oven when proper temperature has been reached

E. Load oven evenly

(CAUTION: Do not overload convectional ovens because they will tend to cook unevenly.)

F. Cook as directed on recipe

(NOTE: Adjust temperature on recipe by decreasing 25°-50°. Convectional ovens tend to cook more quickly than conventional ovens.)

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #30 CLEAN A CONVECTIONAL OVEN

- I. Equipment and supplies
 - A. Long handled metal scraper
 - B. Long handled brush
 - C. Machine detergent solution
 - D. Clean dry cloth
 - E. Gong brush
 - F. Stainless steel polish
- II. Procedure
 - A. Daily
 1. Turn off oven
 2. Allow oven to cool
 3. Scrape burned particles from inside of oven
 4. Brush out inside of oven
 5. Brush shelf ledges and door crevice
 6. Replace shelf
 7. Wash outside of door
 8. Wash outside of frame
 9. Rinse
 10. Wipe dry
 - B. Weekly
 1. Turn off oven
 2. Allow oven to cool
 3. Remove shelf

JOB SHEET #30

4. Take shelf to pot and pan sink
5. Scrub shelf
6. Rinse shelf
7. Wipe shelf dry
8. Scrape burned particles from inside of oven
9. Brush inside of oven
10. Brush shelf ledges
11. Brush door crevices
12. Scrub inside of oven
13. Scrub shelf ledges
14. Scrub inside and outside of door
15. Scrub frame
16. Rinse inside and outside of oven
17. Replace clean shelf
18. Wipe outside dry
19. Wipe on stainless steel polish

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #31--OPERATE MICROWAVE OVEN

- I. Equipment
 - A. Microwave oven
 - B. Cooking pan
- II. Procedure
 - A. Close door
 - B. Turn on master switch
 - C. Let heat for 10-15 seconds
 - D. Open door
 - E. Place food no more than 3" deep in oven on cooking dish
 1. Paper
 2. Glass
 3. China
 4. Heat-resistant plastic
 - F. Place food in oven
 - G. Close door
 - H. Set timer
 - I. Cook according to recipe

(NOTE: In use of the microwave oven, the operator should follow time guides as specified in a microwave cookbook. Microwave ovens are used for thawing, heating to room temperature, cooking to an edible temperature, and precooking. To equalize cooking of food, liquid or semiliquid food should be stirred during cooking process. In most microwave ovens the timer will have to be reset if the door is opened. For casseroles and foods that splatter easily, a paper towel should be placed on top of the food.)

(CAUTION: Before using microwave oven, read manufacturer's suggested operation for the particular type of oven.)

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #32-CLEAN MICROWAVE OVEN

- I. Equipment and supplies
 - A. Microwave oven
 - B. Clean cloths
 - C. Mild detergent solution
 - D. Paper towels
- II. Procedure
 - A. Turn off oven
 - B. Let oven cool
 - C. Remove trays
 - D. Remove splatter shield
 - E. Wash trays and shield in mild detergent solution
 - F. Rinse
 - G. Wipe dry
 - H. Wipe inside of oven with paper towels to remove all liquid spills
 - I. Wash with mild detergent solution
 - J. Rinse
 - K. Wipe dry
 - L. Replace trays and shield

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT

JOB SHEET #33: OPERATE ROTARY TOASTER

I. Equipment and supplies

- A. Rotary toaster
- B. Bread
- C. Pastry brush
- D. Margarine or butter

II. Procedure

- A. Set thermostat to five
- B. Open gas valve
- C. Insert lighted match into lighter holes
- D. Inspect flames

(NOTE: Front and back flames should be the same size and as large as possible without yellow tips.)

- E. Preheat toaster 10-15 minutes
- F. Start motor for baskets to rotate
- G. Run two slices of bread through toaster
- H. Adjust thermostat if necessary
- I. Run toast through
- J. Butter toast
- K. Stack in pans

(CAUTION: If toast gets stuck in baskets, do not stick a knife in unit. Let unit run. Eventually the toast will fall out or burn and break into parts and the parts will fall out.)

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #34-CLEAN ROTARY TOASTER

- I. Equipment and supplies
 - A. Toaster
 - B. Small stiff-bristled brush
 - C. Clean dry cloth
 - D. Clean damp cloth dipped into hot machine detergent solution
- II. Procedure
 - A. Turn off machine
 - B. Brush crumbs from front of toaster
 - C. Remove slanted toast guide
 - D. Remove tray below toaster
 - E. Brush dry crumbs from guide, tray, and surrounding table top
 - F. Wash toaster frame
 - G. Wash area under toaster
 - H. Wash guide, tray, and surrounding table top
 - I. Rinse
 - J. Wipe dry
 - K. Replace toast guide and tray

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #35--OPERATE COFFEE EQUIPMENT

I. Equipment and supplies

- A. Urn coffee pot
- B. Vacuum coffee pot
- C. Automatic drip coffee pot
- D. Coffee basket
- E. Coffee filter
- F. Coffee

II. Procedure

A. Urn coffee pot

1. Fill urn with fresh water
2. Turn on heater to heat water
3. Let water boil
4. Rinse out with fresh hot water
5. Add premeasured coffee to filter basket
6. Spread coffee evenly
7. Place basket on top of urn
8. Turn on water over coffee or pour boiling water over coffee
9. Remove grounds as soon as water has gone through the basket
10. Remove one gallon of fresh brew
11. Pour into urn
12. Check holding temperature to make sure it is correct
 - a. 190°F outside jacket
 - b. 185°F brew

JOB SHEET #35

13. Dump grounds

B. Vacuum coffee pot

1. Fill pot with water to the proper measure
2. Place on heat
3. Moisten filter cloth
4. Place filter into top
5. Fill top with premeasured amount of coffee
6. Place top part on bottom pot when water begins to boil
7. Allow steam to push water into the upper bowl
8. Stir
9. Remove pot from heat and allow vacuum to pull the fresh brew down into the bottom pot
10. Remove top
11. Wash thoroughly
12. Place filter cloth to soak in cold water

C. Automatic drip coffee pot

1. Place filter in basket
2. Add premeasured coffee to filter basket
3. Place filter basket in place
4. Push OK button
5. Remove grounds upon completion of brewing
6. Clean filtering unit
 - a. Dump filter and coffee grounds in designated area
 - b. Rinse unit with hot water
 - c. Let air dry

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT

JOB SHEET #36-CLEAN COFFEE EQUIPMENT

I. Equipment and supplies

- A. Coffee urn
- B. Long handled gong brush
- C. Gauge brush
- D. Urn cleaner
- E. Clean damp cloth
- F. Machine detergent solution

II. Procedure

A. After each use

1. Lift cover
2. Remove filter
3. Empty grounds
4. Drain urn
5. Close drain
6. Rinse drain and urn
7. Close drain
8. Remake coffee as needed

B. Daily

1. Close drain
2. Fill partially with hot water
3. Scrub urn
4. Drain urn
5. Flush urn with hot water

JOB SHEET #36

6. Clean glass gauge with gauge brush
 - a. Remove nut at top of tube
 - b. Insert brush
 - c. Plunge up and down with urn cleaner
 - d. Rinse
7. Clean faucet (for automatics)
8. Fill urn partially with water
9. Leave until next service
10. Wipe outside of urn
11. Scrub drain
12. Scrub urn stand
13. Wipe dry
14. Leave urn open

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #37--OPERATE RANGE

I. Equipment

A. Range

B. Stock pot

II. Procedure

A. Range top (Hot top)

(NOTE: The uses for a hot top are varied. Simmering, stewing, holding, and warming are the most common uses.)

1. Preheat to desired temperature
2. Place stock pot on hot top
3. Cook food as directed on recipe

B. Burner grids

(NOTE: Frying, sautéing, and baking are the most common cooking methods on burners.)

1. Place stock pot on grid
2. Turn on burner to desired temperature according to recipe
3. Cook food according to recipe

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #38--CLEAN RANGE

- I. Equipment and supplies
 - A. Putty knife
 - B. Machine detergent solution
 - C. Gong brush
 - D. Clean damp cloth
 - E. Salad oil
 - F. Stainless steel polish
 - G. Wire brush
 - H. Dry cloth
- II. Daily procedure
 - A. Hot top
 1. Allow range to cool
 2. Loosen all burned particles with putty knife
 3. Scrub top of range
(NOTE: Use only a very small amount of water on the hot top.)
 4. Clean back of hot top
 5. Rinse
 6. Wipe dry
 7. Apply rust preventive if necessary
 - B. Outside of all ranges
 1. Scrub front
 2. Scrub sides
 3. Scrub back

JOB SHEET #38

4. Rinse
5. Wipe dry
6. Polish all trim

C. Burner grids

1. Remove burner grids from top of range
2. Take grids to pot and pan sink
3. Scrub.
4. Rinse
5. Wipe dry
6. Replace on top of range

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #39--OPERATE BROILER

I. Equipment--Broiler

II. Procedure

- A. Preheat 15 minutes to high temperature before using
- B. Adjust temperature control to desired temperature
- C. Rub grid with oil to prevent sticking if necessary
- D. Shake off excess oil on food before placing on grid
- E. Place food on grid
- F. Locate grid at proper position for broiling according to the degree of doneness desired
 1. Rare--One to two inches from heat
 2. Medium--Three to four inches from heat
 3. Well-done--Four inches from heat

(NOTE: If meat is to be cooked well done, it should be cooked slower and longer.)
- G. Broil meat on one side for half of the cooking time

(NOTE: Meat should be browned.)
- H. Season meat on cooked side
- I. Turn meat and brown on other

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT 1

JOB SHEET #40-CLEAN BROILER

I. Equipment and supplies

- A. Broiler
- B. Machine detergent solution
- C. Long handled scraper
- D. Waste container
- E. Gloves
- F. Clean damp cloth
- G. Clean dry cloth

II. Procedure

- A. Turn off broiler
- B. Allow broiler to cool
- C. Remove grid
 - 1. Pull lift lever to the left.
 - 2. Move grid to the highest position
 - 3. Lift grid up and out
- D. Take grid to pot and pan sink
- E. Soak grid.
- F. Scrape burned particles from side of broiler
- G. Remove grease tray
- H. Empty grease
- I. Take grease tray to pot and pan sink
- J. Scrub broiler grid and grease tray

JOB SHEET #40

K. Rinse grid and grease tray

L. Allow to air dry

M. Wipe inside of broiler

(CAUTION: Do not wash calrod units because they are self cleaning.)

N. Wipe outside and top of broiler

O. Rinse inside, outside, and top of broiler

P. Wipe dry

Q. Replace grease tray

R. Replace grid

S. Lock into position

T. Test grid to see if it will roll out and lock

U. Push grid back into broiler unit

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #41--OPERATE GRILL

I. Equipment and supplies

- A. Grill
- B. Seasoning oil
- C. Long handled spatula

II. Procedure

- A. Preheat grill to 400°F
- B. Brush with thin film of cooking oil
- C. Allow oil to remain on grill for two minutes
- D. Wipe surplus oil from grill
- E. Turn temperature dial to desired temperature
- F. Place food item on grill surface according to recipe
- G. Cook according to recipe directions

(NOTE: Use long handled spatula for turning foods. Be careful of splattering grease when turning foods. Scrape drippings to grease trap between each load.)

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #42 CLEAN GRILL

I. Equipment and supplies

- A. Grill
- B. Wire brush or flexible spatula
- C. Cloth
- D. Seasoning for grill

II. Procedure

- A. Turn off grill
- B. Let grill cool
- C. Remove soil on grill by using flexible spatula
- D. Remove grease trap
- E. Take to pot and pan sink
- F. Wash
- G. Rinse
- H. Let air dry
- I. Turn grill to low
- J. Rub grill with pumice stone, grill brick, or grill screen
- K. Rub with the grain of the metal
- L. Clean grill with a damp cloth
- M. Wipe grill dry
- N. Season

1. Place a small amount of seasoning on cloth

2. Rub grill with cloth

3. Rub with the grain of the grill

JOB SHEET #42

- O. Place grease trap in place
- P. Wash sides and back of grill
- Q. Rinse
- R. Wipe dry

(NOTE: Be sure to remove all dust particles left by grill brick.)

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #43--OPERATE PORTION SCALE

I. Equipment and supplies

- A. Portion control scale
- B. Pan for weighing

II. Procedure

- A. Turn dial indicator to zero
- B. Place pan in which ingredient is to be weighed on the platform of the scales
- C. Turn the dial again to zero
- D. Place food in pan until desired amount is in pan
- E. Remove pan
- F. Turn dial back to zero

(NOTE: Careful attention should be given to the dial. If it gets wet, it will warp and scales will not be accurate.)

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #44-OPERATE A BAKER'S SCALE

I. Equipment and supplies-Baker's scale

II. Procedure

A. Place pan that holds material to be weighed on the left platform of the scale

B. Place the red weight on right platform of the scale

(NOTE: Red weights equal the weight of the pan in which the food is being weighed.)

C. Remove pan from scale

D. Place the approximate amount of food to be weighed in the pan

E. Place the correct weights on the right hand platform

F. Place pan of food back on the scale

G. Add or remove any ingredients to make the scale balance

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #45-CLEAN BAKER'S SCALE

Equipment and supplies

- A. Baker's scale
- B. Damp cloth
- C. Machine detergent solution
- D. Dry cloths
- E. Chemical sanitizing solution

II. Procedure

- A. Remove weighing pan from platform
- B. Wipe scale with damp cloth
- C. Take pan to pot and pan sink
- D. Wash pan in detergent solution
- E. Rinse pan
- F. Sanitize pan in chemical solution
- G. Dry pan thoroughly
- H. Return pan to scales

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #46--OPERATE PLATFORM SCALE

I. Equipment-Platform scale

II. Procedure

A. Turn lock to open

B. Place food to be weighed on the platform

(NOTE: When weighing food be careful not to stand on the scales. To see the scales accurately stand in front of the scales.)

C. Remove food from scales

D. Lock scales immediately

(NOTE: Platform scales should never be left unlocked.)

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #47-CLEAN BAKER'S TABLE

- I. Equipment and supplies
 - A. Scraper
 - B. Dry cloth
 - C. Machine detergent solution
 - D. Gong brush
 - E. Chemical sanitizing solution
- II. Procedure
 - A. Throughout the day and at end of day
 1. Scrape top
 2. Remove all scrapings and dry flour
 3. Scrub top and sides
 4. Rinse
 5. Sanitize top
 6. Let air dry
 7. Wipe sides of table
 8. Wipe shelf
 - B. Weekly
 1. Use same procedure as above
 2. Remove all utensils from drawers
 3. Remove drawers from table
 4. Take drawers to pot and pan sink
 5. Scrub drawers inside and out
 6. Rinse
 7. Dry

JOB SHEET #47

8. Wipe drawer frames
9. Rinse and wipe dry
10. Return drawers to table
11. Put clean utensils back into drawers

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #48-CLEAN CAN OPENER

- I. Equipment and supplies
 - A. Machine detergent solution
 - B. Brush
- II. Procedure
 - A. Remove shank
 - B. Take to pot and pan sink
 - C. Scrub blade and parts
 - D. Rinse
 - E. Allow to air dry on clean surface
 - F. Inspect blade for food particles
 - G. Replace blade
 - H. Scrub base plate attached to handle
 - I. Rinse base plate
 - J. Replace shank

(NOTE: Blade and parts may be removed from electric can openers for cleaning.)

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #49-OPERATE BLENDER

I. Equipment-Blender

II. Procedure

A. Place jar on base

B. Follow manufacturer's instructions for securing jar on base

C. Place substances to be blended in jar

D. Place lid on jar

E. Secure lid

F. Plug in cord

G. Turn on switch

H. Select desired speed

I. (NOTE: Speed may be changed without stopping machine.)

J. Turn off switch when ingredients are of desired consistency

K. Follow manufacturer's directions for operation on hard or frozen foods



HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #50-CLEAN BLENDER

- I. Equipment and supplies
 - A. Machine detergent solution
 - B. Rinse water
 - C. Clean cloths
- II. Procedure
 - A. Remove jar from base
 - B. Unplug machine
 - C. Wash jar
 - D. Rinse jar
 - E. Dry thoroughly
 - F. Wipe machine base with damp cloth
 - G. Polish with dry cloth
 - H. Follow manufacturer's directions for oiling

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

JOB SHEET #51-CLEAN MILK DISPENSER

I. Equipment and supplies

- A. Machine detergent solution
- B. Sanitizing solution
- C. Clean cloths

II. Procedure

- A. Place container under valve
- B. Open valve
- C. Tip milk carton forward
- D. Drain remainder of milk
- E. Remove tube from valve
- F. Remove milk carton from dispenser
- G. Sanitize handle
- H. Disconnect service cord
- I. Leave cabinet door open
- J. Wash interior with soapy water
- K. Rinse
- L. Wipe dry
- M. Close door
- N. Reconnect service cord
- O. Wait one hour
- P. Install new milk

(CAUTION: Never allow milk to stand in tubes.)

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

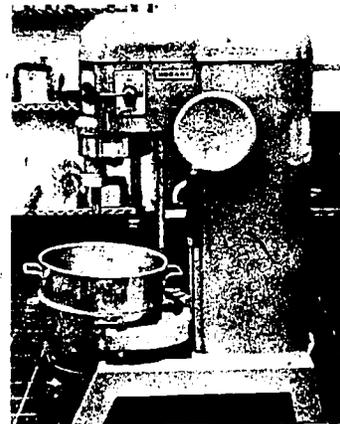
TEST

1. Select from the list below six general operating procedures for equipment. Circle the letters of the correct answers.
 - a. Turn off switches prior to adjusting the speed
 - b. Notify supervisor when parts of machine have been misplaced
 - c. Unplug cord before starting a machine
 - d. Do not wear loose clothing while using electrical equipment
 - e. Notify supervisor when in doubt about usage of equipment
 - f. Turn speed to proper setting before starting a machine
 - g. Follow the manufacturer's directions only for operation

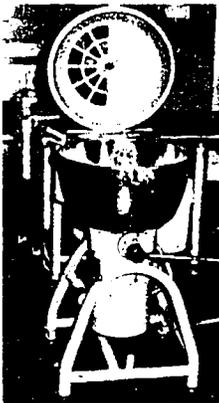
2. Identify hazardous equipment by writing the correct names in the blanks provided.



a. _____

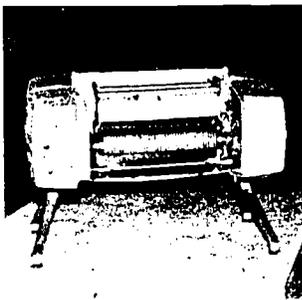
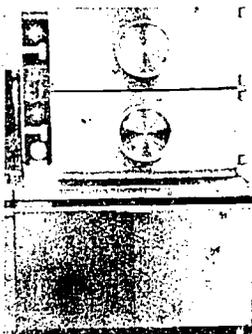


b. _____



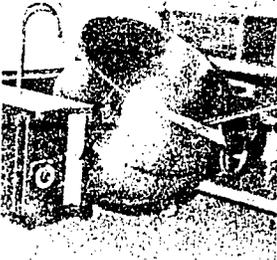
d. _____

c. _____



f. _____

e. _____

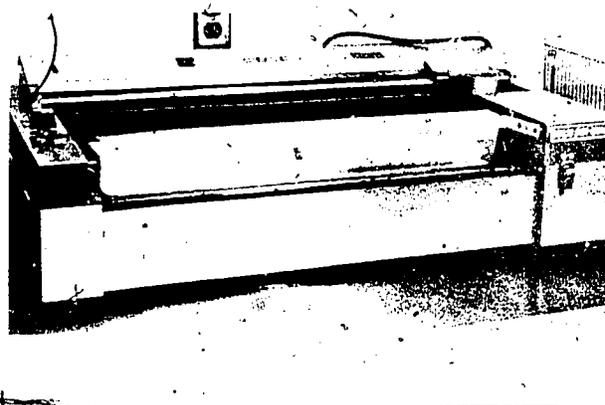
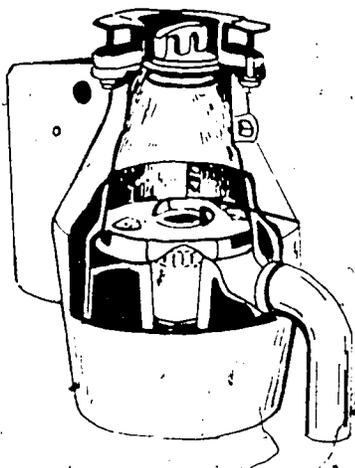
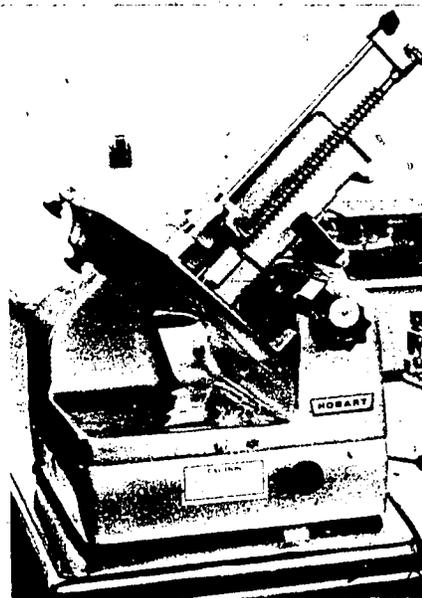
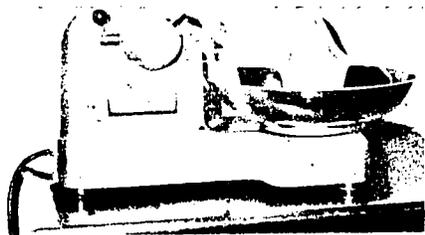


g. _____

g. _____



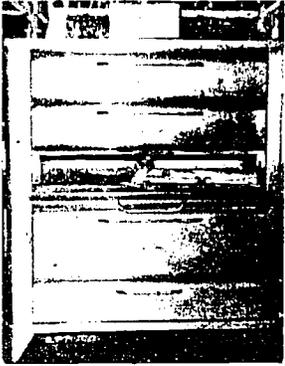
h. _____



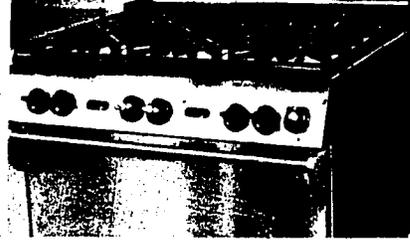
k. _____

3. Select from the list below safety requirements for hazardous equipment. Circle the letters of the correct answers.
- Operator must be trained
 - Operator must have observed the equipment in use
 - Do not leave dish machine unattended
 - Operator must be able to use equipment to the satisfaction of supervisor
 - Do not leave mixer unattended
 - Do not leave slicer unattended

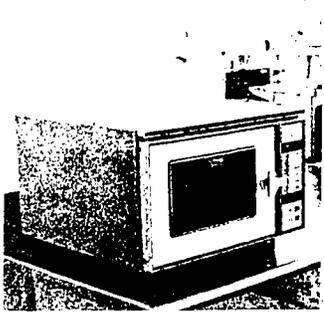
4. Identify less hazardous equipment by writing the correct names in the blanks provided.



a. _____



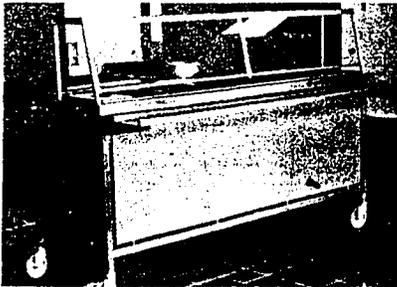
b. _____



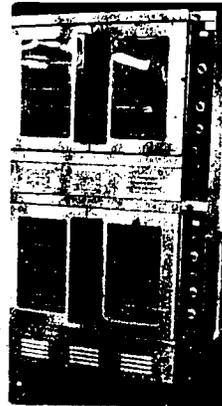
c. _____



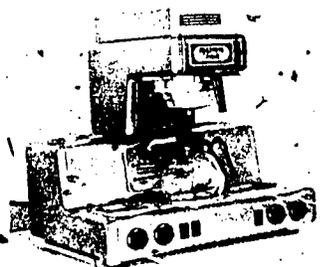
d. _____



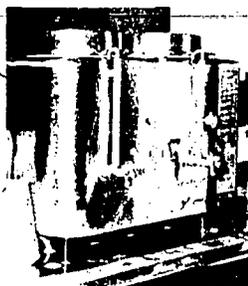
e. _____



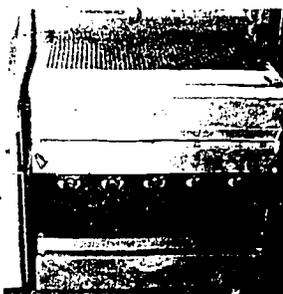
f. _____



g.



g.



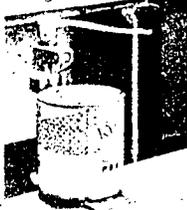
m.



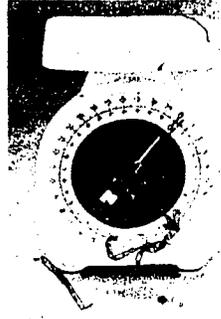
n.



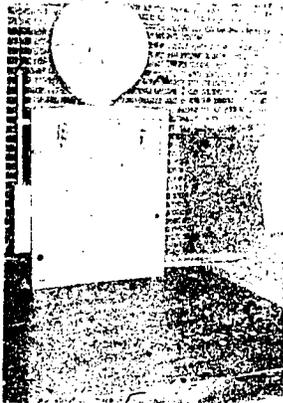
n.



o.



p.



q.

q.



5. Select from the list below safety requirements for less hazardous equipment. Circle the letters of the correct answers.

- a. Operator should be trained.
- b. None of this equipment can be left unattended
- c. Operator should have observed the equipment in use
- d. It is not necessary to use all safety features with this equipment since it is less hazardous.
- e. Operator should have observed the set-up and clean-up of equipment.

6. Demonstrate the ability to:

- a. Operate donut machine.
- b. Clean donut machine.
- c. Operate dish machine
- d. Clean dish machine.
- e. Operate waste disposer.
- f. Operate mixer.
- g. Clean mixer.
- h. Operate slicer.
- i. Clean slicer.
- j. Operate VCM.
- k. Clean VCM.
- l. Operate food chopper.
- m. Clean food chopper.
- n. Operate deep fat fryer.
- o. Clean deep fat fryer (gas).
- p. Clean deep fat fryer (electric).
- q. Operate tilting brazier or skillet.
- r. Clean tilting brazier or skillet.

- s. Operate steamer.
- t. Clean steamer.
- u. Operate steam jacketed kettle.
- v. Clean steam jacketed kettle.
- w. Operate meat tenderizer.
- x. Clean meat tenderizer.
- y. Operate steam table.
- z. Clean steam table.
- aa. Operate conventional oven.
- bb. Clean conventional oven.
- cc. Operate convectional oven.
- dd. Clean convectional oven.
- ee. Operate microwave oven.
- ff. Clean microwave oven.
- gg. Operate rotary toaster.
- hh. Clean a rotary toaster.
- ii. Operate coffee equipment.
- jj. Clean coffee equipment.
- kk. Operate range.
- ll. Clean range.
- mm. Operate broiler.
- nn. Clean broiler.
- oo. Operate grill.
- pp. Clean grill.
- qq. Operate portion scale.
- rr. Operate baker's scale.

- ss. Clean baker's scale.
- tt. Operate platform scale.
- uu. Clean baker's table.
- vv. Clean can opener.
- ww. Operate blender.
- xx. Clean blender.
- yy. Clean milk dispenser.

(NOTE: If the above activities have not been accomplished prior to the test, ask your instructor when they should be completed.)

HAZARDOUS AND LESS HAZARDOUS EQUIPMENT
UNIT I

ANSWERS TO TEST

1. a, b, c, d, e, f
2.
 - a. Dish machine
 - b. Mixer
 - c. Vertical cutter mixer-VCM
 - d. Deep fat fryer
 - e. Steamer
 - f. Meat tenderizer
 - g. Steam jacketed kettle
 - h. Tilting skillet or brazier
 - i. Food chopper-Buffalo chopper
 - j. Slicer
 - k. Waste disposer
 - l. Donut machine
3. a, b, c, d, e, f
4.
 - a. Conventional oven
 - b. Range
 - c. Microwave oven
 - d. Toaster
 - e. Steam table
 - f. Convectional oven
 - g. Coffee equipment
 - h. Electric can opener
 - i. Blender

j. Baker's scale

k. Baker's table

l. Grill

m. Boiler

n. Milk dispenser

o. Hand can opener

p. Portion scale

q. Platform scale

5. a, c, e

6. Performance skills evaluated to the satisfaction of the instructor

HAND TOOLS AND UTENSILS UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to identify kitchen hand tools and utensils. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Identify cutting tools.
2. Identify handling tools.
3. Identify food preparation tools.
4. Identify cooking utensils.
5. Identify baking utensils.
6. Identify measuring devices.
7. Match cutting tools to their uses.
8. Match handling tools to their uses.
9. Match food preparation tools to their uses.
10. Match cooking utensils to their uses.
11. Write the uses of the baking utensils.
12. Write the uses of the measuring devices.
13. Discuss the points to remember in the care of hand tools and utensils.

HAND TOOLS AND UTENSILS UNIT II

SUGGESTED ACTIVITIES

- I. Instructor:
 - A. Provide students with objective sheet.
 - B. Provide students with information sheet.
 - C. Discuss unit and specific objectives.
 - D. Discuss information sheet.
 - E. Give test.

- II. Student:
 - A. Read objective sheet.
 - B. Study information sheet.
 - C. Take test.

INSTRUCTIONAL MATERIALS

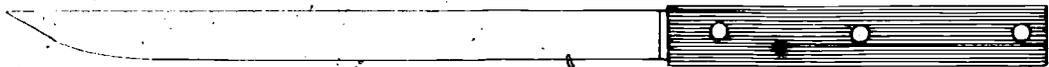
- I. Included in this unit:
 - A. Objective sheet
 - B. Information sheet
 - C. Test
 - D. Answers to test
- II. References:
 - A. Haines, Robert G. *Food Preparation for Hotels, Restaurants, and Cafeterias*. Chicago: American Technical Society, 1973.
 - B. Terrell, Margaret E. *Professional Food Preparation*. New York: John Wiley and Sons, 1971.

HAND TOOLS AND UTENSILS
UNIT II

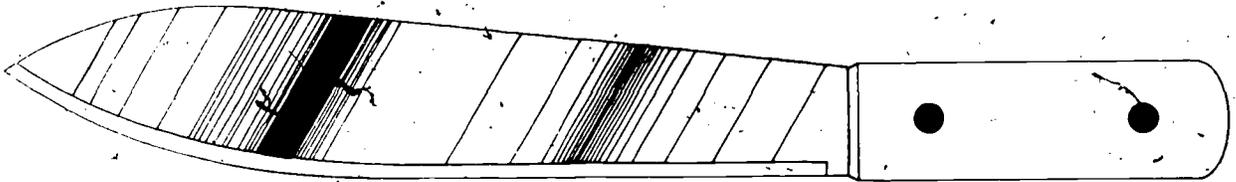
INFORMATION SHEET

I. Cutting tools

A. Boning knife



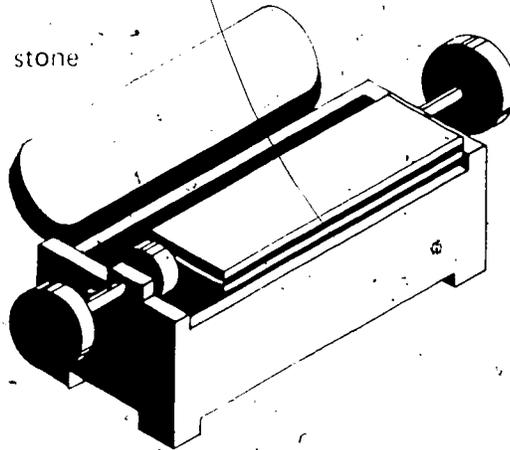
B. Butcher knife



C. Butcher steel

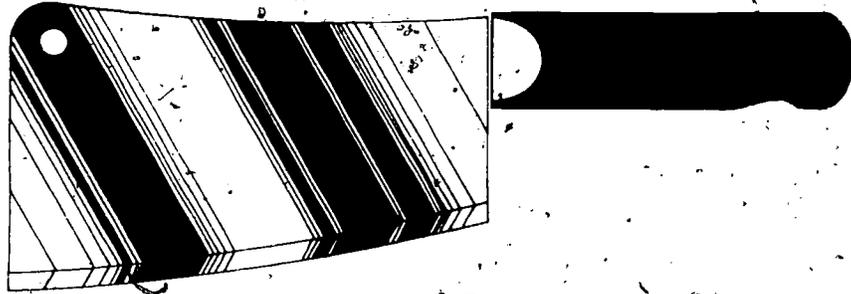


D. Hand stone

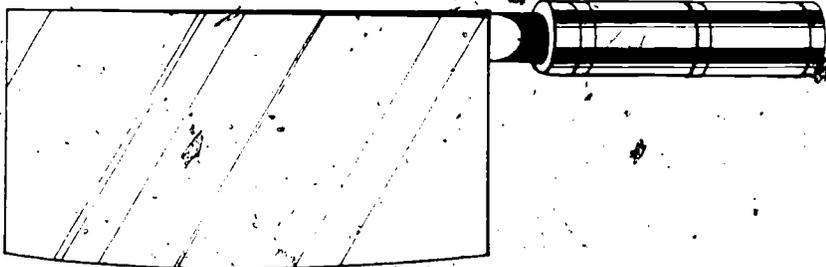


INFORMATION SHEET

E. Cleaver



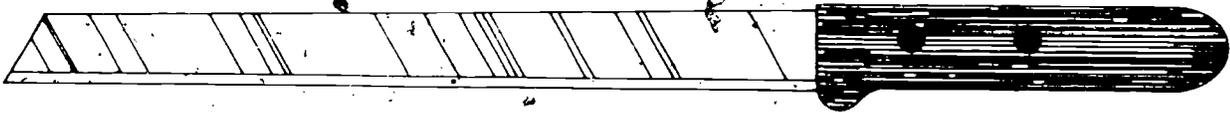
F. Chinese butcher cleaver



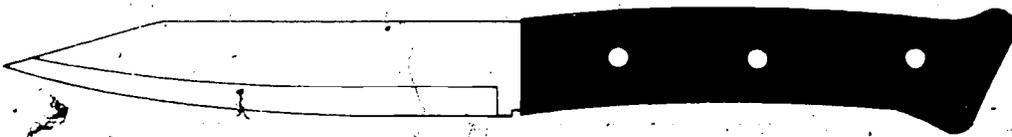
G. French knife



H. Ham slicer

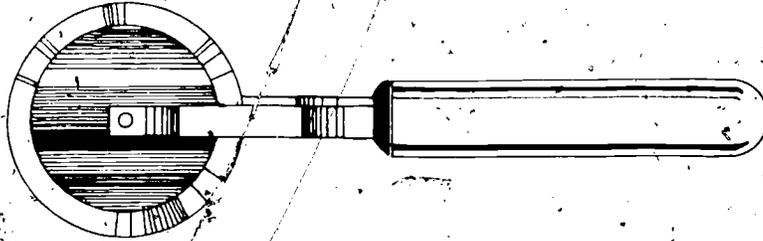


I. Paring knife

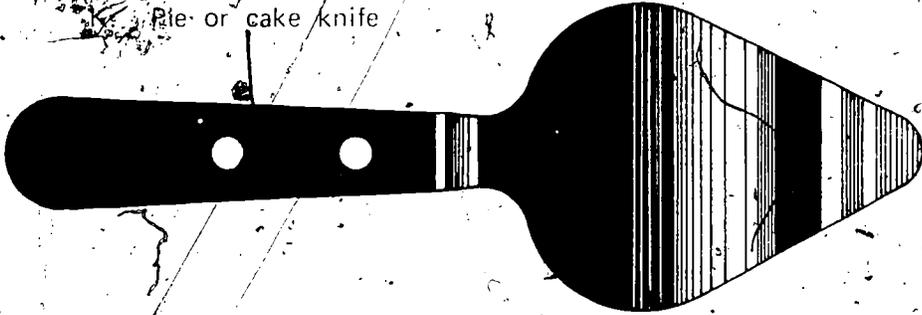


INFORMATION SHEET

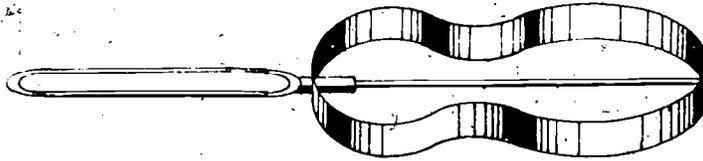
J. Pastry wheel



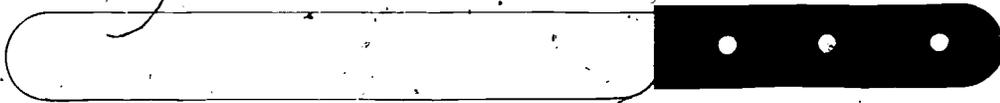
K. Pie or cake knife



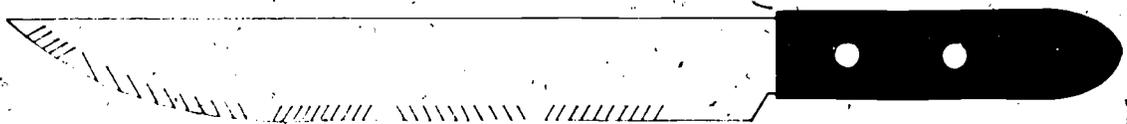
L. Vegetable peeler or parer



M. Roast beef slicer



N. Bread knife

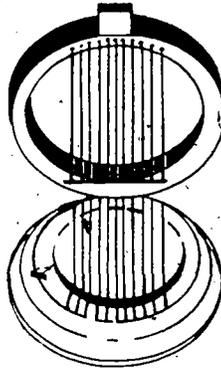


INFORMATION SHEET

O. Utility knife

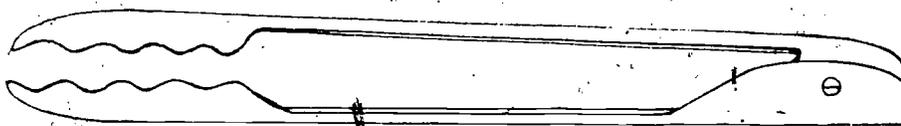


P. Egg slicer

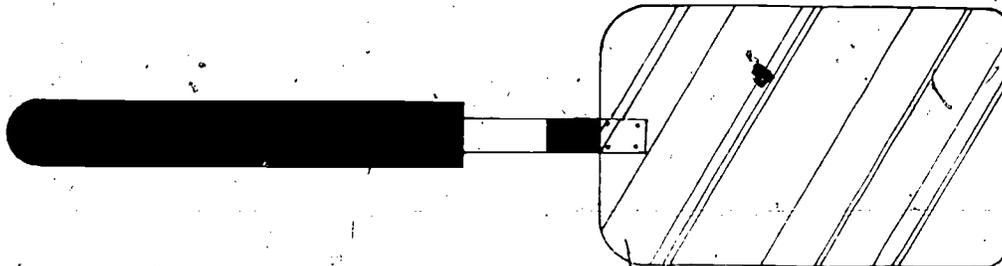


II. Handling tools

A. Food tongs

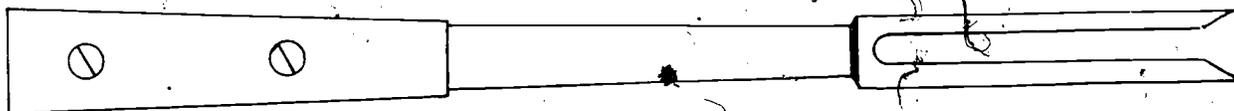


B. Hot cake or meat turner



INFORMATION SHEET

C. Kitchen fork

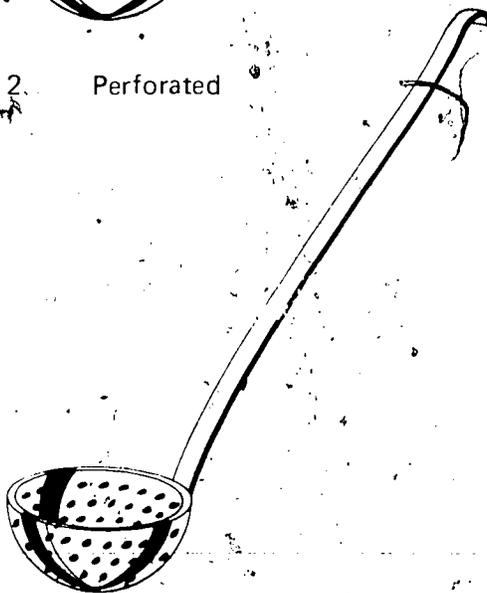


D. Ladle

1. Solid

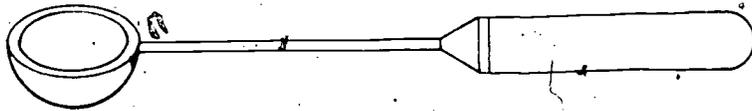


2. Perforated



INFORMATION SHEET

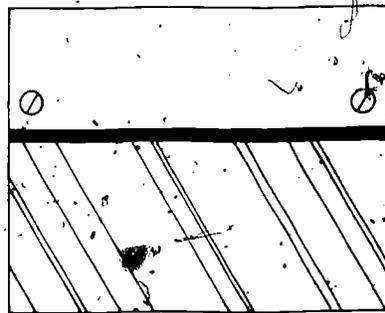
E. Melon ball



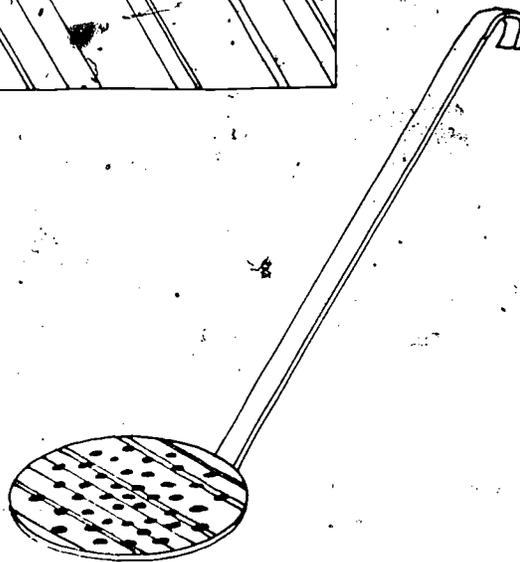
F. Plastic scraper



G. Dough cutter



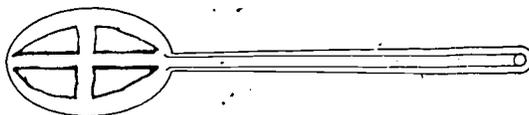
H. Skimmer



INFORMATION SHEET

I. Kitchen spoon

- 1. Slotted (female)



- 2. Solid (male)

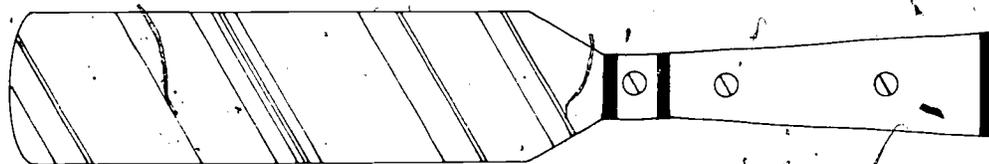


- 3. Pierced (female)



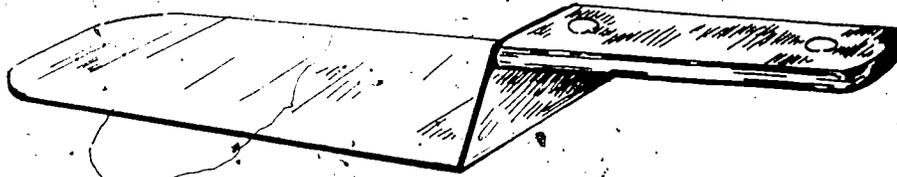
J. Spatula

- 1. Flat

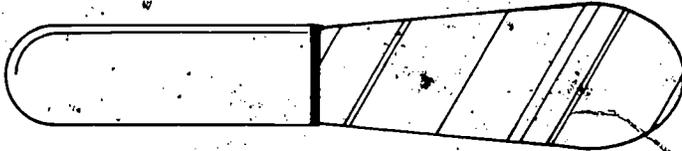


INFORMATION SHEET

2. Offset



K. Sandwich spreader

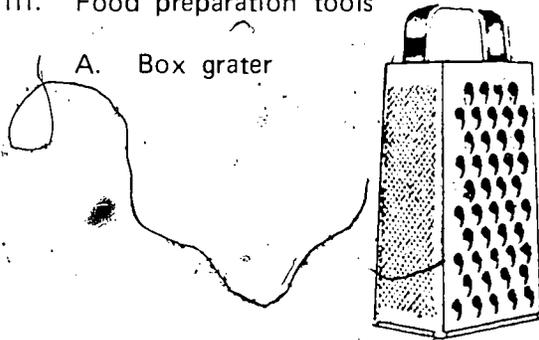


L. Rubber scraper

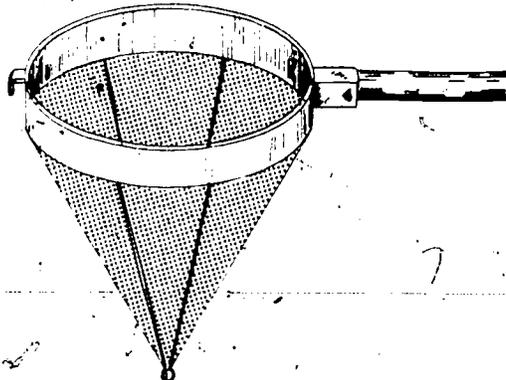


III. Food preparation tools

A. Box grater

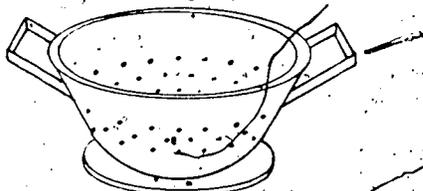


B. China cap

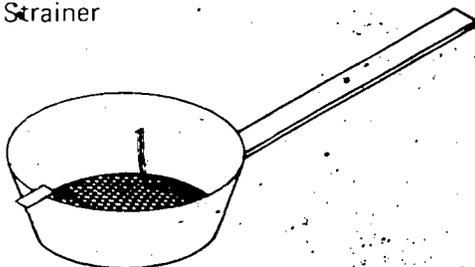


INFORMATION SHEET

C. Colander

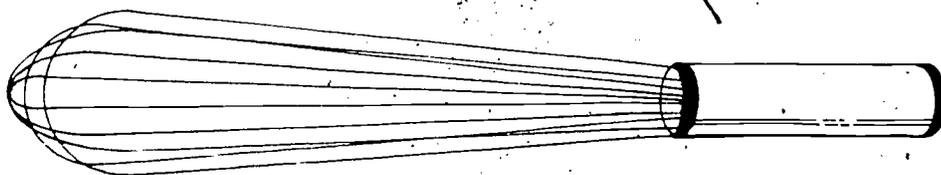


D. Strainer

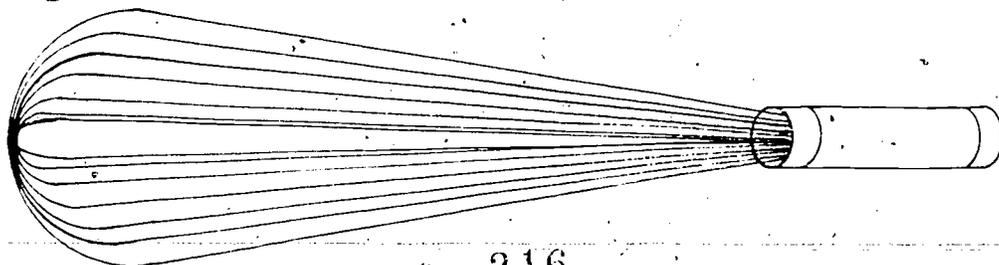


E. Wire whip

1. French

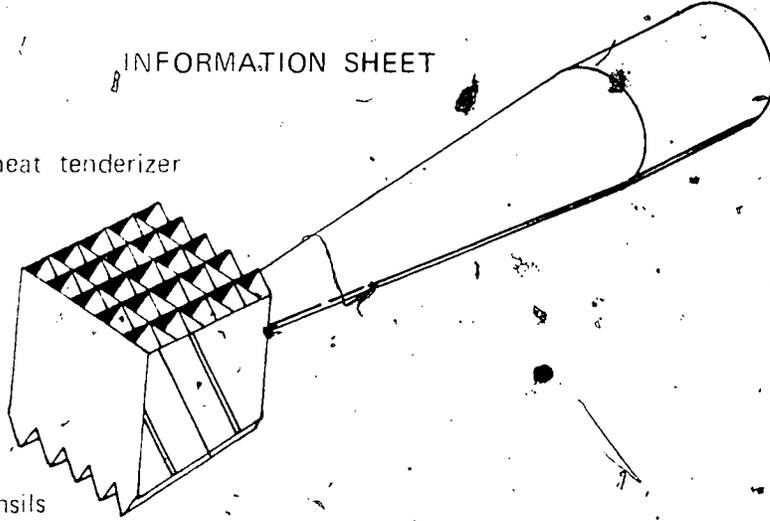


2. Piano



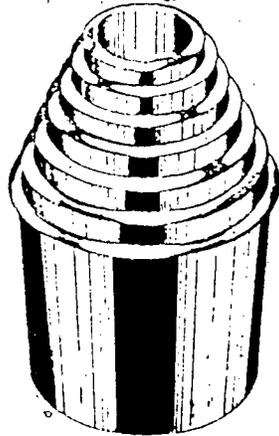
INFORMATION SHEET

F. Hand meat tenderizer



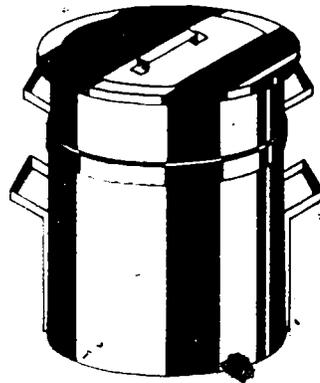
IV. Cooking utensils

A. Bain-marie pans



(NOTE: These are available in various sizes.)

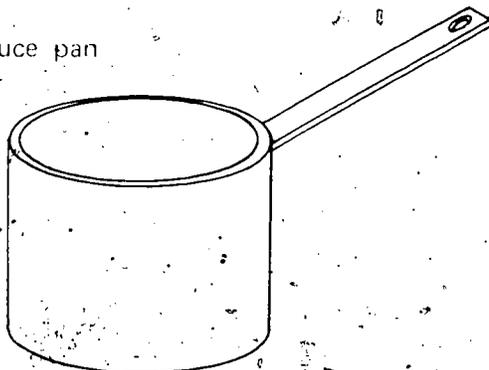
B. Double boiler



(NOTE: These are available in various sizes.)

INFORMATION SHEET

C. Sauce pan



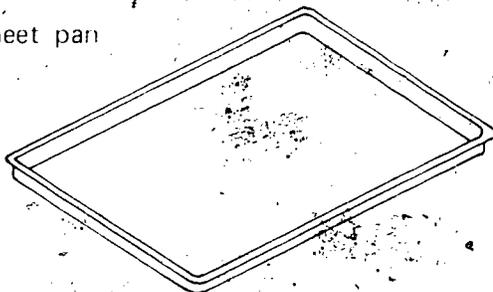
(NOTE: These are available in various sizes.)

D. Sauce pot



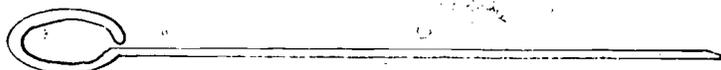
(NOTE: These are available in various sizes.)

E. Sheet pan



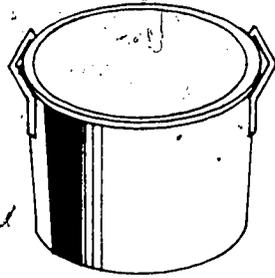
(NOTE: These are available in various sizes.)

F. Skewer

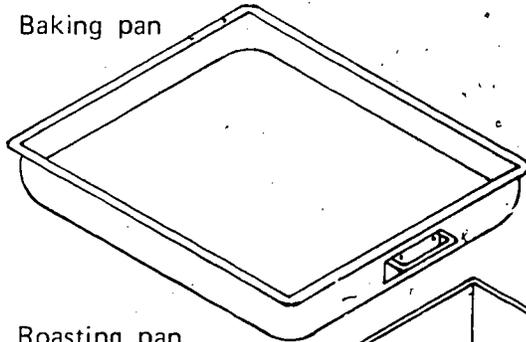


INFORMATION SHEET

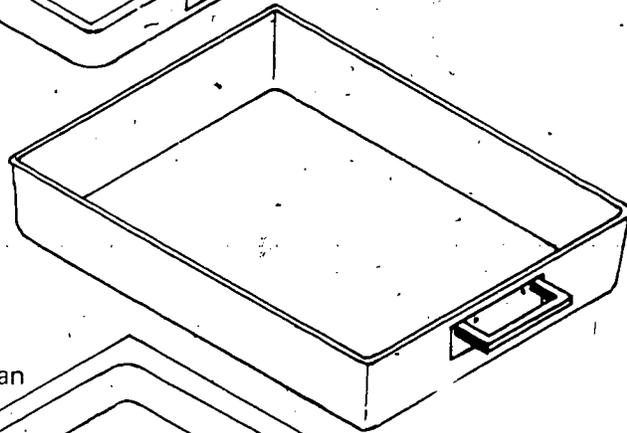
G. Stock pot



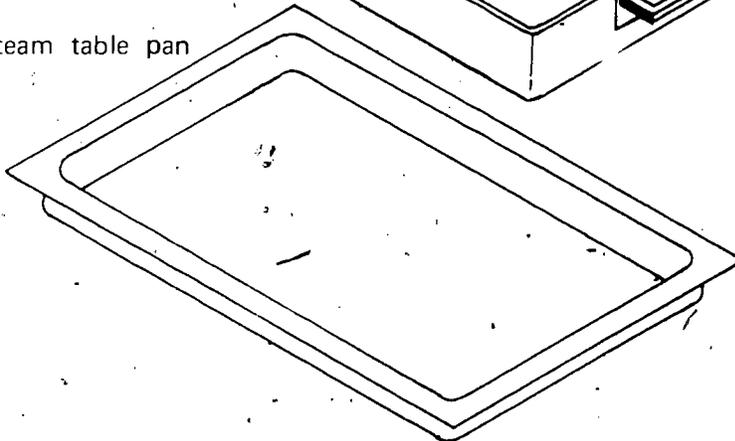
H. Baking pan



I. Roasting pan



J. Steam table pan

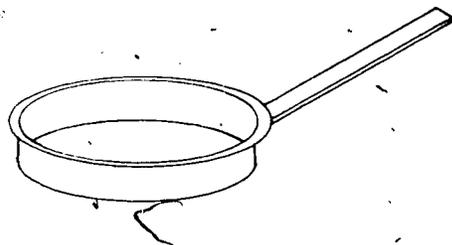


INFORMATION SHEET

K. Egg skillet

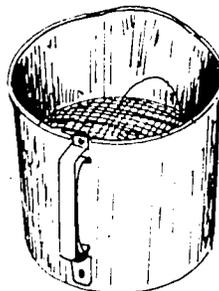


L. Sauté pan



V Baking utensils

A. Flour sifter



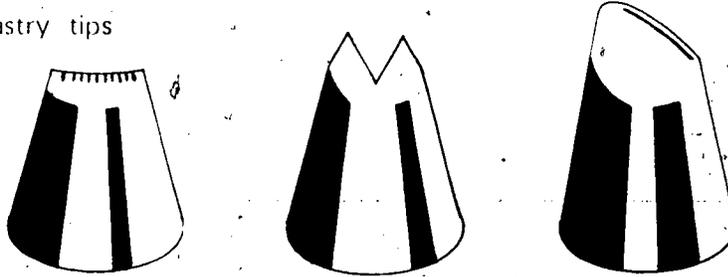
B. Pastry bag



(NOTE: These are available in various sizes.)

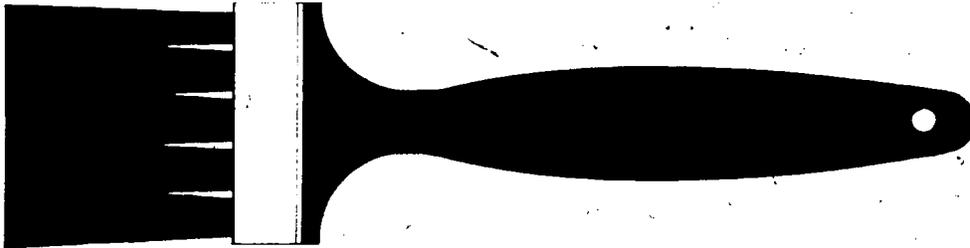
INFORMATION SHEET

C. Pastry tips



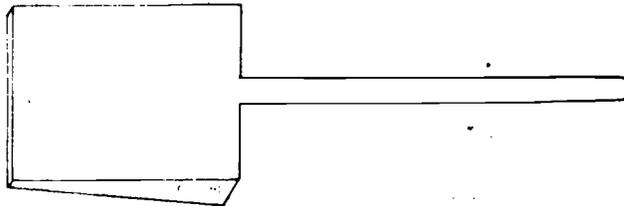
(NOTE: These are available in various sizes.)

D. Pastry brush

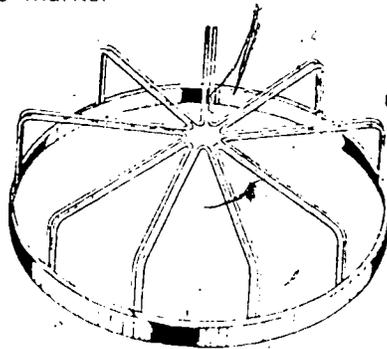


(NOTE: These are available in various sizes.)

E. Peg



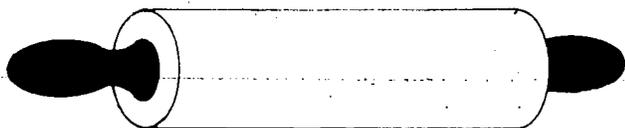
F. Pie or cake marker



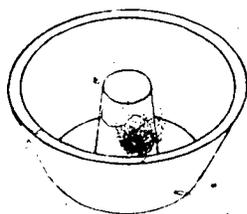
(NOTE: These are available in various sizes.)

INFORMATION SHEET

G. Rolling pin



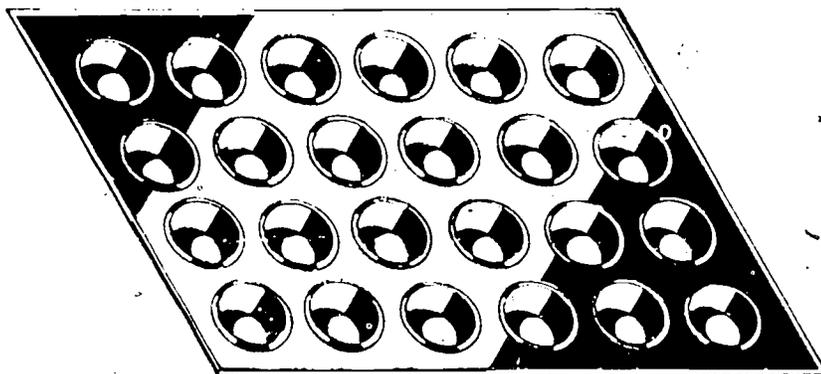
H. Tube cake pan



I. Pie pan



J. Muffin tin

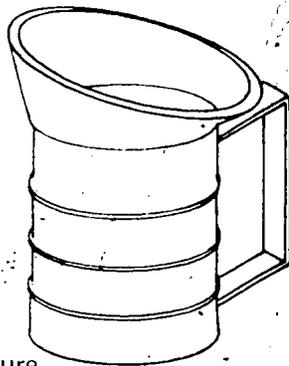


INFORMATION SHEET

VI. Measuring devices

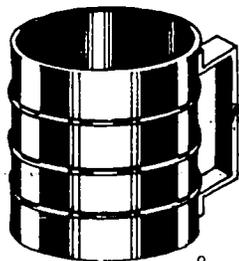
A. Liquid measure

1. Cup
2. Pint
3. Quart
4. Gallon

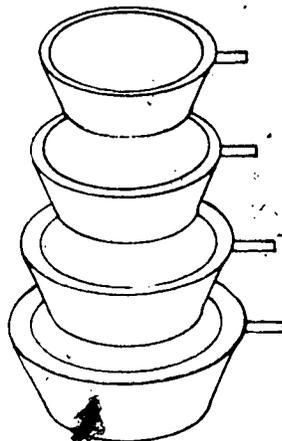


B. Dry measure

1. One to four cups

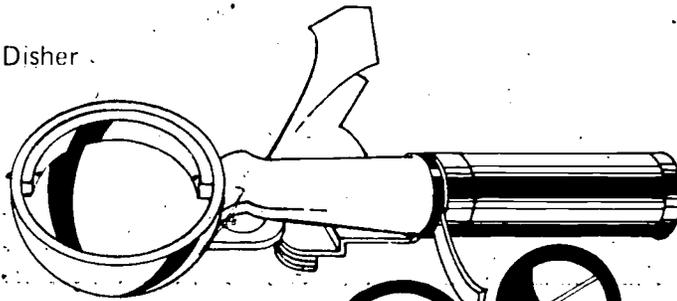


2. 1, 1/2, 1/3, 1/4 cup

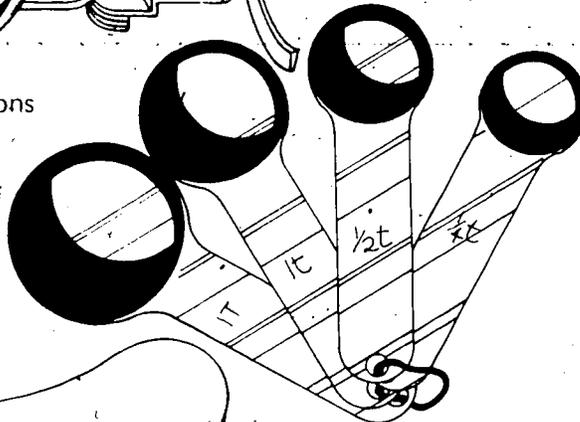


INFORMATION SHEET

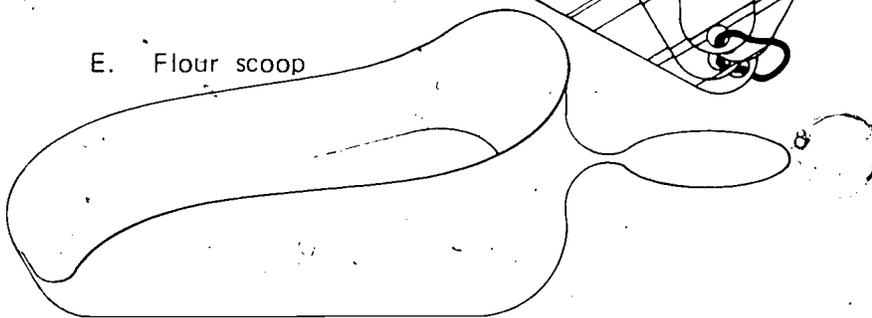
C. Disher



D. Measuring spoons



E. Flour scoop



VII. Uses of cutting tools

- A. Boning knife--To bone meat
- B. Butcher knife--To cut steaks
- C. Butcher steel--To maintain the edge of a knife
- D. Hand stone--To maintain the edge of a knife
- E. Cleaver--To chop bones
- F. Chinese butcher cleaver--To chop bones
- G. French knife
 - 1. Slice
 - 2. Chop
 - 3. Mince
 - 4. Dice

INFORMATION SHEET

- H. Ham slicer--To slice ham
- I. Paring knife--To pare fruits and vegetables
- J. Pastry wheel--To cut all types of flat dough
- K. Pie or cake knife
 - 1. To cut pies and cakes
 - 2. To serve pies and cakes
- L. Vegetable peeler or parer--To peel or pare outer skin of fruits and vegetables
- M. Roast beef slicer--To slice roast beef
- N. Bread knife--To slice bread
- O. Utility knife--To cut small foods
- P. Egg slicer--To slice eggs uniformly

VIII. Uses of handling tools

- A. Food tongs
 - 1. To pick up foods
 - 2. To serve foods
- B. Hot cake or meat turner--To turn foods
- C. Kitchen fork--To hold meat while slicing or turning
- D. Ladle
 - 1. To stir and mix before serving
 - 2. To dip
 - a. Available in portion sizes
 - b. Used for measuring
- E. Melon ball--To cut fruits and vegetables into small balls
- F. Plastic scraper--To scrape down bowls

INFORMATION SHEET

G. Dough cutter

1. To scrape meat blocks and cutting boards
2. To cut dough

H. Skimmer--To skim grease from foods and liquids

I. Kitchen spoon

1. Slotted--To serve large vegetables
2. Pierced--To serve small cut vegetables
3. Solid
 - a. Fold
 - b. Stir
 - c. Serve

J. Spatula

1. Flat--To ice cakes
2. Offset
 - a. Mix
 - b. Spread
 - c. Scrape

K. Sandwich spreader--To spread filling or dressing on bread

L. Rubber scraper--To remove foods from cans and bowls

IX. Uses of food preparation tools

- A. Box grater--To grate or shred food into small pieces
- B. China cap--To strain foods or liquids
- C. Colander--To strain liquids from food
- D. Strainer--To strain foods

INFORMATION SHEET

E. Wire whip

1. French--To whip foods

(NOTE: This whip is made of rigid wire.)

2. Piano--To whip foods

(NOTE: This whip is made of flexible wire.)

- F. Hand meat tenderizer--To pound meat to make it more tender

X. Uses of cooking utensils

- A. Bain-marie pans--To store foods

- B. Double boiler--To cook foods that scorch easily

- C. Sauce pan--To cook small amounts of food on top of range

- D. Sauce pot--To cook food on top of range

- E. Sheet pan--To bake foods

- F. Skewer--To hold food together during cooking

- G. Stock pot--To cook large quantities of food on top of range

- H. Baking pan--To bake foods

- I. Roasting pan--To roast meats

- J. Steam table pan--To cook and serve

- K. Egg skillet--To cook eggs

- L. Sauté pan--To saute foods

XI. Uses of baking utensils

- A. Flour sifter--To sift flour and sugar

- B. Pastry bag--To hold icing during decorating

- C. Pastry tips--To make designs with pastry bag

- D. Pastry brush--To brush on liquids

INFORMATION SHEET

- E. Peel--To place and remove pizza from oven
- F. Pie or cake marker--To mark pie or cake for portion control
- G. Rolling pin--To roll dough to desired thickness
- H. Tube cake pan--To cook tube cakes
- I. Pie pan--To cook pies or pie crusts
- J. Muffin tin--To cook muffins

XII. Use of measuring devices

A. Liquid measure

- 1. Measure liquids
- 2. Measure food by cup, pint, quart, or gallon

B. Dry measure

- 1. Measure by cup
- 2. Measure by fraction of cup

C. Disher--To dish food

(NOTE: Dishers are portion controlled and the handles are color coded.)

D. Measuring spoons--To measure small amounts of food

E. Flour scoop--To scoop dry foods

XIII. Care of hand tools and utensils

A. Store in proper area

- 1. Overhead rack
- 2. Drawer
- 3. Shelf

B. Store bottom side up

- 1. Prevents dust from getting inside
- 2. Provides for neater storage

INFORMATION SHEET

C. Keep knives in proper place

1. Easily seen
2. Edges will not chip
3. Employees will not get cut

D. Keep clean

1. Corners
2. Grooves

E. Report unusable tools to supervisor

F. Use properly

1. Cut on cutting boards
2. Thaw food before cutting
3. Use proper motions
4. Be cautious of what you are doing
5. Be aware of people around you

HAND TOOLS AND UTENSILS
UNIT 11

TEST

1. Identify cutting tools below and on the following page by placing the correct names in the blanks provided.



a. _____



b. _____



c. _____



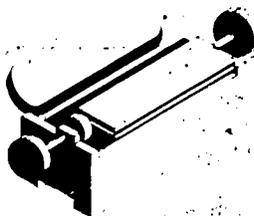
d. _____



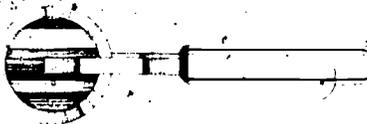
e. _____



f. _____



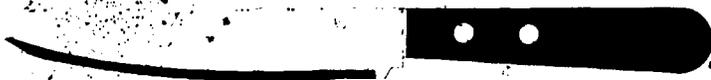
g. _____



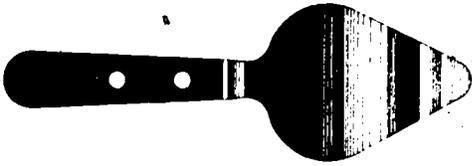
h. _____



i. _____



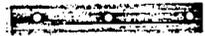
j. _____



k. _____



l. _____



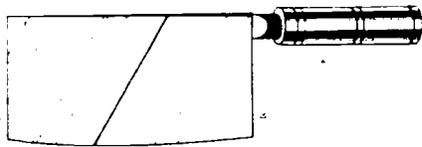
m. _____



n. _____



o. _____



p. _____

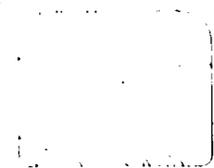
2. Identify the handling tools below and on the following pages by placing the correct names in the appropriate blanks.



a. _____



b. _____



c. _____



d. _____

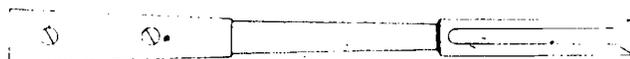
0000
0000

e. _____



f. _____

g. _____



i. _____



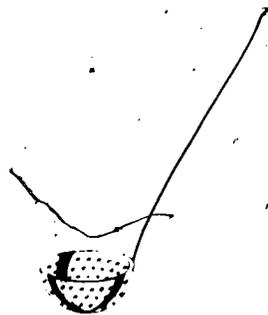
h. _____



j. _____



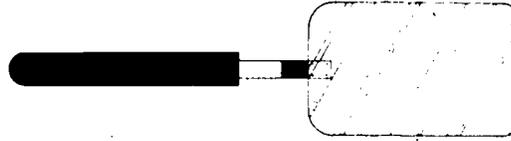
k. _____



l. _____



m. _____



n. _____



o. _____

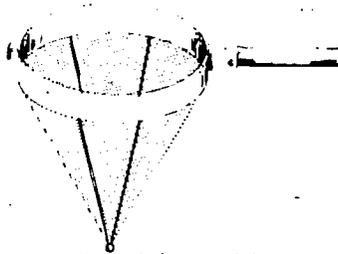


p. _____

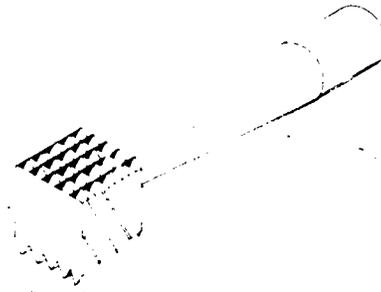
3. Identify the food preparation tools below and on the following page by placing the correct names in the blanks provided.



a. _____



b. _____



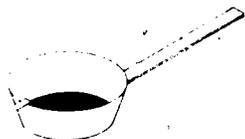
c. _____



d. _____



e. _____

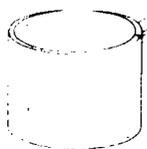


f. _____



g. _____

4. Identify the cooking utensils below and on the following-page by placing the correct names in the appropriate blanks.



a. _____



b. _____



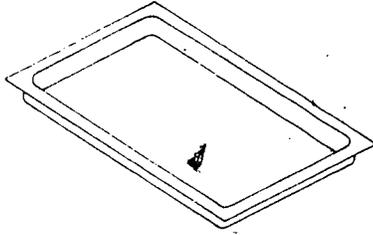
c. _____



d. _____



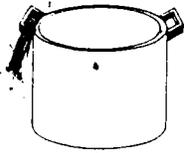
e. _____



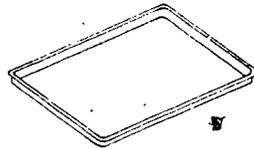
f. _____



g. _____



h. _____



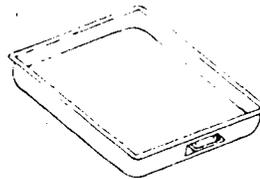
i. _____



j. _____



k. _____

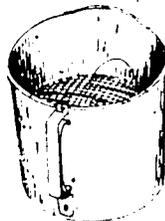


l. _____

5. Identify the baking utensils below by placing the correct names in the blanks provided.



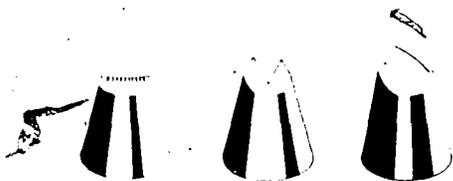
a. _____



b. _____



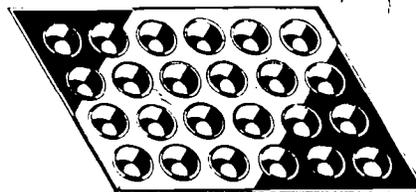
c. _____



d. _____



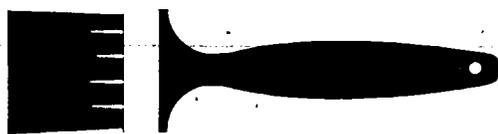
e. _____



f. _____



g. _____



h. _____



i. _____



j. _____

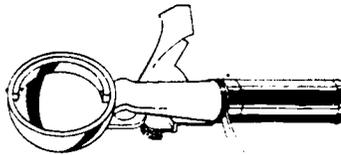
6. Identify the measuring devices below, by placing the correct names in the appropriate blanks.



a. _____



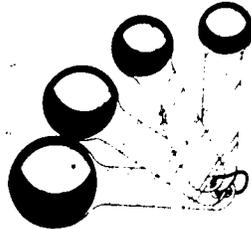
b. _____



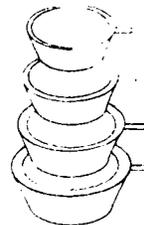
c. _____



d. _____



e. _____



f. _____

7. Match cutting tools on the right to their correct uses on the left. Place the appropriate numbers in the blanks provided. Some blanks will have more than one correct answer.

- _____ a. To bone meat
- _____ b. To cut steaks
- _____ c. To cut small foods
- _____ d. To maintain the edge of a knife
- _____ e. To chop bones
- _____ f. To slice, chop, mince, dice
- _____ g. To slice ham
- _____ h. To pare fruits and vegetables
- _____ i. To cut all types of flat dough
- _____ j. To cut and serve pies and cakes
- _____ k. To peel or pare outer skin of fruits and vegetables
- _____ l. To slice roast beef
- _____ m. To slice bread
- _____ n. To slice eggs uniformly

- 1. French knife
- 2. Ham slicer
- 3. Boning knife
- 4. Chinese butcher cleaver
- 5. Pie or cake knife
- 6. Paring knife
- 7. Butcher knife
- 8. Roast beef slicer
- 9. Utility knife
- 10. Vegetable peeler or parer
- 11. Butcher steel
- 12. Hand tone
- 13. Cleaver
- 14. Pastry wheel
- 15. Egg slicer
- 16. Bread knife

8. Match handling tools on the right to their correct uses on the left.

- | | |
|--|----------------------------|
| _____ a. To pick up and serve foods | 1. Pierced kitchen spoon |
| _____ b. To turn foods | 2. Food tongs |
| _____ c. To hold meat while slicing or turning | 3. Offset spatula |
| _____ d. To stir, mix, or dip before stirring | 4. Plastic scraper |
| _____ e. To cut fruits and vegetables into small balls | 5. Solid kitchen spoon |
| _____ f. To serve small cut vegetables | 6. Flat spatula |
| _____ g. To scrape down bowls | 7. Melon ball |
| _____ h. To scrape meat blocks and cutting boards | 8. Slotted kitchen spoon |
| _____ i. To skim grease from foods or liquids | 9. Hot cake or meat turner |
| _____ j. To serve large vegetables | 10. Skimmer |
| _____ k. To remove food from cans and bowls | 11. Kitchen fork |
| _____ l. To fold, stir, or serve | 12. Ladle |
| _____ m. To ice cakes | 13. Rubber scraper |
| _____ n. To mix, spread, or scrape | 14. Dough cutter |
| _____ o. To spread filling or dressing on bread | 15. Sandwich spreader |

9. Match food preparation tools on the right to their correct uses on the left. Some blanks will have more than one answer.

- | | |
|---|-------------------------|
| _____ a. To grate or shred food into small pieces | 1. Piano whip |
| _____ b. To strain foods or liquids | 2. Box grater |
| _____ c. To strain liquids from foods | 3. Hand meat tenderizer |
| _____ d. To whip foods | 4. Colander |
| _____ e. To pound meat to make it more tender | 5. China cap |
| | 6. Strainer |
| | 7. French whip |

10. Match cooking utensils to their uses. Place the appropriate number(s) in the blanks provided.

- | | |
|---|---------------------|
| _____ a. To store foods | 1. Sauce pan |
| _____ b. To cook foods that scorch easily | 2. Egg skillet |
| _____ c. To cook small amounts of food on top of range | 3. Sheet pan |
| _____ d. To cook food on top of range | 4. Stock pot |
| _____ e. To cook eggs | 5. Bain-marie pans |
| _____ f. To bake foods | 6. Roasting pan |
| _____ g. To hold food together during cooking | 7. Sauce pot |
| _____ h. To cook large quantities of food on top of range | 8. Double boiler |
| _____ i. To sauté foods | 9. Sauté pan |
| _____ j. To roast meats | 10. Steam table pan |
| _____ k. To cook and serve | 11. Skewer |
| | 12. Baking pan |

11. Write the uses of the baking utensils listed below.

- a. Flour sifter--
- b. Pastry bag--
- c. Pastry tips--
- d. Pastry brush--
- e. Peel--
- f. Pie or cake marker--
- g. Rolling pin--
- h. Tube cake pan--
- i. Pie pan--
- j. Muffin tin--

12. Write the uses of the measuring devices listed below.
 - a. Liquid measure
 - 1)
 - 2)
 - b. Dry measure
 - 1)
 - 2)
 - c. Disher--
 - d. Measuring spoons--
 - e. Flour scoop
13. Discuss the points to remember in the care of hand tools and utensils.

HAND TOOLS AND UTENSILS
UNIT II

ANSWERS TO TEST

1.
 - a. Vegetable peeler or parer
 - b. Butcher knife
 - c. Cleaver
 - d. Ham slicer
 - e. Roast beef slicer
 - f. Paring knife
 - g. Hand stone
 - h. Pastry wheel
 - i. Egg slicer
 - j. Utility knife
 - k. Pie or cake knife.
 - l. Butcher steel
 - m. Boning knife
 - n. French knife
 - o. Bread knife
 - p. Chinese butcher cleaver
2.
 - a. Dough cutter
 - b. Solid ladle
 - c. Plastic scraper
 - d. Slotted kitchen spoon (female)
 - e. Pierced kitchen spoon (female)
 - f. Food tongs
 - g. Solid kitchen spoon (male)
 - h. Skimmer

- i. Kitchen fork
 - j. Rubber scraper
 - k. Offset spatula
 - l. Perforated ladle
 - m. Flat spatula
 - n. Hot cake or meat turner
 - o. Melon ball
 - p. Sandwich spreader
- 3.
- a. Colander
 - b. China cap
 - c. Hand meat tenderizer
 - d. Box grater
 - e. Piano wire whip
 - f. Strainer
 - g. French wire whip
- 4.
- a. Sauce pan
 - b. Bain-marie pans
 - c. Double boiler
 - d. Roasting pan
 - e. Stock pot
 - f. Steam table pan
 - g. Egg skillet
 - h. Sauce pot
 - i. Sheet pan
 - j. Skewer
 - k. Sauté pan
 - l. Baking pan

- 5.
 - a. Peel
 - b. Flour sifter
 - c. Pastry bag
 - d. Pastry tips
 - e. Tube cake pan
 - f. Muffin tin
 - g. Rolling pin
 - h. Pastry brush
 - i. Pie or cake marker
 - j. Pie pan
- 6.
 - a. Dry measure, 1-4 cups
 - b. Liquid measure
 - c. Disher
 - d. Flour scoop
 - e. Measuring spoons
 - f. Dry measure, 1-1/4 cup
- 7.

a. 3	h. 6
b. 7	i. 14
c. 9	j. 5
d. 11, 12	k. 10
e. 4, 13	l. 8
f. 1	m. 16
g. 2	n. 15
- 8.

a. 2	h. 14
b. 9	i. 10
c. 11	j. 8
d. 12	k. 13

- | | | | |
|----|---|----|----|
| e. | 7 | l. | 5 |
| f. | 1 | m. | 6 |
| g. | 1 | n. | 3 |
| | | o. | 15 |

- g.
- a. 2
 - b. 5, 6
 - c. 4
 - d. 1, 7
 - e. 3

- 10.
- | | | | |
|----|---|----|-------|
| a. | 5 | f. | 3, 12 |
| b. | 8 | g. | 11 |
| c. | 1 | h. | 4 |
| d. | 7 | i. | 9 |
| e. | 2 | j. | 6 |
| | | k. | 10 |

- 11.
- a. Flour sifter--To sift flour and sugar
 - b. Pastry bag--To hold icing during decorating
 - c. Pastry tips--To make designs with pastry bag
 - d. Pastry brush--To brush on liquids
 - e. Peel--To place and remove pizza from oven
 - f. Pie or cake marker--To mark pie or cake for portion control
 - g. Rolling pin--To roll dough to desired thickness
 - h. Tube cake pan--To cook tube cakes
 - i. Pie pan--To cook pies or pie crusts
 - j. Muffin tin--To cook muffins
- 12.
- a. Liquid measure
 - 1) Measure liquids
 - 2) Measure food by cup, pint, quart, or gallon

- b. Dry measure
 - 1) Measure by cup
 - 2) Measure by fraction of cup
- c. Dish--To dish food
- d. Measuring spoons--To measure small amounts
- e. Flour scoop--To scoop dry foods

13. Discussion should include:

- a. Store in proper area
 - 1) Overhead rack
 - 2) Drawer
 - 3) Shelf
- b. Store bottom side up
 - 1) Prevents dust from getting inside
 - 2) Provides for neater storage
- c. Keep knives in proper place
 - 1) Easily seen
 - 2) Edges will not chip
 - 3) Employees will not get cut
- d. Keep clean
 - 1) Corners
 - 2) Grooves
- e. Report unusable tools to supervisor
- f. Use properly
 - 1) Cut on cutting boards
 - 2) Thaw food before cutting
 - 3) Use proper motions
 - 4) Be cautious of what you are doing
 - 5) Be aware of people around you

FIRE SAFETY
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to apply knowledge of the rules for fire prevention through work in the kitchen. This knowledge will be evidenced by scoring one hundred percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Define the classes of fires.
2. Match types of fire extinguishers to their uses.
3. Tell how to use fire extinguishers.
4. List rules for fire prevention.
5. Discuss what action to take in case of fire.

FIRE SAFETY
UNIT I

SUGGESTED ACTIVITIES

- I. Instructor:
 - A. Provide student with objective sheet.
 - B. Provide student with information sheet.
 - C. Make transparency.
 - D. Discuss unit and specific objectives.
 - E. Discuss information sheet.
 - F. Contact safety director of a farm bureau or local insurance company for demonstration on fire safety.
 - G. Invite someone from the fire department to speak on fire safety and to demonstrate fire safety equipment.
 - H. Give test.
- II. Student:
 - A. Read objective sheet.
 - B. Study information sheet.
 - C. Take test.

INSTRUCTIONAL MATERIALS

- I. Included in this unit:
 - A. Objective sheet
 - B. Information sheet
 - C. Transparency master: TM 1-Types of Fire Extinguishers
 - D. Test
 - E. Answers to test

II. References:

- A. Folsom, Leroi A. *The Professional Chef*. Boston: Institutions/Volume Feeding Magazine, 1974.
- B. Haines, Robert G. *Food Preparation for Hotels, Restaurants, and Cafeterias*. Chicago: American Technical Society, 1971.
- C. Tryon, George H., ed. 13th ed. *Fire Protection Handbook*. Boston: National Fire Protection Association International, 1969.

- III. Film--"The Angry Flame." Available from National Restaurant Association, 1530 North Lake Shore Drive, Chicago, Illinois 60610.

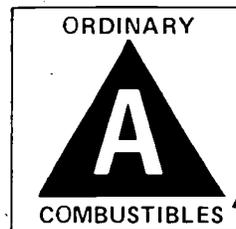
FIRE SAFETY
UNIT I

INFORMATION SHEET

I. Classes of fires

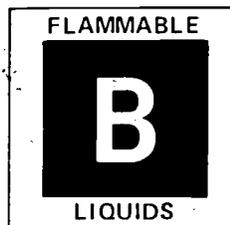
- A. Class A-Fires that occur in ordinary combustible material identified by a green triangle

Examples: Wood, paper, rags

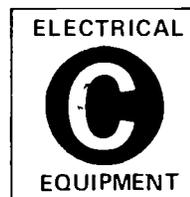


- B. Class B-Fires that occur with flammable liquids; identified by a red square

Examples: Grease, gasoline, oil, paint



- C. Class C-Fires that occur in or near electrical equipment; identified by a blue circle



INFORMATION SHEET

- D. Class D--Fires that occur with combustible metals; identified by a green five-pointed star

(NOTE: Do not attempt to use conventional fire extinguishers on Class D fires.)

Example: Aluminum



II. Types of fire extinguishers (Transparency 1)

- A. Pressurized water--Used on Class A fires
- B. Soda-acid--Used on Class A fires
- C. Foam--Used on Class A and B fires
(NOTE: Never use foam on live electrical fires.)
- D. Carbon dioxide--Used on Class B and C fires
- E. Multipurpose dry chemical--Used on Class A, B, and C fires

III. How to use fire extinguishers

- A. Pressurized water
 1. Carry to fire
 2. Pull pin
 3. Squeeze handle grip
 4. Direct stream at base of flame
- B. Soda-acid
 1. Carry to fire
 2. Turn bottom tip
 3. Direct stream at base of flame

INFORMATION SHEET

C. Foam

1. Carry to fire
2. Turn upside down
3. Direct stream across burning object

(NOTE: Do not direct stream straight at fire.)

D. Carbon dioxide

1. Carry to fire
2. Pull ring on side of handle
3. Release horn and grasp by insulated handle
4. Squeeze handle grip
5. Direct horn at base of fire
6. Stand only six to eight feet away

E. Multipurpose dry chemical

1. Carry to fire
2. Squeeze handle grip
3. Direct discharge at base of flame

IV. Rules for fire prevention

- A. Report ANY fire immediately to supervisor
- B. Know where fire extinguishers are and how to use them
- C. Keep all equipment in good working order
- D. Keep equipment clean to prevent fires caused by grease piling up, especially on vent hoods and filters
- E. Never put water in hot grease
- F. Watch hot fats for splattering
- G. Store cold fats away from flames
- H. Smoke only in designated areas

INFORMATION SHEET

- I. Keep matches in closed containers
- J. Light matches before turning on gas jets
- K. Report any gas leaks to supervisor
- L. Turn off all open fires when not in use
- V. Action in case of fire
 - A. Notify supervisor if at all possible
 - B. Keep yourself and others calm
 - C. Call fire department if needed
 - D. Use fire extinguisher to help control blaze until fire department arrives
 - E. Cut off air supply

Types of Fire Extinguishers



Pressurized

Water

Class A



Soda-Acid

Class A



Carbon

Dioxide

Classes

A and B



Dry

Chemical

Classes

A, B and C



Foam

Classes

B and C

4. List eight rules for fire prevention.
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.
 - g.
 - h.
5. Discuss what action to take in case of fire.

FIRE SAFETY
UNIT I

ANSWERS TO TEST

1.
 - a. Fires that occur in ordinary combustibles; identified by a green triangle
 - b. Fires that occur with flammable liquids; identified by a red square
 - c. Fires that occur in or near electrical equipment; identified by a blue circle
 - d. Fires that occur with combustible metals; identified by a green five-pointed star
2.
 - a. 1, 2, 3
 - b. 5
 - c. 3
 - d. 4
3.
 - a. Carbon dioxide
 - 1) Carry to fire
 - 2) Pull ring on side of handle
 - 3) Release horn and grasp by insulated handle
 - 4) Squeeze handle grip
 - 5) Direct horn at base of fire
 - 6) Stand only six to eight feet away
 - b. Multipurpose dry chemical
 - 1) Carry to fire
 - 2) Squeeze handle grip
 - 3) Direct discharge at base of flame
4. Any eight of the following:
 - a. Report ANY fire immediately to supervisor
 - b. Know where fire extinguishers are and how to use them
 - c. Keep all equipment in good working order

Keep equipment clean to prevent fires caused by grease piling up, especially
in the body and filters

Never pour hot grease

Use caution for splattering

Keep body away from flames

Move only to designated areas

Never use in closed containers

Check for leaks before turning on gas jets

Report any gas leaks to supervisor

Turn off all open fires when not in use

Additional include:

Report to supervisor if at all possible

Stay yourself and others calm

Call fire department if needed

Use fire extinguisher to help control blaze until fire department arrives

Thank you.

SAFE WORK HABITS UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to apply safe work habits and the principles of accident prevention through work in the kitchen. This knowledge will be evidenced through demonstration and by scoring one hundred percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. State the cardinal rules of safety.
2. Describe the physical characteristics of a safe storeroom.
3. List rules for storing supplies safely.
List rules for preventing burns.
5. Tell how to prevent electrical shock.
6. Discuss rules for preventing falls.
7. Name rules for preventing cuts.
8. List rules for using knives safely.
9. Discuss safety with cleaning materials.
10. Describe safe clothing for the kitchen.
11. Complete safety check sheet.
12. Demonstrate the ability to lift a heavy item properly.

SAFE WORK HABITS UNIT II

SUGGESTED ACTIVITIES

- I. Instructor:
 - A. Provide student with objective sheet.
 - B. Discuss unit and specific objectives.
 - C. Provide student with information, assignment, and job sheets.
 - D. Take students on tour of kitchen pointing out safety hazards.
 - E. Discuss information and assignment sheets.
 - F. Discuss causes and results of accidents.
 - G. Demonstrate and discuss procedures outlined in job sheet.
 - H. Have the students survey a kitchen for safety violations.

(NOTE: If kitchen is not available, take students on field trips to nearby facility.)

- I. Give test.
- II. Student:
 - A. Read objective sheet.
 - B. Study information sheet.
 - C. Complete assignment sheet.
 - D. Demonstrate the ability to accomplish the procedures outlined in the job sheet.
 - E. Take test.

INSTRUCTIONAL MATERIALS

- I. Included in this unit:
 - A. Objective sheet
 - B. Information sheet

- C. Assignment Sheet #1--Safety Check Sheet
- D. Job Sheet #1--Lift Heavy Item Properly
- E. Test
- F. Answers to test

II. References:

- A. Haines, Robert G. *Food Preparation for Hotels, Restaurants, and Cafeterias*. Chicago: American Technical Society, 1971.
- B. Folsom, Leroi A. *The Professional Chef*. Boston: *Institutions/Volume Feeding Management*, 1974.
- C. Folsom, Leroi A. *Instructor's Guide for the Teaching of Professional Cooking*. Chicago: *Institutions/Volume Feeding Management*, 1971.

- III. Film--"Work Smart-Stay Safe." Available from the National Restaurant Association; 1520 North Lake Shore Drive; Chicago, Illinois 60610.

SAFE WORK HABITS
UNIT II

INFORMATION SHEET

I. Cardinal rules of safety

(NOTE: Safety is everyone's job. It is a responsibility that never ends.)

- A. If you drop it, pick it up
- B. If you spill it, wipe it up
- C. Keep your mind on what you are doing

II. Physical characteristics of safe storeroom

A. Shelves

- 1. Strong
- 2. In good repair
- 3. Wide enough to hold items

B. Aisles

- 1. Wide enough for freedom of movement
- 2. Clear of objects
- 3. Well lighted
- 4. Floors clean and dry

C. Size

- 1. Suitable for amount of stock to be stored
- 2. Separate storage area for chemicals and cleaning materials

D. Appropriate ladder

III. Storing supplies safely

- A. Drive all nails and staples when opening boxes, cartons, or barrels

(NOTE: Do not just bend them down.)

INFORMATION SHEET

- B. Be careful of splinters when opening wooden boxes
 - C. Dispose of all empty cases and boxes promptly
 - D. Use a strong, well-braced ladder when removing items from high shelves
 - E. Stack heavy items on lower shelves
 - F. Stack items on shelves, never directly on floor
 - G. Store insecticides, cleaning materials, and other contaminants away from food stuffs
 - H. Maintain good housekeeping to reduce the hazard of fire
 - I. Never store items in front of fire-fighting equipment
- IV. Preventing burns
- A. Use DRY towels or hot pads to handle hot utensils
 - B. Lift covers of hot pans away from self
 - C. Stand to the side when opening steamers and ovens
 - D. Keep pot handles out of aisles
 - E. Keep pot handles away from flames
 - F. Do not use your apron as a hot pad
 - G. Fill containers to proper level
 - H. Get help when moving heavy hot items
 - I. Warn people when placing a hot pot close to them
 - J. Avoid dropping wet foods into hot fat
- V. Preventing electrical shock
- A. Be sure electrical outlet is grounded before plugging in a cord
 - B. Report all defective equipment and worn or frayed electrical cords
 - C. Avoid water when working with electricity
 - D. Turn off equipment before cleaning

INFORMATION SHEET

VI. Preventing falls

- A. Always be able to see where you are going
- B. Keep floors dry and free of grease
- C. Keep aisles clear of obstructions
- D. Keep all equipment doors and drawers closed
- E. Pick up things that you drop
- F. Wipe up things that you spill
- G. Use a ladder to reach objects out of reach
- H. Be careful going around blind corners
- I. Warn people when passing behind them

VII. Preventing cuts

- A. Pick up broken glass slivers with a heavy damp paper towel, never with the hands
- B. Dispose of broken glasses and dishes cautiously
(NOTE: Dispose of broken glass in separate container for special handling.)
- C. Replace all pieces and parts after cleaning equipment
- D. Use all safety devices on equipment
Examples: Slicers, grinders
- E. Use can openers that are in good repair and be cautious of edges on opened cans
(NOTE: Notify supervisor of nicked can opener blades.)
- F. Keep fingers away from all moving parts of equipment
- G. Discard all chipped or cracked dishes
- H. Never reach into water to remove broken glass
- I. Do not work foods too close to the cutting surface when grating

INFORMATION SHEET

VIII. Using knives safely

- A. Keep your mind on what you are doing when handling a knife
- B. Never drop a knife in soapy water
- C. Get out of the way if a knife falls
- D. Do not try to catch a falling knife
- E. Carry knives by their handles with tips pointed down and with cutting edge away from the body
- F. Use a cutting board at all times
- G. Keep the sharp edge away from you when drying a knife
- H. Store knives in racks, never loose in drawers
- I. Cut away from body and co-workers
- J. Always use a sharp knife
(NOTE: Sharp knives are safer than dull knives. They cut more easily and take less pressure.)
- K. Never leave knives where they cannot be easily seen
- L. Wash knives by themselves
- M. Use knives for their designated purposes, never to pry up or open lids or cans
- N. Select the right knife for the job to be done
- O. Keep knife handles free from grease or other slippery material

IX. Safety with cleaning materials

- A. Read the directions on the labels
- B. Store materials away from food items
- C. Always wash hands thoroughly after using chemicals
- D. Always wear appropriate safety equipment
- E. Do not use materials where they may contaminate food

INFORMATION SHEET

X. Safe clothing for the kitchen

A. Shoes

1. Rubber heels to prevent slipping
2. Safety toes or closed toes

(NOTE: Never wear sandals or canvas-topped shoes.)

3. Tied to prevent tripping over shoelaces
4. Broad-based heel to provide balance

(NOTE: The heel should not be over two inches high.)

5. Good strong support for comfort

B. Uniforms

1. Wear suitable uniform for kitchen or dining room
2. Tie apron strings securely and short
(NOTE: Long ties may be caught in the equipment.)
3. Do not wear necklaces which may get caught in equipment
4. Keep uniform free from pins and jewelry which may drop into the food
5. Wear uniform made of flame resistant material

SAFE WORK HABITS
UNIT II

ASSIGNMENT SHEET #1-SAFETY CHECK SHEET

After surveying a kitchen for safety violations, complete the following check sheet.

Name of student _____ Date _____

Description of Safety Violation	Location of Violation	Recommended Method for Correction...
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--	--	--

SAFE WORK HABITS
UNIT II

JOB SHEET #1--LIFT A HEAVY ITEM PROPERLY

- I. Materials--Large box or container
- II. Procedure (Figure 1)



- A. Get a firm grip on the box or container
- B. Get a firm footing with body weight evenly distributed
- C. Bend knees
- D. Keep back straight
- E. Hold the load near the body
- F. Lift heavy objects by using leg muscles
- G. Use a normal walking gait
- H. Make sure that nothing is in the way and you can see where you are going
- I. Ease the object into its resting place

c.

d.

e.

5. Tell how to prevent electrical shock.

6. Discuss rules for preventing falls.

7. Name five rules for preventing cuts.

a.

b.

c.

d.

e.

8. List seven rules for using knives safely.

a.

b.

c.

d.

- e.
 - f.
 - g.
9. Discuss safety with cleaning materials.

10. Describe safe clothing for the kitchen.

11. Complete safety check sheet.

12. Demonstrate the ability to lift a heavy item properly.

(NOTE: If the activities 11 and 12 have not been accomplished prior to the test, ask your instructor when they should be completed.)

SAFE WORK HABITS
UNIT II

ANSWERS TO TEST

1.
 - a. If you drop it, pick it up
 - b. If you spill it, wipe it up
 - c. Keep your mind on what you are doing
2. Description should include:
 - a. Shelves
 - 1) Strong
 - 2) In good repair
 - 3) Wide enough to hold items
 - b. Aisles
 - 1) Wide enough for freedom of movement
 - 2) Clear of objects
 - 3) Well lighted
 - 4) Floors clean and dry
 - c. Size
 - 1) Suitable for amount of stock to be stored
 - 2) Separate storage area for chemicals and cleaning materials
 - d. Appropriate ladder
3. Any five of the following:
 - a. Remove all nails and staples when opening boxes, cartons, or barrels
 - b. Be careful of splinters when opening wooden boxes
 - c. Dispose of all empty cases and boxes promptly
 - d. Use a strong, well-braced ladder when removing items from high shelves

- e. Stack heavy items on lower shelves
 - f. Stack items on shelves, never directly on floor
 - g. Store insecticides, cleaning materials, and other contaminants away from food stuffs
 - h. Maintain good housekeeping to reduce the hazard of fire
 - i. Never store items in front of fire-fighting equipment
4. Any five of the following:
- a. Use DRY towels or hot pads to handle hot utensils
 - b. Lift covers of hot pans away from self
 - c. Stand to the side when opening steamers and ovens
 - d. Keep pot handles out of aisles
 - e. Keep pot handles away from flames
 - f. Do not use your apron as a hot pad
 - g. Fill containers to proper level
 - h. Get help when moving heavy hot items
 - i. Warn people when placing a hot pot close to them
 - j. Avoid dropping wet food into hot fat
- 5.
- a. Be sure electrical outlet is grounded before plugging in a cord
 - b. Report all defective equipment and worn or frayed electrical cords
 - c. Avoid water when working with electricity
 - d. Unplug equipment before cleaning
6. Discussion should include:
- a. Always be able to see where you are going
 - b. Keep floors dry and free of grease
 - c. Keep aisles clear of obstructions
 - d. Keep all equipment floors and drawers closed
 - e. Pick up things that you drop

- f. Wipe up things that you spill
 - g. Use a ladder to reach objects out of reach
 - h. Be careful going around blind corners
 - i. Warn people when passing behind them
7. Any five of the following:
- a. Pick up broken glass slivers with a heavy damp paper towel, never with the hands
 - b. Dispose of broken glasses and dishes cautiously
 - c. Replace all pieces and parts after cleaning equipment
 - d. Use all safety devices on equipment
 - e. Use can openers that are in good repair and be cautious of edges on opened cans
 - f. Keep fingers away from all moving parts of equipment
 - g. Discard all chipped or cracked dishes
 - h. Never reach into water to remove broken glass
 - i. Do not work foods too close to the cutting surface when grating
8. Any seven of the following:
- a. Keep your mind on what you are doing when handling a knife
 - b. Never drop a knife in soapy water
 - c. Get out of the way if a knife falls
 - d. Do not try to catch a falling knife
 - e. Carry knives by their handles with tips pointed down and with cutting edge away from the body
 - f. Use a cutting board at all times
 - g. Keep the sharp edge away from you when drying a knife
 - h. Store knives in racks, never loose in drawers
 - i. Cut away from body and co-workers
 - j. Always use a sharp knife

- k. Never leave knives where they cannot be easily seen
 - l. Wash knives by themselves
 - m. Use knives for their designated purposes, never to pry up or open lids or cans
 - n. Select the right knife for the job to be done
 - o. Keep knife handles free from grease or other slippery material
9. Discussion should include:
- a. Read the directions on the labels
 - b. Store materials away from food items
 - c. Always wash hands thoroughly after using chemicals
 - d. Always wear appropriate safety equipment
 - e. Never use materials where they may contaminate food
10. Description should include:
- a. Shoes
 - 1) Rubber heels to prevent slipping
 - 2) Safety toes or closed toes
 - 3) Tied to prevent tripping over shoelaces
 - 4) Broad-based heel to provide balance
 - 5) Good strong support for comfort
 - b. Uniforms
 - 1) Wear suitable uniform for kitchen or dining room
 - 2) Tie apron strings securely and short
 - 3) Do not wear necklaces which may get caught in equipment
 - 4) Keep uniform free from pins and jewelry which may drop into the food
 - 5) Wear uniform made of flame resistant material
11. Evaluated to the satisfaction of the instructor
12. Performance skill evaluated to the satisfaction of the instructor

DINING ROOM SAFETY UNIT III

UNIT OBJECTIVE

After completion of this unit, the student should be able to apply the principles of dining room safety through work in the dining room. This knowledge will be evidenced by scoring one hundred percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able

1. List the cardinal rules of safety.
2. List safety rules for serving the customer.
3. List safety rules for transporting food by trays.
4. List safety rules for the use of bus carts.
5. Discuss safety in the dining area.
6. List safety rules for handling china and glassware.
7. Discuss safe clothing for the dining room.
8. Complete safety check sheet.

DINING ROOM SAFETY
UNIT III

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide student with objective sheet.
- B. Provide student with information and assignment sheets.
- C. Discuss unit and specific objectives.
- D. Discuss information and assignment sheets.
- E. Have the student survey a dining room for safety violations.

(NOTE: If dining room is not available, take students on field trip to nearby facility.)

- F. Give test.

II. Student:

- A. Read objective sheet.
- B. Study information sheet.
- C. Complete assignment sheet.
- D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objective sheet
- B. Information sheet
- C. Assignment Sheet #1--Safety Check Sheet
- D. Test
- E. Answers to test

II. References:

- A. *Sambo's Family Restaurant: Employee Handbook*. Sambo's Restaurant, Inc.; Public Relations Department; 3760 State Street; Santa Barbara, California 93105.
 - B. Weiss, Edith, and Weiss, Hal. *Catering Handbook*. Rochelle Park, New Jersey: Hayden Book Company, Inc., 1971.
- III. Film-"The Smart Waitress." Available from National Restaurant Association, 1530 North Lake Shore Drive, Chicago, Illinois 60610.

DINING ROOM SAFETY
UNIT III

INFORMATION SHEET

I. Cardinal rules of safety

(NOTE: Safety is everyone's job. It is a responsibility that never ends.)

- A. If you drop it, pick it up
- B. If you spill it, wipe it up
- C. Keep your mind on what you are doing

II. Serving the customer

- A. Avoid giving knives or forks to very young children
- B. Allow steam to escape away from the customer when changing steam table inserts
- C. Warn people when you are passing behind them
- D. Use a side towel to place hot plates in front of customer
- E. Warn customer when plates are hot
- F. Do not hand cups, bowls, or plates containing hot food to customer
- G. Center cups and bowls on saucers or underliners before being placed in front of customer
- H. Give proper warning before passing behind servers with hot food replacements.

Avoid overfilling plates, cups, bowls, and glasses

- J. Make sure that edges of plates, bowls, and cups are free of food
- K. Look before reaching for something
- L. Avoid physical contact with customers

III. Transporting food by trays

- A. Avoid overloading trays

INFORMATION SHEET

- B. Carefully balance containers of food and dishes on trays so they will not slip or spill when trays are carried or moved
- C. Carry trays so that you have vision on both sides and in front of you
- D. Warn people when you are passing behind them with a loaded tray
- E. Always set trays squarely on tray jack

IV. Use of bus carts

- A. Have carts in good repair
- B. Be careful going through doorways
- C. Be careful going around corners
- D. Push rather than pull a cart

(NOTE: The body should go first when going through a door.)

- E. Avoid overloading carts
- F. Do not ride on carts

V. Safety in the dining area

- A. Use IN and OUT swinging doors between the kitchen and dining room or one door with a glass window
- B. Clean up any spillage or breakage immediately
- C. Keep floors clean and dry
- D. Check all equipment to be sure it is in good repair
Example: Chair legs, table legs, tray jacks
- E. Have aisles clear and free of obstacles
Example: Customers' purses or chairs
- F. Have sufficient space between tables for easy movement by waiter/waitress

VI. Handling china and glassware

- A. Immediately discard drinking glasses, china, and glassware that are chipped or cracked

(NOTE: Never set cracked or chipped dishes in front of customer even if it requires refilling an order.)

INFORMATION SHEET

- B. Always use care in handling glasses and dishes
- C. Place glassware, dishes, and silverware in separate bus tubs to prevent breakage
- D. Store glasses in service area upside down on a clean surface so that contaminants do not settle in them
- E. Use a scoop for ice, never a glass
(NOTE: A glass may break in your hand or leave pieces of glass in the ice.)
- F. Use a dust pan and brush or broom to get up pieces of broken china or glassware
- G. Use a damp paper towel for cleaning up slivers of glass or china
- H. Never pick up broken glass or china with hands

VII. Safe clothing for the dining room

- A. Shoes
 - 1. Low, wide, sturdy heels
 - 2. Proper supports
 - 3. Enclosed toes, not sandals or tennis shoes
 - 4. Short, tied shoestrings
- B. Uniforms and aprons free from pins and jewelry that may drop into the food
- C. Apron ties tied so they will not catch on things

DINING ROOM SAFETY
UNIT III

ASSIGNMENT SHEET #1--SAFETY CHECK SHEET

After surveying a dining room for safety violations, complete the following check sheet.

Name of student _____

Date _____

Description of
Safety Violation

Location of Violation

Recommended Method
for Correction

--	--	--

DINING ROOM SAFETY
UNIT III

TEST

1. List the cardinal rules of safety.
 - a.
 - b.
 - c.
2. List six safety rules for serving the customer.
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.
3. List the safety rules for transporting food by trays.
 - a.
 - b.
 - c.
 - d.
 - e.
4. List three safety rules for the use of bus carts.
 - a.
 - b.
 - c.

5. Discuss safety in the dining area.

6. List six safety rules for handling china and glassware.

a.

b.

c.

d.

e.

f.

7. Discuss safe clothing for the dining room.

8. Complete a safety check sheet.

(NOTE: If the above activity has not been accomplished prior to the test, ask your instructor when it should be completed.)

DINING ROOM SAFETY
UNIT III

ANSWERS TO TEST

1.
 - a. If you drop it, pick it up
 - b. If you spill it, wipe it up
 - c. Keep your mind on what you are doing

Any six of the following:

 - a. Avoid giving knives or forks to very young children
 - b. Allow steam to escape away from the customer when changing steam table inserts
 - c. Warn people when you are passing behind them
 - d. Use side towel to place hot plates in front of customer
 - e. Warn customer when plates are hot
 - f. Do not hand cups, bowls, or plates containing hot food to customer
 - g. Center cups and bowls on saucers or underliners before being placed in front of customer
 - h. Give proper warning before passing behind servers with hot food replacements
 - i. Avoid overfilling plates, cups, bowls, and glasses
 - j. Make sure that edges of plates, bowls, and cups are free of food
 - k. Look before reaching for something
 - l. Avoid physical contact with customers
3.
 - a. Avoid overloading trays.
 - b. Carefully balance containers of food and dishes on trays so they will not slip or spill when trays are carried or moved
 - c. Carry trays so that you have vision on both sides and in front of you
 - d. Warn people when you are passing behind them with a loaded tray
 - e. Always set trays squarely on tray jack.

4. Any three of the following:
 - a. Have carts in good repair
 - b. Be careful going through doorways
 - c. Be careful going around corners
 - d. Push rather than pull a cart
 - e. Avoid overloading carts
 - f. Do not ride on carts
5. Discussion should include:
 - a. Use IN and OUT swinging doors between the kitchen and dining room or one door with a glass window
 - b. Clean up any spillage or breakage immediately
 - c. Keep floors clean and dry
 - d. Check all equipment to be sure it is in good repair
 - e. Have aisles clear and free of obstacles
 - f. Have sufficient space between tables for easy movement by waiter/waitress
6. Any six of the following:
 - a. Immediately discard drinking glasses, china, and glassware that are chipped or cracked
 - b. Always use care in handling glasses and dishes
 - c. Place glassware, dish, and silverware in separate bus tubs to prevent breakage
 - d. Store glasses in service area upside down on a clean surface so that contaminants do not settle in them
 - e. Use a scoop for ice, never a glass
 - f. Use a dust pan and brush or broom to get up pieces of broken china or glassware
 - g. Use a damp paper towel for cleaning up slivers of glass or china
 - h. Never pick up broken glass or china with hands

7. Discussion should include:
 - a. Shoes
 - 1) Low, wide, sturdy heels
 - 2) Proper supports
 - 3) Enclosed toes, not sandals or tennis shoes
 - 4) Short, tied shoestrings
 - b. Uniforms and aprons free from pins and jewelry that may drop into the food
 - c. Apron ties tied so they will not catch on things
8. Evaluated to the satisfaction of the instructor

OSHA
UNIT IV

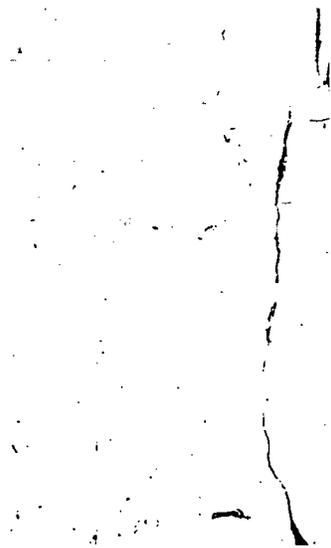
UNIT OBJECTIVE

After completion of this unit, the student should be able to state the meaning and purposes of OSHA. He/she should be able to list the employer's responsibilities, employee's responsibility, and basic regulations regarding food service establishments. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. State the meaning of OSHA.
2. Discuss the purposes of OSHA.
3. List the employer's responsibilities.
4. State the employee's responsibility.
5. List the basic regulations regarding food service establishments.



OSHA
UNIT IV

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide student with objective sheet.
- B. Provide student with information sheet.
- C. Discuss unit and specific objectives.
- D. Discuss information sheet.
- E. Contact OSHA representative in your state for copy of "Required Notice I: Safety and Health Protection on the Job."

(NOTE: The OSHA representative will put on a safety program for your class.)

F. Give test.

II. Student:

- A. Read objective sheet.
- B. Study information sheet.
- C. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objective sheet
- B. Information sheet
- C. Test
- D. Answers to test

- II. Reference: Oklahoma Safety Council. *OSHA Reference Manual*. Santa Monica: Insurors Press, Inc., 1973.

OSHA
UNIT IV

INFORMATION SHEET

- I. OSHA--Occupational Safety and Health Act
- II. Purposes of OSHA
 - A. To insure that everyone employed in a trade "affecting commerce" shall have a safe and healthy environment in which to work.
 - B. To create a standard for the safe and healthy work environment
- III. Employer's responsibilities
 - A. Insures each employee a place of employment free from recognized hazards that are causing or are likely to cause death or serious physical harm
 - B. Complies with occupational safety and health standards created by OSHA
 - C. Posts a notice of the Occupational Safety and Health Act
 - D. Posts a listing of emergency phone numbers
 - E. Informs employees of the rules and regulations affecting them
- IV. Employee's responsibility--To comply with the OSHA rules and regulations which apply to his/her actions and conduct
- V. Basic regulations regarding food service establishments
 - A. Each establishment is to have a safety training program
 - B. Each establishment is to have someone on the staff trained in first aid with first aid supplies readily available
(NOTE: The Red Cross training program is acceptable.)
 - C. Every structure or building must be provided with exits sufficient for prompt escape of occupants in case of fire or other emergencies
 - D. All exits will have free access and be clearly marked
 - E. Protective eye and face equipment is required where there is likely probability of injury that could be prevented by the equipment

Example: When using harsh cleaning chemicals such as those contained in some oven cleaners

INFORMATION SHEET

F. Respirator is to be worn when the possibility of breathing potentially hazardous fumes exists

Example: Working on an oven with some types of oven cleaner

G. Safety-toe footwear should be worn

H. Floors should be kept clean and as dry as possible

I. Mats should be used on the dishroom floor

J. Adequate toilet facilities are to be provided

K. Location of fire extinguishers should be marked by the color red

L. Portable fire extinguishers should be readily accessible and in good working order

OSHA
UNIT IV

TEST

1. State the meaning of OSHA.

2. Discuss the purpose of OSHA.

3. List the employer's responsibilities.

a.

b.

c.

d.

e.

4. State the employee's responsibility.

5. List seven basic regulations regarding food service establishments.

a.

b.

c.

d.

e.

f.

g.

OSHA
UNIT IV

ANSWERS TO TEST

1. Occupational Safety and Health Act
2. Discussion should include:
 - a. To insure that everyone employed in a trade "affecting commerce" shall have a safe and healthy environment in which to work.
 - b. To create a standard for the safe and healthy work environment
3.
 - a. Insures each employee a place of employment free from recognized hazards that are causing or are likely to cause death or serious physical harm
 - b. Complies with occupational safety and health standards created by OSHA
 - c. Posts a notice of the Occupational Safety and Health Act
 - d. Posts a listing of emergency phone numbers
 - e. Informs employees of the rules and regulations affecting them
4. To comply with the OSHA rules and regulations which apply to his/her actions and conduct
5. Any seven of the following:
 - a. Each establishment is to have a safety training program
 - b. Each establishment is to have someone on the staff trained in first aid with first aid supplies readily available
 - c. Every structure or building must be provided with exits sufficient for prompt escape of occupants in case of fire or other emergencies
 - d. All exits will have free access and be clearly marked
 - e. Protective eye and face equipment is required where there is a likely probability of injury that could be prevented by the equipment
 - f. Respirator is to be worn when the possibility of breathing potentially hazardous fumes exists

- g. Safety-toe footwear should be worn
- h. Floors should be kept clean and as dry as possible
- i. Mats should be used on the dishroom floor
- j. Adequate toilet facilities are to be provided
- k. Location of fire extinguishers should be marked by the color red
- l. Portable fire extinguishers should be readily accessible and in good working order

**PERSONAL HYGIENE
UNIT I****UNIT OBJECTIVE**

After completion of this unit, the student should be able to list appearance requirements. He/she should be able to select from a list personal habits to avoid and requirements of the food service worker. The student should be able to demonstrate the ability to wash hands and taste food. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. List appearance requirements for the food service worker.
2. Select from a list personal habits for the food service worker to avoid.
3. Select from a list personal requirements of the food service worker.
4. Discuss the procedure for tasting.
5. Discuss the proper ways to grasp equipment.
6. Demonstrate the ability to:
 - a. Wash hands.
 - b. Taste food.

PERSONAL HYGIENE
UNIT I

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide student with objective sheet.
- B. Provide student with information and assignment sheets.
- C. Discuss unit and specific objectives.
- D. Discuss information and assignment sheets.
- E. Demonstrate and discuss procedures outlined in job sheets.
- F. Give test.

II. Student:

- A. Read objective sheet.
- B. Study information sheet.
- C. Complete assignment sheet.
- D. Demonstrate the ability to accomplish procedures outlined in job sheets.
- E. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objective sheet
- B. Information sheet
- C. Assignment Sheet #1 - Appearance of the Food Service Worker
- D. Job sheets
 1. Job Sheet #1 - Wash Hands
 2. Job Sheet #2 - Taste Food
- E. Test
- F. Answers to test

II. References:

- A. Terrell, Margaret E. *Professional Food Preparation*. New York: John Wiley and Sons, 1971.
- B. Haines, Robert G. *Food Preparation for Hotels, Restaurants, and Cafeterias*. Chicago: American Technical Society, 1973.

PERSONAL HYGIENE
UNIT I

INFORMATION SHEET

I. Appearance requirements (Assignment Sheet #1)

A. Female

1. Clean clothes
 - a. Uniform
 - b. Underclothes
 - c. Apron
 - d. Hose
2. Hair restraint
3. Light make-up
4. Light perfume
5. Hair off collar
6. Moderate jewelry
 - a. Watch
 - b. Wedding rings
7. Shoes--Clean
8. Daily bath or shower

B. Male

1. Clean clothes
 - a. Hair restraint
 - b. Underclothes
 - c. Shirt
 - d. Slacks
 - e. Socks

INFORMATION SHEET

2. Clean-shaven
 3. Shoes--Clean
 4. Daily bath or shower
- II. Personal habits to avoid
- A. Sneezing
 - B. Coughing
 - C. Scratching head
 - D. Picking nose
 - E. Wiping mouth with fingers
 - F. Smoking in nondesignated areas
 - G. Fixing hair with hands
 - H. Biting fingernails
 - I. Eating in nondesignated areas
 - J. Nibbling on duty
- III. Personal requirements of food service worker
- A. Wash hands
 1. Upon reporting to work
 2. When soiled
 3. After use of handkerchief
 4. After visit to restroom
 5. After eating
 6. After smoking
 7. After handling garbage cans and produce
 8. After mopping
 9. When going from raw food to finished products

INFORMATION SHEET

B. Respect smoking rules

1. Smoke in designated areas
2. Smoke at designated time
3. Extinguish cigarette
4. Wash hands

C. Report all skin infections to supervisor

1. Boils
2. Cuts
3. Sores
4. Rash

D. Report all body infections to supervisor

1. Colds
2. Nausea
3. Diarrhea
4. Fever
5. Sore throat

IV. Procedure for tasting

(NOTE: Never use fingers or stirring spoon to taste food.)

- A. Use single service
- B. Dispose of single service spoons after use
- C. Avoid tasting directly over food

V. Proper ways to grasp equipment

- A. Utensils by handle
- B. Glasses by base
- C. Cups by handle
- D. Flatware by handle
- E. Plates by outside rim

PERSONAL HYGIENE
UNIT

ASSIGNMENT SHEET #1-APPEARANCE OF THE FOOD SERVICE WORKER

Locate pictures from current magazines showing do's and don'ts of food service workers. Cut out pictures and prepare a bulletin board. Examples might be a cook without a hat, unrestrained hair on waitress, or food service worker without entire uniform.

PERSONAL HYGIENE
UNIT I

JOB SHEET #1-WASH HANDS

I. Equipment

- A. Soap
- B. Disposable paper towels

II. Procedure

- A. Wet hands
- B. Apply soap under nails
- C. Apply soap between finger joints
- D. Wash by using rotating motion
- E. Rub hands together
- F. Wash 2-3" above wrist
- G. Wash up to the elbow
- H. Use interdigital motion
- I. Wash palm of hand for minimum of thirty seconds
- J. Rinse well
- K. Dry well

PERSONAL HYGIENE
UNIT I

JOB SHEET #2-TASTE FOOD

I. Equipment

- A. Single service spoon, 2
- B. Food to be tasted

II. Procedure

- A. Place first spoon in food to be tasted
- B. Remove food to be tasted
- C. Place food in second spoon

(NOTE: The first spoon may be reused.)

- D. Taste food away from cooking area
- E. Discard spoons

PERSONAL HYGIENE
UNIT I

TEST

1. List eight appearance requirements for the food service worker.
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.
 - g.
 - h.

2. Select from the list below personal habits the food service worker should avoid. Circle the letters of the correct answers.
 - a. Washing hands frequently
 - b. Scratching head
 - c. Sneezing
 - d. Disposing of towel after washing hands
 - e. Biting fingernails
 - f. Coughing
 - g. Picking nose

3. Select from the list below personal requirements of the food service worker. Circle correct letters.
 - a. Report all skin infections to supervisor
 - b. Wash hands after eating
 - c. Continue work with cold if not coughing
 - d. Wash hands when soiled

- e. Wash hands after smoking
 - f. Blow nose anytime when necessary
 - g. Smoke in designated areas
4. Discuss the procedure for tasting.
-
5. Discuss the proper ways to grasp equipment.
-
6. Demonstrate the ability to:
 - a. Wash hands.
 - b. Taste food.

(NOTE: If the above activities have not been accomplished prior to the test, ask your instructor when they should be completed.)

**PERSONAL HYGIENE
UNIT 1****ANSWERS TO TEST**

1. Any eight of the following:

a. Female

- 1) Clean clothes
 - a) Uniform
 - b) Underclothes
 - c) Apron
 - d) Hose
- 2) Hair restraint
- 3) Light make-up
- 4) Light perfume
- 5) Hair off collar
- 6) Moderate jewelry
 - a) Watch
 - b) Wedding rings
- 7) Shoes - Clean
- 8) Daily bath or shower

b. Male

- 1) Clean clothes
 - a) Hair restraint
 - b) Underclothes
 - c) Shirt
 - d) Slacks
 - e) Socks

- 2) Clean-shaven
- 3) Shoes-Clean
- 4) Daily bath or shower

2. b, c, e, f, g

3. a, b, d, e, g

4. Discussion should include:

- a. Use single service
- b. Dispose of single service spoons after use
- c. Avoid tasting directly over food

5. Discussion should include:

- a. Utensils by handle
- b. Glasses by base
- c. Cups by handle
- d. Flatware by handle
- e. Plates by outside rim

6. Performance skills evaluated to the satisfaction of the instructor

HOUSEKEEPING UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to list items on the sanitation facility checklist and reasons for in-house sanitation. The student should be able to wet mop a floor. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. List items on the sanitation facility checklist.
2. Discuss the homes of common kitchen pests.
3. Discuss methods of pest control.
4. Select from a list procedures for wet waste disposal.
5. List reasons for in-house sanitation.
6. Discuss floor sanitation.
7. Select from a list storage and usage practices for housekeeping supplies.
8. Analyze sanitation violations.
9. Demonstrate the ability to wet mop a floor.

**HOUSEKEEPING
UNIT II****SUGGESTED ACTIVITIES****I. Instructor:**

- A. Arrange for a visit to a commercial food service operation to see floor sanitation.
- B. Provide student with objective sheet.
- C. Provide student with information, job, and assignment sheets.
- D. Discuss unit and specific objectives.
- E. Discuss information and assignment sheet.
- F. Demonstrate and discuss procedures outlined in job sheet.
- G. Give test.

II. Student:

- A. Read objective sheet.
- B. Study information sheet.
- C. Complete assignment sheet.
- D. Demonstrate the ability to accomplish the procedures outlined in the job sheet.
- E. Take test.

INSTRUCTIONAL MATERIALS**I. Included in this unit:**

- A. Objective sheet
- B. Information sheet
- C. Assignment Sheet #1--Analyze Sanitation Violations
- D. Job Sheet #1--Wet Mop a Floor
- E. Test
- F. Answers to test

II. References:

- A. Longree, Karla, and Blaker, Gertrude. *Sanitary Techniques in the Food Service*. New York: John Wiley and Sons, 1971.
- B. Public Health Service. *From Hand to Mouth*. Pub. #281. Washington, D. C.: U. S. Government Printing Office, 1966.
- C. Terrell, Margaret. *Professional Food Preparation*. New York: John Wiley and Sons, 1971.
- D. *Sanitation Follies*. Public Health Committee; Paper Cup and Container Institute, Inc.; 250 Park Avenue; New York, New York.

HOUSEKEEPING
UNIT II

INFORMATION SHEET

- I. Sanitation facility checklist
 - A. Hood and filters
 - B. Elevator
 - C. Light fixture
 - D. Sink
 - E. Drain
 - F. Toilet room
 - G. Trash receptacle
 - H. Floor
 - I. Wall
 - J. Ceiling
 - K. Window
 - L. Screen
 - M. Door
 - N. Ventilating system
 - O. Storage area
 - P. Overhead utility pipe
 - Q. Shelf
 - R. Food contact equipment
- II. Common kitchen pests and their homes
 - A. Fly
 1. Rotting fruit and vegetables
 2. Garbage can
 3. Outside environment
 4. Waste

INFORMATION SHEET

B. Roach

1. Standing water
2. Pipe and drain
3. Dark areas

C. Ant

1. Sweet food or juice
2. Meat

D. Rodent

1. Decaying food
2. Rubbish pile

E. Mosquito

1. Drain
2. Barrel

III. Methods of pest control

A. Remove spoiled fruit and vegetables from kitchen

B. Discard all spoiled food

C. Remove standing water

1. Floor

2. Table top

D. Clean counter tops regularly

E. Clean drains daily

F. Keep lids on garbage containers

G. Keep doors closed and screened

H. Keep windows closed and screened

I. Report structure maintenance problems to supervisor

(NOTE: These methods of pest control will eliminate sources of pest entry.)

INFORMATION SHEET

IV. Wet waste disposal

- A. Use adequate number of containers
- B. Be sure lids are tight
- C. Use water-tight containers
- D. Secure plastic liners
- E. Tie liner tightly
- F. Remove from kitchen as necessary
- G. Rinse containers as necessary
- H. Wash daily

V. Reasons for in-house sanitation

A. Front of house (public areas)

(NOTE: Business will increase when the front of the house is clean and sanitary.)

1. Attracts customer
2. Gains confidence of customer
3. Provides for safety of customer
4. Provides for better working conditions for employees

B. Back of house

1. Eliminates unsanitary conditions
2. Eliminates food-diseased materials
3. Eliminates kitchen pests
4. Provides for safety of customer
5. Provides for better working conditions for employees

VI. Floor sanitation (back of house)

- A. Scrub floors
- B. Move equipment away from wall

INFORMATION SHEET

Scrub or fast floor drains daily.

Keep drains as possible.

Remove any food or small equipment on floors.

Spot mop as necessary.

Storage and usage practices for house-keeping supplies

A. House-keeping supplies. Store away from food.

B. Floor brush.

Store on floor brush holders.

Use on dry surfaces.

C. Buckets, pans, and mops.

1. Rinse after each use.

2. Rinse after each use.

D. Mops.

NOTE: Never let mops stand in tubs or pails of dirty water.

1. Rinse after each use.

2. Store in hooks.

3. Replace mop heads as often as necessary.

HOUSEKEEPING
UNIT II

JOB SHEET #1-WET MOP A FLOOR

I. Equipment and supplies

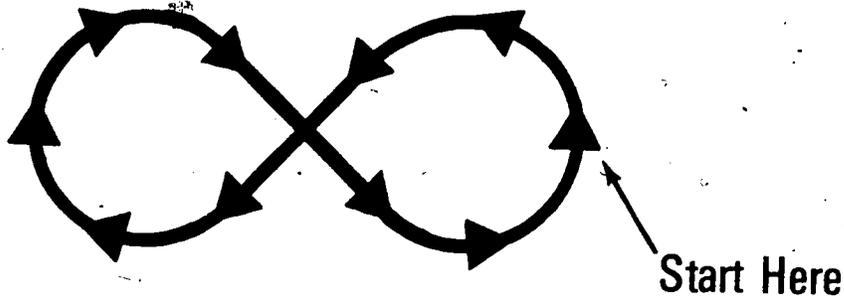
- A. Broom
- B. Dust pan
- C. Putty knife
- D. Mop bucket, 2
- E. Mop, 2
- F. Cleaning solution

II. Procedure

- A. Prepare cleaning solution

(CAUTION: Follow instructions exactly regarding kind of cleaner and dilution.)

- B. Pull equipment from walls
- C. Scrape any food items off floor
- D. Sweep the area with a broom
- E. Mop back end of floor
- F. Work backwards away from mopped area
- G. Mop parallel to wall
- H. Mop left to right using a figure eight motion (Figure 1)



JOB SHEET #1

I. Clean a small area

(NOTE: This is usually a 4' x 6' area.)

J. Mop corners with mop heel

K. Rinse the cleaned section with a rinse mop

L. Rinse the rinse mop

M. Wring out the rinse mop

N. Dry the rinsed area with the rinse mop

O. Repeat operation until entire floor is clean

(CAUTION: The water in the rinse bucket should be changed frequently.)

P. Clean equipment

Q. Hang mops up to dry

R. Store other equipment properly

HOUSEKEEPING
UNIT II

TEST

1. List eight items on the sanitation facility checklist.

a.

b.

c.

d.

e.

f.

g.

h.

2. Discuss the homes of common kitchen pests.

a. Fly

b. Roach

c. Ant

d. Rodent

e. Mosquito

3. Discuss methods of pest control.

4. Select from the list below procedures for wet waste disposal. Circle the correct letters.

- a. Use adequate number of containers
- b. Be sure lids are tight
- c. Secure plastic liners
- d. Rinse weekly
- e. Remove only once a day
- f. Wash once every two weeks

5. List two reasons for in-house sanitation under each category.

- a. Front of house (public areas)
 - 1)
 - 2)
- b. Back of house
 - 1)
 - 2)

6. Discuss floor sanitation.

7. Select from the list below storage and usage practices for housekeeping supplies. Circle the correct letters.

- a. Store housekeeping supplies next to food for emergency spills
- b. Leave floor brushes in water overnight to soak out dirt
- c. Rinse buckets, pails, and wringers after each use
- d. Wring out mops after each use
- e. Store only wet mops on hooks
- f. Replace mop heads as often as necessary

8. Analyze sanitation violations.

9. Demonstrate the ability to wet mop a floor.

(NOTE: If activities 8 and 9 have not been accomplished prior to the test, ask the instructor when they should be completed.)

**HOUSEKEEPING
UNIT II****ANSWERS TO TEST**

1. Any eight of the following:
 - a. Hood and filters
 - b. Elevator
 - c. Light fixture
 - d. Sink
 - e. Drain
 - f. Toilet room
 - g. Trash receptacle
 - h. Floor
 - i. Wall
 - j. Ceiling
 - k. Window
 - l. Screen
 - m. Door
 - n. Ventilating system
 - o. Storage area
 - p. Overhead utility pipe
 - q. Shelf
 - r. Food contact equipment
2. Discussion should include:
 - a. Fly
 - 1) Rotting fruit and vegetables
 - 2) Garbage can

3) Outside environment

4) Waste

b. Roach

1) Standing water

2) Pipe and drain

3) Dark areas

c. Ant

1) Sweet food or juice

2) Meat

d. Rodent

1) Decaying food

2) Rubbish pile

e. Mosquito

1) Drain

2) Barrel

3. Discussion should include:

a. Remove spoiled fruit and vegetables from kitchen

b. Discard all spoiled food

c. Remove standing water

1) Floor

2) Table top

d. Clean counter tops regularly

e. Clean drains daily

f. Keep lids on garbage containers

g. Keep doors closed and screened

h. Keep windows closed and screened

i. Report structure maintenance problems to supervisor

4. a, b, c
5. Any two of the following under each category:
 - a. Front of the house (public areas)
 - 1) Attracts customer
 - 2) Gains confidence of customer
 - 3) Provides for safety of customer
 - 4) Provides for better working conditions for employees
 - b. Back of house
 - 1) Eliminates unsanitary conditions
 - 2) Eliminates food-diseased materials
 - 3) Eliminates kitchen pests
 - 4) Provides for safety of customer
 - 5) Provides for better working conditions for employees
6. Discussion should include:
 - a. Scrub floors
 - b. Move equipment away from wall
 - c. Scrub or flush floor drains daily
 - d. Keep as dry as possible
 - 1) Remove any food or small equipment on floors
 - 2) Spot mop as necessary
7. c, d, f
8. Evaluated to the satisfaction of the instructor
9. Performance skill evaluated to the satisfaction of the instructor

FOOD HANDLING AND STORAGE UNIT III

UNIT OBJECTIVE

After completion of this unit, the student should be able to list the common potentially hazardous foods and discuss the handling of these foods. The student should be able to list standards for safeguarding food and to complete a chart on food handling and storage. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with food handling and storage to the correct definitions.
2. List common potentially hazardous foods.
3. Discuss the handling of potentially hazardous foods.
4. Select from a list dry storage regulations.
5. Select from a list refrigerator and freezer storage regulations.
6. Discuss nonfood storage regulations.
7. List standards for safeguarding food.
8. Complete chart on food handling and storage.

FOOD HANDLING AND STORAGE UNIT III

SUGGESTED ACTIVITIES

- I. Instructor:
 - A. Arrange for a visit to a commercial food service operation so that students may complete chart.
 - B. Provide student with objective sheet.
 - C. Provide student with information and assignment sheets.
 - D. Discuss unit and specific objectives.
 - E. Discuss information and assignment sheets.
 - F. Give test.
- II. Student:
 - A. Read objective sheet.
 - B. Study information sheet.
 - C. Complete assignment sheet.
 - D. Take test.

INSTRUCTIONAL MATERIALS

- I. Included in this unit:
 - A. Objective sheet
 - B. Information sheet
 - C. Assignment Sheet #1--Complete Chart on Food Handling and Storage
 - D. Test
 - E. Answers to test
- II. References:
 - A. Haines, Robert G. *Food Preparation for Hotels, Restaurants, and Cafeterias*. Chicago: American Technical Society, 1973.
 - B. Longree, Karla, and Blaker, Gertrude. *Sanitary Techniques in Food Service*. New York: John Wiley and Sons, 1971.
 - C. Kotschevar, Lendal-H. *Quantity Food Purchasing*. New York: John Wiley and Sons, 1961.

FOOD HANDLING AND STORAGE
UNIT III

INFORMATION SHEET

I. Terms and definitions

- A. Potentially hazardous food--Perishable food that can support quick growth of harmful bacteria
- B. Danger zone--Temperatures between 45°F and 140°F; bacteria multiply the quickest in this range; food should not be in this zone except for preparation
- C. Time-temperature control--Control of food storage and handling in the danger zone
- D. FIFO policy--First-In-First-Out; food received first should be used first
- E. Batch cookery--To cook food in small quantities to prevent holding food for long periods of time which may result in spoilage
- F. Dry storage--Storage area for canned goods, staples, and paper goods

II. Common potentially hazardous foods

- A. Milk and milk products
- B. Eggs
- C. Meat
- D. Poultry
- E. Fish
- F. Shellfish

III. Handling of potentially hazardous foods

- A. Keep foods at temperatures below 45°F or above 140°F as much as possible
- B. Keep foods in danger zone no longer than necessary
 - 1. Thawing
 - 2. Pre-preparation

INFORMATION SHEET

3. Preparation
4. Holding
5. Serving
6. Leftovers

(NOTE: Food should be thawed quickly and in a cooler, not at room temperature.)

C. Cool as quickly as possible

1. Place in shallow containers
2. Place containers on perforated shelves
3. Place containers four inches apart for good air flow to cool food quickly

IV. Dry storage regulations

- A. Store food on pallets not on floor
- B. Remove food from shipping cases when possible but keep food covered
- C. Store foods with the label facing toward the front of pallet
- D. Report abnormal cans to supervisor
Examples: Bulging, rusting, leaking
- E. Keep storeroom floors clean and dry
- F. Use FIFO policy
- G. Throw it out if in doubt
- H. Notify supervisor if signs of rodents or insects appear in storeroom

Refrigerator and freezer storage regulations

- A. Store food in covered containers
- B. Keep food on shelves or racks provided and never on floor
- C. Leave four inches for air circulation between pans that contain cooked foods
- D. Store raw meats or thawing foods in separate area or on bottom rack

INFORMATION SHEET

- E. Label and date all cooked foods
- F. Store leftover foods in refrigerator for no more than 24 hours
- G. Check temperatures of refrigerator boxes daily
- H. Use FIFO policy

(NOTE: One exception may be bananas. If first shipment is not ripe and the second shipment is ripe, use second shipment first.)

VI. Nonfood storage regulations

- A. Store nonfoods in separate room from food supply and food stuffs
Examples: Poisons, toxic agents, cleaning supplies, fire products, soaps, stainless steel cleaners
- B. Use nonfood items cautiously
- C. Use nonfood items when preparation and serving areas are not in use
- D. Use these products only with the approval of supervisor
- E. Keep nonfood items **LABELED**
- F. Keep nonfood items **TIGHTLY** sealed

VII. Standards for safeguarding food

- A. Use wholesome food from approved sources
- B. Protect food from spoilage during preparation, service, and storage
- C. Use clean equipment
- D. Use refrigeration
- E. Store and use toxic agents and poisons away from food
- F. Discard questionable food
- G. Maintain all potentially hazardous food at safe temperatures except during necessary preparation and service
- H. Cook foods to recommended internal temperature
- I. Batch cook and serve cooked foods immediately or store in shallow containers in refrigerator
- J. Wash all raw fruits and vegetables in running water before using

FOOD HANDLING AND STORAGE
UNIT III

ASSIGNMENT SHEET #1--COMPLETE CHART ON FOOD
HANDLING AND STORAGE

After visiting a food service operation, complete the following chart on food handling and storage. Discuss methods of food handling and storage.

Yes • No

	Yes	No
1. Were foods kept below 45°F or above 140°F as much as possible?		
2. Were foods in the danger zone no longer than necessary?		
3. Were hot foods placed in shallow containers to cool?		
4. Was food stored on the floor?		
5. Were abnormal cans being stored in storeroom?		
6. Were storeroom floors clean and dry?		
7. Was the FIFO policy being used?		
8. Were there signs of rodents or insects in storeroom?		
9. Was food being stored covered in refrigerator?		
10. Were nonfoods being stored separately from food stuffs?		
11. Were all nonfood items labeled?		
12. Were all nonfood items tightly sealed?		
13. Were all raw fruits and vegetables being washed before use?		

**FOOD HANDLING AND STORAGE
UNIT III**

TEST

1. Match the terms on the right to the correct definitions by placing the appropriate numbers in the spaces provided.

- | | |
|--|---|
| <p>_____ a. Perishable food that can support quick growth of harmful bacteria</p> <p>_____ b. Temperatures between 45°F and 140°F; bacteria multiply the quickest in this range food should not be in this zone except for preparation</p> <p>_____ c. Control of food storage and handling in the danger zone</p> <p>_____ d. First-In-First-Out; food received first should be used first</p> <p>_____ e. To cook food in small quantities to prevent holding food for long periods of time which may result in spoilage</p> <p>_____ f. Storage area for canned goods, staples, and paper goods</p> | <p>1. Batch cookery</p> <p>2. Danger zone</p> <p>3. Dry storage</p> <p>4. Potentially hazardous food</p> <p>5. FIFO policy</p> <p>6. Time-temperature control</p> |
|--|---|

2. List the common potentially hazardous foods.

- a.
- b.
- c.
- d.
- e.
- f.

3. Discuss the handling of potentially hazardous foods.

4. Select from the list below dry storage regulations. Circle the letters of the correct answers.
- a. Store food on floor
 - b. Remove food from shipping cases when possible but keep food covered
 - c. Remove label before placing food in storage area
 - d. Report abnormal cans to supervisor
 - e. Keep storeroom floors clean and dry
 - f. Use FIFO policy
 - g. Use food as soon as possible if in doubt as to the quality of product
5. Select from the list below refrigerator and freezer storage regulations. Circle the letters of the correct answers.
- a. Store food in covered containers
 - b. Keep food on floor
 - c. Store pans closely together
 - d. Store raw meats or thawing foods in separate area or on bottom rack
 - e. Label and date all cooked foods
 - f. Store leftover foods in refrigerator for minimum of 24 days
 - g. Check temperatures of refrigerator boxes weekly
 - h. Use FIFO policy only on milk and eggs
6. Discuss nonfood storage regulations.

7. List six standards for safeguarding food.

a.

b.

c.

d.

e.

f.

8. Complete chart on food handling and storage.

(NOTE: If the above activity has not been accomplished prior to the test, ask your instructor when it should be completed.)

**FOOD HANDLING AND STORAGE
UNIT III****ANSWERS TO TEST**

1.
 - a. 4
 - b. 2
 - c. 6
 - d. 5
 - e. 1
 - f. 3

2.
 - a. Milk and milk products
 - b. Eggs
 - c. Meat
 - d. Poultry
 - e. Fish
 - f. Shellfish

3. Discussion should include:
 - a. Keep foods at temperatures below 45°F or above 140°F as much as possible
 - b. Keep foods in danger zone no longer than necessary
 - 1) Thawing
 - 2) Pre-preparation
 - 3) Preparation
 - 4) Holding
 - 5) Serving
 - 6) Leftovers

- c. Cool as quickly as possible
- 1) Place in shallow containers
 - 2) Place containers on perforated shelves
 - 3) Place containers four inches apart for good air flow to cool food quickly
4. b, d, e, f
5. a, d, e
6. Discussion should include:
- a. Store nonfoods in separate room from food supply and food stuffs
 - b. Use nonfood items cautiously
 - c. Use nonfood items when preparation and serving areas are not in use
 - d. Use these products only with the approval of supervisor
 - e. Keep nonfood items **LABELED**
 - f. Keep nonfood items **TIGHTLY** sealed
7. Any six of the following:
- a. Use wholesome food from approved sources
 - b. Protect food from spoilage during preparation, service, and storage
 - c. Use clean equipment
 - d. Use refrigeration
 - e. Store and use toxic agents and poisons away from food
 - f. Discard questionable food
 - g. Maintain all potentially hazardous food at safe temperatures except during necessary preparation and service
 - h. Cook foods to recommended internal temperature
 - i. Batch cook and serve cooked foods immediately or store in shallow containers in refrigerator
 - j. Wash all raw fruits and vegetables in running water before using
8. Evaluated to the satisfaction of the instructor

**COMMON FOOD-BORNE ILLNESSES
UNIT IV****UNIT OBJECTIVE**

After completion of this unit, the student should be able to state the cause of food-borne illnesses and complete a chart on food-borne illnesses. He/she should be able to discuss the growth and prevention of disease-causing bacteria, food illnesses, and suspect foods on a buffet line. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Define terms associated with food-borne illnesses.
2. Distinguish between food poisoning, chemical food poisoning, and food infection.
3. State the cause of food-borne illnesses.
4. Complete a chart on food-borne illnesses.
5. Discuss the growth and prevention of disease-causing bacteria.
6. Discuss food illnesses.
7. Discuss suspect foods on a buffet line.

**COMMON FOOD-BORNE ILLNESSES
UNIT IV****SUGGESTED ACTIVITIES**

- I. Instructor:
 - A. Obtain petri cultures for class experiment.
(NOTE: These may be obtained from your local health department.)
 - B. Invite health department worker to lead a class discussion on common food-borne illnesses.
 - C. Provide student with objective sheet.
 - D. Provide student with information and assignment sheets.
 - E. Discuss unit and specific objectives.
 - F. Discuss information and assignment sheets.
 - G. Give test.
- II. Student:
 - A. Read objective sheet.
 - B. Study information sheet.
 - C. Complete assignment sheets.
 - D. Take test.

INSTRUCTIONAL MATERIALS

- I. Included in this unit:
 - A. Objective sheet
 - B. Information sheet
 - C. Assignment sheets
 1. Assignment Sheet #1--Food Illnesses
 2. Assignment Sheet #2--Suspect Foods
 - D. Test
 - E. Answers to test

II. References:

- A. U.S. Department of Health, Education, and Welfare. *Food Service Sanitation Manual*. Washington, D.C.: U.S. Government Printing Office, 1963.
- B. Longree, Karla, and Blaker, Gertrude. *Sanitary Techniques in Food Service*. New York: John Wiley and Sons, 1971..

COMMON FOOD-BORNE ILLNESSES
UNIT IV

INFORMATION SHEET

- I. Terms and definitions
 - A. Toxin--Poison compound
 - B. Bacteria--Cells visible only with a microscope
 - C. Contaminated--Unfit for human consumption
 - D. Vector--Animal which causes transmission of germs
- II. Food poisoning, food infection, and chemical food poisoning
 - A. Food poisoning
 1. Caused by toxin
 2. Released into the food by bacteria
 - B. Food infection
 1. Caused by bacteria
 2. Set up as an infection
 - C. Chemical food poisoning--Caused by chemicals
- III. Cause of food-borne illnesses--Mishandling of food by anyone
- IV. Types of food-borne illnesses

(NOTE: A chart on the types of food-borne illnesses will be found on the following pages.)

INFORMATION SHEET

IV. Types of food-borne illnesses

ILLNESS	CAUSE	FOODS FREQUENTLY INVOLVED	PRINCIPLES OF CONTROL
Staph	Bacterium of human origin; its main sources are the nose, throat, and infected lesions; toxin is not destroyed by ordinary cooking methods	Protein foods, especially items that are handled a great deal and by careless employees who have unsanitary working habits; staph contaminated foods that are exposed for several hours to warm temperatures	Food handlers must be free from infected sores and respiratory illnesses and must practice sanitary working habits, including frequent washing of hands; keep cold food cold, hot food hot; cool food rapidly to safe temperatures
Salmonella	Large numbers of salmonella bacteria; their source is the intestinal tract of humans and animals; meat, poultry, dirty shells of eggs, and products made from these foods may already be contaminated with salmonellae when they reach the kitchen; seafood from sewage-polluted waters are contaminated	Improperly handled and cooked protein foods; especially those that are apt to be contaminated when they reach the kitchen; all items that have contact with fecal matter of human or animal origin, unwashed human hands, feces from rodents and insects; contaminated foods that are exposed for several hours to warm temperatures	Purchase meat, poultry, eggs, and shellfish that have been inspected or certified for wholesomeness; control rodents and insects; wash hands after visiting toilet and after handling raw meat and poultry; keep equipment in sanitary condition; keep cold food cold, hot food hot; cool food rapidly to safe temperatures

INFORMATION SHEET

IV. Types of food-borne illnesses (continued)

ILLNESS	CAUSE	FOODS FREQUENTLY INVOLVED	PRINCIPLES OF CONTROL
Perfringens	Large numbers of a spore forming bacterium; its source is the intestinal tract of humans and animals, soil, and kitchen dust; meat may be contaminated with it when purchased.	Meat and gravy, especially when prepared in advance and held warm for several hours; since the bacterium is very common, cooked foods are readily recontaminated through contact with soiled cutting boards and other equipment, reheated foods, and leftovers	Serve meat and gravy soon after cooking; if items must be cooked in advance, chill quickly and keep refrigerated at safe temperatures; keep equipment in sanitary condition
Botulism	Deadly toxin of a spore-forming bacterium whose source is the soil; toxin is produced under conditions that exclude air; toxin can be destroyed by boiling food for 15 minutes	Underprocessed, home-canned, non-acid food; underprocessed smoked fish	Do not serve home-canned foods to the public; keep smoked fish strictly refrigerated at temperatures below 38°F, preferably in the freezer; never taste suspect food; boil for 15 minutes and discard

INFORMATION SHEET

- V. Growth and prevention of disease-causing bacteria
- A. Bacteria multiplication is retarded at refrigeration temperature
 - B. Bacteria multiply--Danger zone
 - 1. Above 45°F
 - 2. Below 140°F
 - C. Bacteria die--165°F

(NOTE: Bacteria do not die when frozen. The multiplication is just stopped. Bacteria double in number every fifteen minutes.)

COMMON FOOD-BORNE ILLNESSES
UNIT IV

ASSIGNMENT SHEET #1--FOOD ILLNESSES

Read the following case studies carefully. Discuss them orally in class, paying special attention to how the problems could have been avoided.

1. Approximately 100 individuals became ill following a dinner at a restaurant located in a department store. Canned hams were opened two days before use, brushed with mustard, brown sugar, and tomato sauce, and placed in a walk-in refrigerator. The day prior to the meal some were removed from the refrigerator, cooked, cooled, and refrigerated. A second batch of 15 hams were cooked and held at room temperature overnight. The morning of the dinner the ham was sliced by machine and held at room temperature until three hours prior to the meal when they were warmed for serving. The slicing machine was dirty with old food particles and was disassembled for cleaning only once a week. Nasal, nail, and stool cultures of two food handlers were positive for coagulase staphylococci and one handler also had a positive throat culture.
2. A large western restaurant prepared box lunches for a group of 26 people. The menu included ham sandwiches. Investigation revealed that the sandwiches had not been refrigerated in the 16 hour period before delivery to the customers. The staph count was extremely high.
3. A local restaurant catered to a company picnic. The offending food was potato salad which, after being prepared the previous night, was placed in a single large aluminum tub. Approximately 100 pounds of salad were prepared and put in the tub while still warm and placed in a walk-in refrigerator overnight. The temperature of the refrigerator at the time checked was 50°F. The middle portion of the salad remained at incubating temperature for several hours. The offending organism was salmonella montevidea and a stool culture of one girl who made the potato salad contained the same organism.
4. Nine persons consumed hamburgers at a restaurant in a small town. Seven of these ate the sliced dill pickle served on the hamburger and two did not. The seven became ill after returning home. Five were hospitalized and one of these died. Tests indicated clostridium botulinum as the causative agent. The pickles were home canned by the restaurant proprietor.

(NOTE: The above case studies were used with the permission of the National Restaurant Association.)

COMMON FOOD-BORNE ILLNESSES
UNIT IV**ASSIGNMENT SHEET #2-SUSPECT FOODS**

A large cafeteria served the following menu items for a buffet. Each menu item was held on the line for a different period of time. Discuss the length of time held for each menu item.

(NOTE: There was no heat for the food while it was on the buffet line.)

1. Roast beef--3 hours
2. Sliced turkey and dressing--2 1/2 hours
3. Baked potatoes with sour cream--2 hours
4. Lime gelatin with cottage cheese--4 hours
5. Gravy--2 hours
6. Sliced ham--3 hours

COMMON FOOD-BORNE ILLNESSES
UNIT IV

TEST

1. Define the following terms, associated with food-borne illnesses.
 - a. Toxin--
 - b. Bacteria--
 - c. Contaminated--
 - d. Vector--
2. Distinguish between food poisoning, chemical food poisoning, and food infection by placing an "X" in front of the statements describing food poisoning.
 - a. Caused by toxin
 - b. Set up as an infection
 - c. Caused by bacteria
 - d. Released into the food by bacteria
 - e. Caused by chemicals
3. State the cause of food-borne illnesses.
4. Complete the charts on the following pages on food-borne illnesses.
5. Discuss the growth and prevention of disease-causing bacteria.
6. Discuss food illnesses.
7. Discuss suspect foods on a buffet line.

(NOTE: If activities 6 and 7 have not been accomplished prior to the test, ask your instructor when they should be completed.)

4.

ILLNESS	CAUSE	FOODS FREQUENTLY INVOLVED	PRINCIPLES OF CONTROL
1. _____	Bacterium of human origin; its main sources are the nose, throat, and infected lesions; toxin is not destroyed by ordinary cooking methods	Protein foods, especially items that are handled a great deal and by careless employees who have unsanitary working habits; staph contaminated foods that are exposed for several hours to warm temperatures	Food handlers must be free from infected sores and respiratory illnesses and must practice sanitary working habits, including frequent washing of hands; keep cold food cold, hot food hot; cool food rapidly to safe temperatures
2. _____	Large numbers of salmonella bacteria; their source is the intestinal tract of humans and animals; meat, poultry, dirty shells of eggs, and products made from these foods may already be contaminated with salmonellae when they reach the kitchen; seafood from sewage-polluted waters are contaminated	Improperly handled and cooked protein foods, especially those that are apt to be contaminated when they reach the kitchen; all items that have contact with fecal matter of human or animal origin, unwashed human hands, feces from rodents and insects; contaminated foods that are exposed for several hours to warm temperatures	Purchase meat, poultry, eggs, and shellfish that have been inspected or certified for wholesomeness; control rodents and insects; wash hands after visiting toilet and after handling raw meat and poultry; keep equipment in sanitary condition; keep cold food cold, hot food hot; cool food rapidly to safe temperatures

4. (continued)

ILLNESS	CAUSE	FOODS FREQUENTLY INVOLVED	PRINCIPLES OF CONTROL
3.	Deadly toxin of a spore-forming bacterium whose source is the soil; toxin is produced under conditions that exclude air; toxin can be destroyed by boiling food for 15 minutes	Underprocessed, home-canned, monacid food; underprocessed smoked fish	Do not serve home-canned foods to the public; keep smoked fish strictly refrigerated at temperatures below 38°F, preferably in the freezer; never taste suspect food; boil for 15 minutes and discard
4.	Large numbers of a spore forming bacterium; its source is the intestinal tract of humans and animals, soil, and kitchen dust; meat may be contaminated with it when purchased	Meat and gravy, especially when prepared in advance and held warm for several hours; since the bacterium is very common, cooked foods are readily recontaminated through contact with soiled cutting boards and other equipment, reheated foods, and leftovers	Serve meat and gravy soon after cooking; if items must be cooked in advance, chill quickly and keep refrigerated at safe temperatures; keep equipment in sanitary condition

COMMON FOOD-BORNE ILLNESSES
UNIT IV

ANSWERS TO TEST

1.
 - a. Toxin--Poison compound
 - b. Bacteria--Cells visible only with a microscope
 - c. Contaminated--Unfit for human consumption
 - d. Vector--Animal which causes transmission of germs
2. a, d
3. Cause of food-borne illnesses--Mis-handling of food by anyone
4.
 - a. Staph
 - b. Salmonella
 - c. Botulism
 - d. Perfringens
5. Discussion should include:
 - a. Bacteria multiplication is retarded at refrigeration temperature
 - b. Bacteria multiply--Danger zone
 - 1) Above 45°F
 - 2) Below 140°F
 - c. Bacteria die--165°F
6. Evaluated to the satisfaction of the instructor
7. Evaluated to the satisfaction of the instructor

**WARE WASHING
UNIT V****UNIT OBJECTIVE**

After completion of this unit, the student should be able to discuss ware washing and procedures for pot and pan washing. The student should be able to list ways to use and care for supplies and to discuss sanitizing solutions. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Discuss ware washing.
2. Discuss procedures for pot and pan washing.
3. Select from a list procedures for washing wooden utensils.
4. Select from a list procedures for washing small preparation utensils.
5. Select from a list procedures for washing brushes.
6. Discuss the care of cleaning cloths.
7. List ways to use and care for supplies.
8. Discuss sanitizing solutions.

WARE WASHING UNIT V

SUGGESTED ACTIVITIES

- I. Instructor:
 - A. Provide student with objective sheet.
 - B. Provide student with information sheet.
 - C. Discuss unit and specific objectives.
 - D. Discuss information sheet.
 - E. Give test.
- II. Student:
 - A. Read objective sheet.
 - B. Study information sheet.
 - C. Take test.

INSTRUCTIONAL MATERIALS

- I. Included in this unit:
 - A. Objective sheet
 - B. Information sheet
 - C. Test
 - D. Answers to test
- II. References:
 - A. *Sanitation of Food Service Establishments*. Nutrition Service, Iowa State Department of Health: Economics Laboratory, Inc., 1962.
 - B. Longree, Karla, and Blaker, Gertrude. *Sanitary Techniques in Food Service*. New York: John Wiley and Sons, 1971.
 - C. Vester, Kelly G. *Food-Borne Illness: Cause and Prevention*: Rocky Mount, North Carolina: Food Service Guides, 1974.
 - D. *Food Production, Service, and Subsistence Management II*. Fort Sam Houston, Texas: U.S. Army Medical Field Service School, Brooke Army Medical Center, 1971.

WARE WASHING UNIT V

INFORMATION SHEET

I. Ware washing

(NOTE: This term refers to equipment that is washed by hand because it cannot be run through the dish machine satisfactorily.)

A. Equipment

1. Hand tools
2. Small equipment and utensils
3. Pots and pans
4. Wooden utensils

B. General procedure

1. Soak

(NOTE: Do not soak wooden utensils in water.)

2. Wash
3. Rinse with sanitizer
4. Air-dry
5. Store in proper place

II. Pot and pan washing

A. Preparation for washing

1. Collect supplies needed
 - a. Detergent
 - b. Sanitizer
 - c. Brush
 - d. Scraper
2. Presoak in water with mild detergent

INFORMATION SHEET

3. Fill sinks with water and cleaning agents
 - a. Sink #1--Add detergent
 - b. Sink #2--Rinse water
 - c. Sink #3--Add sanitizer or maintain 170°F
 - d. Check temperatures

Sink #1	Sink #2	Sink #3
WASH	RINSE	SANITIZING SOLUTION
110°F	130°F	OF 170°F

(NOTE: Follow manufacturer's directions for proper amount of product to be used.)

B. Washing

1. Scrub with clean brush
2. Use brush to remove food
3. Drain sink often
4. Refill with fresh water

C. Rinsing

1. Keep water free of suds
2. Keep water free of grease
3. Change water often
4. Rinse pans well

D. Sanitizing

1. Cover equipment completely with water
2. Immerse under water for one-half minute

INFORMATION SHEET

3. Remove equipment from water
4. Drain
5. Air-dry on a clean surface or rack

E. Storing

1. Store upside down or covered
2. Wash, rinse, and sanitize equipment not used often before using

III. Procedure for washing wooden utensils

- A. Wash with warm soapy water

(NOTE: Do not soak wooden utensils.)

- B. Scrub utensil with brush
- C. Rinse with clean sanitized water
- D. Dry thoroughly with cloth
- E. Store in covered area

(NOTE: Discard wooden utensils when handles become loose or when cracked or chipped.)

IV. Procedure for washing small preparation utensils

- A. Wash in hot soapy water

(NOTE: Do not use alkalis or alkaline solutions when washing aluminum utensils.)

- B. Remove discoloration of stainless steel with lemon juice

(NOTE: Do not use scouring powder or steel wool on stainless steel or chromium plated utensils.)

- C. Rinse in sanitized water or water of 170°
- D. Air-dry utensils

(NOTE: Some small utensils may be sent through the dish machine for cleaning and sanitizing.)

INFORMATION SHEET

V. Procedure for washing brushes

- A. Wash in hot detergent water after each use
- B. Rinse in hot water
- C. Dip in sanitizing solution
- D. Shake
- E. Hang to dry

VI. Care of cleaning cloths

- A. Rinse to remove excess dirt
- B. Place in bag to be sent to laundry
- C. Discard sour rags

(NOTE: In some areas the cleaning cloths are washed by each individual employee. Some operations use disposable cloths.)

VII. Use and care of supplies

(NOTE: Sponges should be sanitized and allowed to dry thoroughly.)

- A. Use according to directions
- B. Store in proper area
- C. Keep covered and labeled
- D. Consult supervisor when in doubt about use

VIII. Sanitizing solutions

- A. Purpose--To sanitize clean surfaces
- B. Proportions
 - 1. Iodine solution--One teaspoon per one gallon of water
 - 2. Chlorine solution--1/4 cup chlorine per three gallons water
 - 3. Quarts--Follow manufacturer's directions

(NOTE: Iodine and chlorine solutions are effective for a maximum of two hours.)

WARE WASHING
UNIT V

TEST

1. Discuss ware washing.

2. Discuss procedures for pot and pan washing.

3. Select from the list below procedures for washing wooden utensils. Circle the letters of the correct answers.
 - a. Wash in cold water
 - b. Scrub utensil with brush
 - c. Rinse with hot sudsy water
 - d. Air-dry
 - e. Wash with warm soapy water
 - f. Store in covered area

4. Select from the list below procedures for washing small preparation utensils. Circle the letters of the correct answers.
 - a. Wash in hot soapy water
 - b. Remove discoloration of stainless steel with lemon juice
 - c. Rinse in cold water
 - d. Air-dry utensils

5. Select from the list below procedures for washing brushes. Circle the letters of the correct answers.

- a. Wash in hot detergent water after each use
- b. Rinse in cold water
- c. Soak in sanitizing solution
- d. Shake
- e. Place in oven to dry

6. Discuss care of cleaning cloths.

7. List the ways to use and care for supplies.

- a.
- b.
- c.
- d.

8. Discuss sanitizing solutions.

WARE WASHING
UNIT V

ANSWERS TO TEST

1. Discussion should include:
 - a. Equipment
 - 1) Hand tools
 - 2) Small equipment and utensils
 - 3) Pots and pans
 - 4) Wooden utensils
 - b. General procedure
 - 1) Soak
 - 2) Wash
 - 3) Rinse with sanitizer
 - 4) Air-dry
 - 5) Store in proper place
2. Discussion should include:
 - a. Preparation for washing
 - 1) Collect supplies needed
 - a) Detergent
 - b) Sanitizer
 - c) Brush
 - d) Scraper
 - 2) Presoak in water with mild detergent
 - 3) Fill sinks with water and cleaning agent
 - a) Sink #1--Add detergent
 - b) Sink #2--Rinse water

c) Sink #3-Add sanitizer or maintain 170°F

d) Check temperatures

b. Washing

- 1) Scrub with clean brush
- 2) Use brush to remove food
- 3) Drain sink often
- 4) Refill with fresh water

c. Rinsing

- 1) Keep water free of suds
- 2) Keep water free of grease
- 3) Change water often
- 4) Rinse pans well

d. Sanitizing

- 1) Cover equipment completely with water
- 2) Immerse under water for one-half minute
- 3) Remove equipment from water
- 4) Drain
- 5) Air-dry on a clean surface or rack

e. Storing

- 1) Store upside down or covered
- 2) Wash, rinse, and sanitize equipment not used often before using

3. b, e, f

4. a, b, d

5. a, d

6. Discussion should include:

- a. Rinse to remove excess dirt
- b. Place in bag to be sent to laundry
- c. Discard sour rags

- 7.
 - a. Use according to directions
 - b. Store in proper area
 - c. Keep covered and labeled
 - d. Consult supervisor when in doubt about use

- 8. Directions should include:
 - a. Purpose—To sanitize clean surfaces
 - b. Proportions
 - 1) Iodine solution—One teaspoon per one gallon of water
 - 2) Chlorine solution—1/4 cup chlorine per three gallons water
 - 3) Quats—Follow manufacturer's directions

**WEIGHTS AND MEASURES
UNIT I****UNIT OBJECTIVE**

After completion of this unit, the student should be able to define terms related to weights and measures. He/she should be able to complete a chart on equivalents of weights and measures. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Define terms related to weights and measures.
2. Write abbreviations for weights and measures.
3. List reasons for accurate weighing and measuring.
4. Discuss weighing of food.
5. Discuss measuring of food.
6. Complete the chart on equivalents of weights and measures.
7. Select from a list techniques of accurate measuring.

WEIGHTS AND MEASURES UNIT I

SUGGESTED ACTIVITIES

- I. Instructor:
 - A. Provide student with objective sheet.
 - B. Provide student with information and assignment sheets.
 - C. Discuss unit and specific objectives.
 - D. Discuss information sheet.
 - E. Discuss conversion tables. A sample may be found in *Food for 50*.
 - F. Give test.
- II. Student:
 - A. Read objective sheet.
 - B. Study information sheet.
 - C. Complete assignment sheet.
 - D. Take test.

INSTRUCTIONAL MATERIALS

- I. Included in this unit:
 - A. Objective sheet
 - B. Information sheet
 - C. Assignment Sheet #1--Convert Weights and Measures
 - D. Answers to assignment sheet
 - E. Test
 - F. Answers to test

II. References:

- A. Coffman, James P. *Introduction to Professional Food Service*. Chicago: *Institutions/Volume Feeding Management*, 1971.
- B. Fowler, Sina Faye; West, Bessie Brooks; and Shugart, Grace S. *Food for 50*. New York: John Wiley and Sons, 1971.

WEIGHTS AND MEASURES UNIT I

INFORMATION SHEET

I. Terms and definitions

- A. Weigh--To measure food by using scales
- B. Measure--To measure food by volume using measuring equipment; most commonly used for liquids, wet foods, and some dry foods

II. Abbreviations for weights and measures

A. Teaspoon--t

B. Tablespoon--T

C. Cup--c

D. Pint--pt

E. Quart--qt

F. Gallon--gal

G. Ounce--oz

H. Pound

1. #

2. lb

III. Reasons for accurate weighing and measuring

(NOTE: If the recipe yield is for 50 three-ounce portions, the food items in the recipe should be correctly weighed and measured and the food correctly prepared or the yield will not be 50 three-ounce portions.)

A. Prevents food waste

(NOTE: This prevents preparing too much or too little of a product.)

B. Controls quality

(NOTE: This prevents guessing and gives consistency of flavor and taste.)

INFORMATION SHEET

C. Controls quantity--Portion control

(NOTE: This will insure the proper yield.)

D. Saves time

(NOTE: It also prevents asking other employees to taste.)

IV. Weighing food

A. Equipment used--Scales

B. Measurements used

1. Pounds

2. Ounces

C. Weighed according to directions

(NOTE: Most dry ingredients are weighed; however, some recipes call for liquid ingredients to be weighed. Weighing is the most accurate means of calculating ingredients.)

V. Measuring food

A. Equipment used

1. Teaspoon measure

2. Tablespoon measure

3. Cup measure

a. Liquid

b. Dry

4. Pint measure

5. Quart measure

6. Gallon measure

B. Foods commonly measured

1. Wet ingredients

2. Fruits and vegetables when recipe does not use the weight needed

INFORMATION SHEET

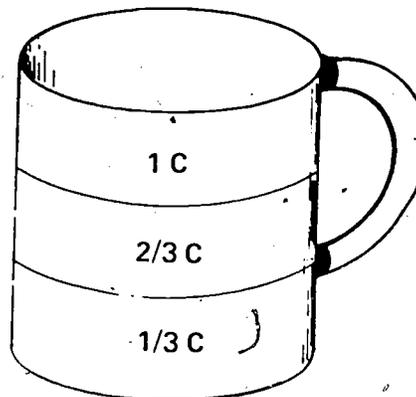
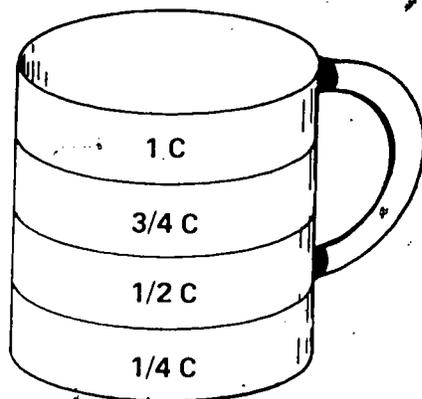
3. Small quantities of dry ingredients

Examples: One cup mustard
One quart fruit cocktail
One teaspoon cornstarch

C. Measurements used

1. Teaspoon
2. Tablespoon
3. Cup
 - a. Liquid--For measuring volume liquids
 - b. Dry--For measuring volume dry foods

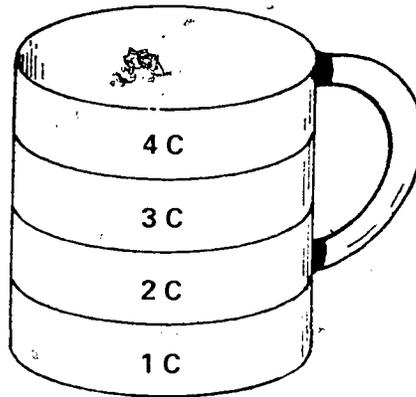
(NOTE: One side of a cup measure is separated into $1/4$, $1/2$, $3/4$, and 1 cup divisions. The other side of the cup will read $1/3$, $2/3$, and 1 cup.)



INFORMATION SHEET

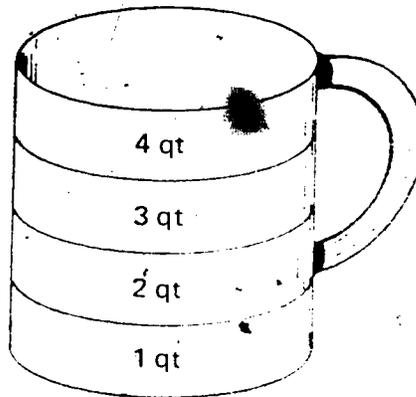
4. Pint
5. Quart

(NOTE: A quart measure has four lines around the outside indicating the four cups.)



6. Gallon

(NOTE: A gallon measure has four lines around the outside. This indicates the four quarts.)



INFORMATION SHEET

VI. Equivalents of weights and measures (Assignment Sheet =1)

1 T	=	3 t
1 c	=	16 T
1 pt	=	2 c
1 qt	=	2 pt
1 gal	=	4 qt
1 lb	=	16 oz

(NOTE: There are eight fluid ounces in one cup. This should not be confused with 16 ounces per pound. Conversion tables are used to change weights to measures or measures to weights.)

Examples: 8 fluid oz of water = 1 cup water
 16 fluid oz of tea = 2 cup tea
 16 weighed oz of flour = 4 cup flour
 One = dry bread crumbs = 4 c dry bread crumbs
 One = brown sugar does not = 4 c brown sugar

Techniques of accurate measuring

A. Dry ingredients

(NOTE: Flour should be sifted before measuring. Brown sugar and fat should be packed before leveling off.)

1. Heap measure with food
2. Level off food using spatula

B. Wet ingredients

1. Place measure on flat surface
2. Pour food or liquid into measure until level reaches desired measure
3. Use largest appropriate measure to prevent error

Example: If the recipe calls for four quarts of water, the water should be measured with a gallon measure once and not with a quart measure four times

WEIGHTS AND MEASURES
UNIT I

ASSIGNMENT SHEET, #1--CONVERT WEIGHTS AND MEASURES

Using the following information, complete the chart below. Convert to the smallest number of weights or measures.

Example: 18 oz should read 1# 2 oz

<u>Food Item</u>	<u>Weight</u>	<u>Measure</u>
Baking soda	6 oz	1 cup
Cornmeal	1# 5 oz	1 quart
Milk	1#	1 pint
Mustard	8 oz	1 pint
Rolled oats	3 oz	1 cup
Pickle relish	10 1/2 oz	1 pint
Vinegar	1#	1 pint

<u>Food Item</u>	<u>Weight</u>	<u>Measure</u>
Baking soda	1. _____	3 cups
Cornmeal	2# 10 oz	2. _____
Milk	3. _____	1 1/2 pints
Mustard	32 oz	4. _____
Rolled oats	12 oz	5. _____
Pickle relish	6. _____	3 pints
Vinegar	7. _____	1 quart

WEIGHTS AND MEASURES
UNIT I

ANSWERS TO ASSIGNMENT SHEET

1. 18 oz = 1# 2 oz
2. 2 quarts or $\frac{1}{2}$ gal
3. 1 $\frac{1}{2}$ # or 1# 8 oz
4. 4 pints = 2 qt
5. 4 cups = 2 pt
6. 3 pints = 1# 15.5 oz or 1# $15\frac{1}{2}$ oz
7. 2#

WEIGHTS AND MEASURES
UNIT I

TEST

1. Define the terms listed below.
 - a. Weigh--
 - b. Measure--
2. Write abbreviations for the following weights and measures.
 - a. Teaspoon--
 - b. Tablespoon--
 - c. Cup--
 - d. Pint--
 - e. Quart--
 - f. Gallon--
 - g. Ounce--
 - h. Pound *
 - 1)
 - 2)
3. List the reasons for accurate weighing and measuring.
 - a.
 - b.
 - c.
 - d.
4. Discuss weighing of food.

5. Discuss measuring of food.

6. Complete the chart on equivalents of weights and measures.

1 T = _____ t

1 c = _____ T

1 pt = _____ c

1 qt = _____ pt

1 gal = _____ qt

1 lb = _____ oz

7. Select from the list below techniques of accurate measuring. Circle the letters of the correct answers.

- a. Heap dry measure with food
- b. Level off food using spatula
- c. Hold measure in left hand when measuring liquids
- d. Hold measure in right hand when measuring liquids
- e. Pour liquid into measure until it overflows; then measure liquid
- f. Use largest appropriate measure to prevent error
- g. Use smallest appropriate measure to be more accurate

WEIGHTS AND MEASURES UNIT I

ANSWERS TO TEST

1.
 - a. Weigh-To measure food by using scales
 - b. Measure-To measure food by volume using measuring equipment; most commonly used for liquids, wet foods, and some dry foods

2.
 - a. Teaspoon-t
 - b. Tablespoon-T
 - c. Cup-c
 - d. Pint-pt
 - e. Quart-qt
 - f. Gallon-gal
 - g. Ounce-oz
 - h. Pound
 - 1) #
 - 2) lb

3.
 - a. Prevents food waste
 - b. Controls quality
 - c. Controls quantity-Portion control.
 - d. Saves time

Discussion should include:

 - a. Equipment used-Scales
 - b. Measurements used
 - 1) Pounds
 - 2) Ounces
 - c. Weighed according to directions

5. Discussion should include

a. Equipment used

- 1) Teaspoon measure
- 2) Tablespoon measure
- 3) Cup measure
 - a) Liquid
 - b) Dry
- 4) Pint measure
- 5) Quart measure
- 6) Gallon measure

b. Foods commonly measured

- 1) Wet ingredients
- 2) Fruits and vegetables when recipe does not give the weight needed
- 3) Small quantities of dry ingredients

c. Measurements used

- 1) Teaspoon
- 2) Tablespoon
- 3) Cup
 - a) Liquid—For measuring volume liquids
 - b) Dry—For measuring volume dry foods
- 4) Pint
- 5) Quart
- 6) Gallon

6. $1\ T = 3\ t$

$1\ c = 16\ T$

$1\ p = 2\ c$

1 qt = 2 pt

1 gal = 4 qt

1 lb = 16 oz

7. a, b, f

**RECIPE USE
UNIT II****UNIT OBJECTIVE**

After completion of this unit, the student should be able to select from a list the contents of a standard recipe and arrange in order the steps for following a recipe. The student should be able to complete a chart for temperature guides and convert weights and measures. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with recipe use to the correct definitions.
2. Select from a list the contents of a standard recipe.
3. Arrange in order the steps for following a recipe.
4. Complete a chart for temperature guides.
5. Discuss conversion tables.
6. Convert weights and measures.

RECIPES USE
UNIT II

SUGGESTED ACTIVITIES

- I. Instructor:
 - A. Provide student with objective sheet.
 - B. Provide student with information and assignment sheets.
 - C. Discuss unit and specific objectives.
 - D. Discuss information and assignment sheets.
 - E. Give test.
- II. Student:
 - A. Read objective sheet.
 - B. Study information sheet.
 - C. Complete assignment sheet.
 - D. Take test.

INSTRUCTIONAL MATERIALS

- I. Included in this unit:
 - A. Objective sheet
 - B. Information sheet
 - C. Assignment Sheet #1--Convert Weights and Measures
 - D. Answers to assignment sheet
 - E. Test
 - F. Answers to test
- II. References:
 - A. Fowler, Sina Faye; West, Bessie Brooks; and Shugart, Grace S. *Food for 50*. New York: John Wiley and Sons, 1971.
 - B. FNIA Faculty. *Food Preparation Manual*. Stillwater: Oklahoma State University, 1969.

RECIPE USE
UNIT II

INFORMATION SHEET

- I. Terms and definitions
 - A. EP--Edible portion weight
 - B. AP--As purchased weight
 - C. Chop--To cut into pieces
 - D. Cut--To divide food into small pieces
 - E. Dice--To cut into cubes
 - F. Julienne--To cut into strips
 - G. Mince--To cut into very small pieces
 - H. Sauté--To brown quickly in a small amount of fat
 - I. Yield--Number of servings after preparation
- II. Contents of standard recipe
 - A. Name of food being prepared
 - B. Amount of ingredients needed
 1. Weighed
 2. Measured
 - C. Utensils needed
 1. Preparation
 2. Serving
 - D. Clear directions
 - E. Cooking temperature
 - F. Cooking and preparation time
 - G. Total number of servings
 - H. Size of servings

INFORMATION SHEET

- I. Number of servings per pan
- J. Terms that are familiar
- III. Following a recipe
 - A. Read recipe through once carefully
 - B. Review terms
 - C. Check number of portions being prepared and number of portions on recipe
 - D. Increase or decrease ingredients if necessary
 - E. Recheck calculations
 - F. Assemble and measure needed ingredients
 - G. Collect needed utensils
 - H. Follow directions as given on recipe
 - I. Cook according to recipe
- IV. Temperature guides

TYPE OF HEAT

TEMPERATURE °F

Very slow	250°-275°
Slow	300°-325°
Moderate	350°-375°
Hot	400°-425°
Very hot	450°-475°
Extremely hot	500°-525°

(NOTE: To adjust temperature for use in convection oven decrease the temperature 50°.)

V. Conversion table

A. Purpose

1. Can convert easily from weight to measure or measure to weight when only one is given on a recipe
2. Provides accuracy for calculations
3. Saves time

INFORMATION SHEET

B. Information given

1. Equal weight and measure
2. AP or EP on raw foods

VI. Converting weights and measures

A. Multiply both sides of table for the desired weight or measure

Example: 1 oz of ingredient = 2 T

Recipe calls for 3 ounces

$$\begin{aligned} 1 \text{ oz} &= 2 \text{ T} \\ 3 \times 1 \text{ oz} &= 3 \times 2 \text{ T} \\ 3 \text{ oz} &= 6 \text{ T} \end{aligned}$$

Recipe calls for 8 T

$$\begin{aligned} 1 \text{ oz} &= 2 \text{ T} \\ 4 \times 1 \text{ oz} &= 4 \times 2 \text{ T} \\ 4 \text{ oz} &= 8 \text{ T} \end{aligned}$$

Recipe calls for 1 T

$$\begin{aligned} 1 \text{ oz} &= 2 \text{ T} \\ 1/2 \times 1 \text{ oz} &= 1/2 \times 2 \text{ T} \\ 1/2 \text{ oz} &= 1 \text{ T} \end{aligned}$$

B. Convert measures or weights to the largest measure or weight possible

Examples: Multiply to the desired weight or measure. These figures should then be converted to the largest weight or measure possible

Recipe scaled from 100 portions to 300 portions

$$\begin{aligned} 2 \text{ c} \times 3 &= 6 \text{ c} &= 3 \text{ pt} &= 1 \text{ qt}, 1 \text{ pt} \\ 2 \text{ pt} \times 3 &= 6 \text{ pt} &= 3 \text{ qt} & \\ 4 \text{ qt} \times 3 &= 12 \text{ qt} &= 3 \text{ gal} & \\ 12 \text{ oz} \times 3 &= 36 \text{ oz} &= 2\# 4 \text{ oz or } 2\ 1/4\# & \end{aligned}$$

RECIPE USE
UNIT II

ASSIGNMENT SHEET #1-CONVERT WEIGHTS AND MEASURES

Solve the problems using the table of equivalents below.

1 T	=	3 t
1 c	=	16 T
1 pt	=	2 c
1 qt	=	2 pt
1 gal	=	4 qt
1 lb	=	16 oz

1. Convert the following weights and measures.

a. 3 T = _____ t

b. 4 c = _____ T

c. 2 pt = _____ c

d. 8 qt = _____ pt

e. 4 gal = _____ qt

f. 4 lb = _____ oz

2. Increase the following recipe yield from 100 portions to 500 portions and convert to the largest weight or measure.

Example: 3 t sugar x 5 = 15 t sugar = 5 T

a. 8 oz apples = _____ = _____

b. 2 c bananas = _____ = _____

c. 4 pt oranges = _____ = _____

d. 6 qt pears = _____ = _____

e. 4 c grapes = _____ = _____

f. 4 oz peaches = _____ = _____

RECIPE USE
UNIT II

ANSWERS TO ASSIGNMENT SHEET

1.
 - a. 9
 - b. 64
 - c. 4
 - d. 16
 - e. 16
 - f. 64

2.
 - a. 40 oz = 2# 8 oz or 2 1/2 #
 - b. 10 c = 2 qt 1 pt or 2 1/2 qt
 - c. 20 pt = 2 gal 2 qt or 2 1/2 gal
 - d. 30 qt = 7 gal 2 qt or 7 1/2 gal
 - e. 20 c = 1 gal 1 qt or 1 1/4 gal
 - f. 20 oz = 1# 4 oz or 1 1/4#

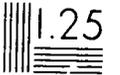


2.5

2.2



2.0



1.4



RECIPE USE
UNIT II

TEST

1. Match terms on the right to the correct definitions on the left by placing the appropriate numbers in the blanks provided.

_____ a. Edible portion weight	1. Dice
_____ b. As purchased weight	2. Julienne
_____ c. To cut into pieces	3. EP
_____ d. To divide food into small pieces	4. Yield
_____ e. To cut into cubes	5. AP
_____ f. To cut into strips	6. Chop
_____ g. To cut into very small pieces	7. Sauté
_____ h. To brown quickly in a small amount of fat	8. Cut
_____ i. Number of servings after preparation	9. Mince

2. Select from the list below the contents of a standard recipe. Circle the letters of the correct answers.

- Name of food being prepared
- Amount of ingredients needed
- Wide range in number of servings
- Wide range in size of servings
- Four types of pans that may be used
- Clear directions
- Cooking temperature
- No terms, just directions

3. Arrange in order the steps for following a recipe. Place a "1" in front of the first step, a "2" in front of the second, and so on.

- a. Recheck calculations
- b. Assemble and measure needed ingredients
- c. Read recipe through once carefully
- d. Follow directions as given on recipe
- e. Check number of portions being prepared and number of portions on recipe
- f. Cook according to recipe
- g. Increase or decrease ingredients if necessary
- h. Collect needed utensils
- i. Review terms

4. Complete the following chart for temperature guides.

TYPE OF HEAT	TEMPERATURE °F
Very slow	250° - _____
Slow	300° - 325°
_____	350° - 375°
Hot	400° - _____
Very hot	450° - 475°
_____	500° - _____

5. Discuss conversion tables.

6. Convert the following weights and measures.

a. 4 T = _____ t

b. 3 c = _____ T

c. 2 lb = _____ oz

d. 4 gal = _____ qt

Increase the following recipe yield from 100 portions to 400 portions and convert to the largest weight or measure.

e. 2 pt = _____ = _____

f. 4 qt = _____ = _____

g. 4 c = _____ = _____

h. 6 qt = _____ = _____

RECIPE USE
UNIT II

ANSWERS TO TEST

- | | | | | |
|----|------------|---|----|---|
| 1. | a. | 3 | f. | 2 |
| | b. | 5 | g. | 9 |
| | c. | 6 | h. | 7 |
| | d. | 8 | i. | 4 |
| | e. | 1 | | |
| 2. | a, b, f, g | | | |
| 3. | a. | 5 | f. | 9 |
| | b. | 6 | g. | 4 |
| | c. | 1 | h. | 7 |
| | d. | 8 | i. | 2 |
| | e. | 3 | | |

4.	TYPE OF HEAT	TEMPERATURE °F
	Very slow	250°-275°
	Slow	300°-325°
	Moderate	350°-375°
	Hot	400°-425°
	Very hot	450°-475°
	Extremely hot	500°-525°

5. Discussion should include:

a. Purpose

- 1) Can convert easily from weight to measure or measure to weight when only one is given on a recipe
- 2) Provides accuracy for calculations
- 3) Saves time

b. Information given

- 1) Equal weight and measure
- 2) AP or EP on raw foods

- 6.
- a. 12 t
 - b. 48 T
 - c. 32 oz
 - d. 16 qt
 - e. 8 pt = 4 qt = 1 gal
 - f. 16 qt = 4 gal
 - g. 16 c = 8 pt = 4 qt = 1 gal
 - h. 24 qt = 6 gal

PERSONAL ORGANIZATION
UNIT III

UNIT OBJECTIVE

After completion of this unit, the student should be able to arrange in order the steps for organizing work. The student should be able to list procedures in planning for progress of work and to analyze a work situation. This knowledge will be evidenced by scoring eighty-five percent on the Unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Arrange in order the steps for organizing work.
2. List factors to consider before beginning job assignment.
3. Discuss the reasons for checking recipe calculations.
4. Select from a list procedures for assembling supplies.
5. Discuss how to assemble needed equipment.
6. List procedures used to plan for progress of work.
7. Discuss allotting the time required for preparation.
8. Analyze a work situation.

PERSONAL ORGANIZATION
UNIT III

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide student with objective sheet.
- B. Provide student with information and assignment sheets.
- C. Discuss unit and specific objectives.
- D. Discuss information and assignment sheets.
- E. Give test.

II. Student:

- A. Read objective sheet.
- B. Study information sheet.
- C. Complete assignment sheet.
- D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objective sheet
- B. Information sheet
- C. Assignment Sheet #1--Analyze Work Situation
- D. Test
- E. Answers to test

- II. Reference--Harger, Virginia F.; West, Bessie Brooks; and Wood, Leslie. *Food Service in Institutions*. 4th ed. New York: John Wiley and Sons, Inc., 1966.

PERSONAL ORGANIZATION
UNIT III

INFORMATION SHEET

I. Steps for organizing work

- A. Know and observe rules for safety and sanitation
- B. Understand assignment
- C. Check recipe calculations
- D. Assemble supplies
- E. Assemble needed equipment
- F. Plan for progress of work
- G. Allot time required for preparation

II. Factors to consider before beginning job assignment

- A. What items are to be prepared
- B. How much of each item is needed
- C. What is the portion size
- D. Which recipe or method of preparation is to be used
- E. What time is the food to be served
- F. Are there any special requirements of form or service
- G. Where is food to be taken for service or holding

III. Reasons for checking recipe calculations

- A. Calculation errors
 1. When reduced
 2. When enlarged
 3. When retyped

INFORMATION SHEET

B. Inaccurate recipes

1. Overproduction
2. Underproduction
3. Spoilage of food

C. Changes in calculations in a recipe

1. Write new calculation
2. Recheck calculation
3. Reduce or enlarge calculation

Examples: 24 oz. should be changed to 1# 8 oz.
 1.4# should be changed to 4 oz.
 1.4 gal should be changed to 1 qt.
 8 qt should be changed to 2 gal.

IV. Procedures for assembling supplies

- A. Use a tray or cart to assemble supplies
- B. Make one trip to storeroom for dry goods
- C. Make one trip to cooler for perishable foods
- D. Roll food bins to area of preparation

Examples: Flour, sugar, meal, and powdered milk.

(NOTE: Always use opened containers before opening new ones.)

V. How to assemble needed equipment

- A. Collect all needed small equipment
- B. Arrange for use of large equipment
 1. Coordinate with other departments using the same piece of equipment.
 2. Discuss with other departments the length of time needed for each piece of large equipment.

(NOTE: Searching for equipment during preparation disrupts the work flow and increases the likelihood of error and loss of time.)

INFORMATION SHEET

- VI. Procedures used to plan for progress of work
- A. Place items where they will be used by the hand that picks them up
 - B. Place items where other things will not have to be moved to get to the item required
 - C. Keep work station arranged in a neat and orderly manner
- VII. Allotting the time required for preparation
- A. Prepare foods first that require the longest production time
 - B. Avoid preparing so far in advance that the quality is lost
 - C. Organize work schedule so that adequate time can be given to each item
 - D. Complete all foods at time desired

PERSONAL ORGANIZATION
UNIT III

ASSIGNMENT SHEET #1--ANALYZE WORK SITUATION

Observe a fellow student preparing a specific recipe. List pieces of equipment used and the food items required. Note the arrangement for work. List the number of times work was interrupted to get supplies or a piece of equipment giving amount of time spent.

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PERSONAL ORGANIZATION
UNIT III

TEST

1. Arrange in order the steps for organizing work. Place a "1" in front of the first step, a "2" in front of the second step, and so on.
 - ___ a. Check recipe calculations
 - ___ b. Know and observe rules for safety and sanitation
 - ___ c. Allot time required for preparation
 - ___ d. Understand assignment
 - ___ e. Plan for progress of work
 - ___ f. Assemble needed equipment
 - ___ g. Assemble supplies
2. List five factors to consider before beginning job assignment.
 - a.
 - b.
 - c.
 - d.
 - e.
3. Discuss the reasons for checking recipe calculations.

4. Select from a list procedures for assembling supplies. Circle correct letters.
 - a. Use a tray or cart to assemble supplies
 - b. Make as many trips to the storeroom as necessary
 - c. Make one trip to cooler for perishable foods
 - d. Leave food bins in designated area while using food from bins.
 - e. Collect perishable foods first
5. Discuss how to assemble needed equipment.
6. List procedures used to plan for progress of work.
 - a.
 - b.
 - c.
7. Discuss allotting the time required for preparation.
8. Analyze a work situation.

(NOTE: If the above activity has not been accomplished prior to the test, ask the instructor when it should be completed.)

PERSONAL ORGANIZATION
UNIT III

ANSWERS TO TEST

- a. 3
 - b. 1
 - c. 7
 - d. 2
 - e. 6
 - f. 5
 - g. 4
2. Any five of the following:
- a. What items are to be prepared
 - b. How much of each item is needed
 - c. What is the portion size
 - d. Which recipe or method of preparation is to be used
 - e. What time is the food to be served
 - f. Are there any special requirements of form or service
 - g. Where is food to be taken for service or holding
3. Discussion should include:
- a. Calculation errors
 1. When reduced
 2. When enlarged
 3. When retyped
 - b. Inaccurate recipes
 1. Overproduction
 2. Underproduction
 3. Spoilage of food

- c. Changing calculations in a recipe
 1. Write new calculation
 2. Recheck calculation
 3. Reduce or enlarge calculation
4. a, c
5. Discussion should include:
 - a. Collect all needed small equipment
 - b. Arrange for use of large equipment
 1. Coordinate with other departments using the same piece of equipment
 2. Discuss with other departments the length of time needed for each piece of large equipment
6.
 - a. Place items where they will be used by the hand that picks them up
 - b. Place items where other things will not have to be moved to get to the item required
 - c. Keep work station arranged in a neat and orderly manner
7. Discussion should include:
 - a. Prepare foods first that require the longest production time
 - b. Avoid preparing so far in advance that the quality is lost
 - c. Organize work schedule so that adequate time can be given to each item
 - d. Complete all foods at time desired
8. Evaluated to the satisfaction of the instructor

SOUPS
UNIT IV

UNIT OBJECTIVE

After completion of this unit, the student should be able to list functions of soup ingredients, select needed equipment for soup cookery, and discuss standards for quality soups. He should be able to demonstrate the ability to prepare vegetable beef soup. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with soups to the correct definitions.
2. List the functions of each ingredient commonly found in soups.
3. Discuss types of commercial and noncommercial soups.
4. Select from a list the cookery equipment needed to prepare soups.
5. Arrange in order the basic steps in preparing beef or chicken stock.
6. Arrange in order the basic steps in preparing bouillon.
7. Arrange in order the basic steps in preparing cream soup.
8. Discuss the standards for quality soups.
9. Tell how to serve hot and cold soup.
10. Select from a list reasons for poor quality soups.
11. Compare the cost of commercial and noncommercial beef bases.
12. Demonstrate the ability to prepare vegetable beef soup.

SOUPS
UNIT IV

SUGGESTED ACTIVITIES

- I. Instructor:
 - A. Prepare bulletin board, "The World of Soup."
 - B. Provide student with objective sheet.
 - C. Provide student with information, job, and assignment sheets.
 - D. Discuss unit and specific objectives.
 - E. Discuss information and assignment sheets.
 - F. Prepare cost analysis information for students.
 - G. Demonstrate and discuss procedures outlined in the job sheet.
 - H. Discuss procedures for clarification.
 - I. Give test.

- II. Student:
 - A. Read objective sheet.
 - B. Study information sheet.
 - C. Complete assignment sheet.
 - D. Demonstrate the ability to accomplish the procedures outlined in the job sheets.
 - E. Take test.

INSTRUCTIONAL MATERIALS

- I. Included in this unit:
 - A. Objective sheet
 - B. Information sheet
 - C. Assignment Sheet #1--Compare Cost of Commercial and Noncommercial Beef Bases

- D. Job Sheet #1--Prepare Vegetable Beef Soup
- E. Test
- F. Answers to test

II. References:

- A. Kaplan, Aaron. *Elements of Food Production and Baking*. New York: ITT Educational Services, Inc., 1971.
- B. Terrell, Margaret. *Professional Food Preparation*. New York: John Wiley and Sons, 1971.
- C. Fowler, Sina Faye, et. al. *Food for 50*. New York: John Wiley and Sons, 1971.
- D. Kotschevar, Lendal. *The Professional Chef*. Boston: Cahners Books, 1974.

SOUPS
UNIT IV

INFORMATION SHEET

I. Terms and definitions

- A. Soup--Liquid, semiliquid, or jellied food
- B. Stock--Flavored soup base
- C. Bouillon--Clear liquid made from brown beef and bones
- D. Consommé--Clear liquid made from meat and bones
- E. Broth--Liquid from which meat and vegetables have been skimmed
- F. Chowder--Soup that contains salt pork and no other meat
(NOTE: There are many varieties of this soup.)
- G. Puree--Soup that is thickened by one ingredient, cooked to a pulp, and strained

II. Soup ingredients and their functions

- A. Stock
 - 1. Flavor
 - 2. Color
- B. Meat and bones
 - 1. Richness
 - 2. Flavor goodness
- C. Flour, starch, and eggs
 - 1. Thickening agent
 - 2. Flavor
- D. Vegetables
 - 1. Flavor
 - 2. Variety

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INFORMATION SHEET

III. Types of soups

A. Commercial

- 1. Frozen
- 2. Canned
- 3. Dehydrated
- 4. Instant

B. Noncommercial

- 1. Fresh ingredients
- 2. Types of commercially prepared soups
- 3. Varieties
 - a. Clear broth
 - b. Vegetable broth
 - c. Cream soup
 - d. Chowder
 - e. Puree
 - f. Chunky
 - g. Noodle
 - h. Stew

IV. Necessary equipment needed to prepare soups

A. Range

- 1. Hot top

Burner

Stock Kettle

Hot plate

Blender

INFORMATION SHEET

E. Paddle

F. Strainer

G. Cheese cloth

(NOTE: A cheese cloth is placed in the strainer to aid in the straining process.)

H. Wire whip

V. Basic steps in preparing beef or chicken stock

A. Pour water over bones and meat

B. Bring to a boil

C. Add vegetables

D. Add seasonings

E. Simmer until meat leaves bones

F. Remove meat

G. Strain

H. Cool

I. Skim off fat

VI. Basic steps in preparing bouillon

A. Sear beef

B. Add bone and water

C. Simmer

D. Add more water if necessary

E. Add vegetables

F. Add seasonings

G. Cook

H. Strain

I. Chill overnight

FORMATION SHEET

- J. Remove fat
- K. Clear
- L. Boil
- M. Stir constantly
- N. Boil 15-20 minutes without stirring
- O. Strain

VII Basic steps in preparing cream soup

- A. Melt margarine or butter
- B. Remove from heat
- C. Add flour
- D. Stir until smooth

(NOTE: When the flour and margarine or butter have been stirred until smooth, the product is called the roux.)

- E. Add hot milk gradually
- F. Stir constantly
- G. Cook over low heat
- H. Stir until smooth and thick
- I. Add vegetables
- J. Add seasonings

(NOTE: For basic cream soups use the white sauce for base.)

Standards for quality soups

- A. Rich, creamy flavor
- B. Positive temperature
- C. piping hot
- D. Refreshingly good

INFORMATION SHEET

C. Main dish

1. 6-8 oz portion
2. 8-10 oz portion

D. Appetizer

1. 4-6 oz portion
2. 6-8 oz portion

E. Free of grease

F. Suitable body

1. Thick
2. Thin
3. Chunky

IX. How to serve soup

A. Hot soup

1. Heated container
2. 150-160°F
3. Crackers or croutons
4. Garnish

B. Cold soup

1. Chilled container
2. 40-45°F
3. Garnish
4. Crackers

X. Reasons for poor quality soups

A. Temperature

B. Margarine or butter and flour not mixed properly

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INFORMATION SHEET

C. Greasy

D. Diluted flavor

1. Too much water

2. Too few spices

E. Vegetables

1. Overcooked

2. Undercooked

SOUPS
UNIT IV

ASSIGNMENT SHEET #1-COMPARE COST OF COMMERCIAL AND
NONCOMMERCIAL BEEF BASES

Yield = Actual gallons of product produced

Cost of product = A. Cost of one can commercial beef base

B. Cost of beef shank

Cost per gallon = Cost of product ÷ yield

Labor hours = Hours needed to prepare product (Obtain from instructor)

Hourly rate = Wages paid per hour (Obtain from instructor)

Total labor cost = Labor hours x rate

Labor cost per gallon of stock = Labor cost ÷ yield

Total cost per gallon = Cost of product per gallon + labor cost per gallon

Discussion questions

1. Do you pay for convenience? Yes _____ No _____
2. If you had your choice of product which would you prefer? _____
Why? _____

	Commercial	Beef shank
Yield	_____ per can	_____
Cost of product	_____ per can	_____ total
Cost per gallon	_____	_____
Labor hours	_____	_____
Hourly rate	_____	_____
Total labor cost	_____	_____
Labor cost per gallon stock	_____	_____
Total cost (Add #3. and #7)		
#3	_____	_____
#7	_____	_____
Total cost per gallon	_____	_____

SOUPS
UNIT IV

JOB SHEET #1--PREPARE VEGETABLE BEEF SOUP

I. Equipment

- A. Stock pot, 10 gallon
- B. Cutting board
- C. Vegetable knife
- D. Scale
- E. Parer, vegetable
- F. Measuring spoons
- G. Skimmer
- H. Liquid measure, 1 gallon
- I. Pot holders
- J. Cloths
- K. Serving bowl
- L. Ladle, 8 oz.
- M. Testing spoons
- N. Strainer
- O. Cheese cloth

II. Ingredients

(NOTE: This should yield three gallons or 48 one-cup portions.)

- A. Beef shank with meat, 15#
- B. Water, 4 gal
- C. Bay leaves, 2
- D. Salt, 3 T
- E. Carrots, cubed, 1# 8 oz
- F. Celery, chopped, 1# 8 oz

JOB SHEET #1

G. Onion, chopped, 1#

H. Potatoes, cubed, 2#

I. Salt, 1/4 c

J. Pepper, 1 t

III. Procedure

A. Add water and seasonings to beef shank in stock pot

B. Bring to boiling point

C. Simmer 3-4 hours

D. Remove bones and meat

E. Chop meat

F. Strain

G. Cool

H. Skim fat

I. Cube carrots

J. Weigh carrots

K. Chop celery

L. Weigh celery

M. Chop onions

N. Weigh onions

O. Cube potatoes

P. Weigh potatoes

Q. Add vegetables to meat stock

R. Cover

S. Simmer for one hour

T. Replace water if necessary

U. Add salt, pepper, and meat

V. Serve

SOUPS
UNIT IV

TEST

1. Match the terms on the right to the correct definitions by placing the appropriate numbers in the blanks provided.

- | | |
|---|-------------|
| _____ a. Soup that contains salt pork and no other meat | 1. Soup |
| _____ b. Clear liquid made from meat and bones | 2. Stock |
| _____ c. Liquid, semiliquid, or jellied food | 3. Bouillon |
| _____ d. Flavored soup base | 4. Puree |
| _____ e. Liquid from which meat and vegetables have been skimmed | 5. Consommé |
| _____ f. Clear liquid made from brown beef and bones | 6. Broth |
| _____ g. Soup that is thickened by one ingredient, cooked to a pulp, and strained | 7. Chowder |

2. List two functions of each ingredient commonly found in soups.

a. Stock

1)

2)

b. Meat and bones

1)

2)

c. Flour, starch, eggs

1)

2)

d. Vegetables

1)

2)

3. Discuss types of commercial and noncommercial soups.
4. Select from the list below the cookery equipment needed to prepare soups. Circle the letters of the correct answers.
- a. Steam kettle
 - b. Copper maker
 - c. Skimmer
 - d. Char-broiler
 - e. Cheese cloth
 - f. Steam table
 - g. Strainer
 - h. Wire whip
 - i. Range
5. Arrange in order the basic steps in preparing beef or chicken stock. Place a "1" in front of the first step, a "2" in front of the second, and so on.
- _____ a. Remove meat
 - _____ b. Add seasonings
 - _____ c. Pour water over bones and meat
 - _____ d. Bring to a boil
 - _____ e. Strain
 - _____ f. Skim off fat
 - _____ g. Simmer until meat leaves bones
 - _____ h. Add vegetables
 - _____ i. Cool

6. Arrange in order the basic steps in preparing bouillon. Place a "1" in front of the first step, a "2" in front of the second, and so on.

- _____ a. Add vegetables
- _____ b. Cook
- _____ c. Add bone and water
- _____ d. Add more water if necessary
- _____ e. Chill overnight
- _____ f. Stir constantly
- _____ g. Remove fat
- _____ h. Sear beef
- _____ i. Simmer
- _____ j. Clear
- _____ k. Strain
- _____ l. Boil
- _____ m. Add seasonings
- _____ n. Strain
- _____ o. Boil 15-20 minutes without stirring

7. Arrange in order the basic steps in preparing cream soup. Place a "1" in front of the first step, a "2" in front of the second, and so on.

- _____ a. Stir constantly
- _____ b. Add vegetables
- _____ c. Add hot milk gradually
- _____ d. Remove from heat
- _____ e. Add flour
- _____ f. Stir until smooth and thick
- _____ g. Add seasonings
- _____ h. Stir until smooth
- _____ i. Cook over low heat
- _____ j. Melt margarine or butter

8. Discuss standards for quality soups.

9. Tell how to serve hot and cold soup.

10. Select from the list below four reasons for poor quality soups. Circle the letters of the correct answers.

- a. Greasy
- b. Too much water
- c. Contains meat
- d. Margarine or butter and flour not mixed properly
- e. Serving bowl contains 10 oz of soup
- f. Vegetables overcooked

11. Compare the cost of commercial and noncommercial beef bases.

12. Demonstrate the ability to prepare vegetable beef soup.

(NOTE: If activities 9 and 10 have not been accomplished prior to the test, ask your instructor when they should be completed.)

SOUPS
UNIT IV

ANSWERS TO TEST

1.
 - a. 7
 - b. 5
 - c. 1
 - d. 2
 - e. 6
 - f. 3
 - g. 4
2.
 - a. Stock
 - 1) Flavor
 - 2) Color
 - b. Meat and bones
 - 1) Richness
 - 2) Flavor goodness
 - c. Flour, starch, eggs
 - 1) Thickening agent
 - 2) Flavor
 - d. Vegetables
 - 1) Flavor
 - 2) Variety
3. Discussion should include:
 - a. Commercial
 - 1) Frozen
 - 2) Canned

- 3) Dehydrated
- 4) Instant

b. Noncommercial

- 1) Fresh ingredients
- 2) Types of commercially prepared soups
- 3) Varieties
 - a) Clear broth
 - b) Vegetable broth
 - c) Cream soup
 - d) Chowder
 - e) Puree
 - f) Chunky
 - g) Noodle
 - h) Stew

4. a, c, e, g, h, i

5. a. 6 f. 9
 b. 4 g. 5
 c. 1 h. 3
 d. 2 i. 8
 e. 7

6. a. 5 h. 1
 b. 7 i. 3
 c. 2 j. 11
 d. 4 k. 8 or 15
 e. 9 l. 12
 f. 13 m. 6
 g. 10 n. 8 or 15
 o. 14

7. a. 6 f. 8
b. 9 g. 10
c. 5 h. 4
d. 2 i. 7
e. 3 j. 1

8. Discussion should include:

- a. Rich appealing flavor
- b. Positive temperature
- 1) Piping hot
 - 2) Refreshingly cold
- c. Main dish
- 1) 6-8 oz portion
 - 2) 8-10 oz portion
- d. Appetizer
- 1) 4-6 oz portion
 - 2) 6-8 oz portion
- e. Free of grease
- f. Suitable body
- 1) Thick
 - 2) Thin
 - 3) Chunky

9. a. Hot soup
- 1) Heated container
 - 2) 150-160°F
 - 3) Crackers or croutons
 - 4) Garnish

b. Cold soup

- 1). Chilled container
- 2). 40-45°F
- 3). Garnish
- 4). Crackers.

10. a, b, d, f

11. Evaluated to the satisfaction of the instructor

12. Performance skill evaluated to the satisfaction of the instructor

SAUCES
UNIT V

UNIT OBJECTIVE

After completion of this unit, the student should be able to prepare and evaluate the five mother sauces. He should be able to select the purposes of sauces. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Define terms associated with sauces.
2. Select from a list the purposes of sauces.
3. Name the categories by which sauces are classified.
4. Name the mother sauces.
5. Discuss the ingredients and uses of cream gravy.
6. Select from a list thickening agents used in sauces.
7. Match mother sauces to the food items with which they are most frequently used.
8. Complete a chart on the mother sauces.
9. Evaluate white cream sauce.
10. Evaluate hollandaise sauce.
11. Evaluate tomat sauce.
12. Evaluate espagnole sauce.
13. Evaluate velouté sauce.
14. Demonstrate the ability to:
 - a. Prepare white cream sauce.
 - b. Prepare hollandaise sauce.
 - c. Prepare tomat sauce.
 - d. Prepare espagnole sauce.
 - e. Prepare velouté sauce.

SAUCES
UNIT V

SUGGESTED ACTIVITIES

- I. Instructor:
 - A. Provide student with objective sheet.
 - B. Provide student with information, job, and assignment sheets.
 - C. Discuss unit and specific objectives.
 - D. Discuss information and assignment sheets.
 - E. Demonstrate and discuss procedures outlined in the job sheets.
 - F. Give test.
- II. Student:
 - A. Read objective sheet.
 - B. Study information sheet.
 - C. Complete assignment sheet and turn in to instructor.
 - D. Demonstrate the ability to accomplish the procedures outlined in the job sheets.
 - E. Take test.

INSTRUCTIONAL MATERIALS

- I. Included in this unit:
 - A. Objective sheet
 - B. Information sheet
 - C. Assignment sheets
 1. Assignment Sheet #1-Evaluate a White Cream Sauce
 2. Assignment Sheet #2-Evaluate a Hollandaise Sauce
 3. Assignment Sheet #3-Evaluate a Tomat Sauce

4. Assignment Sheet #4--Evaluate an Espagnole Sauce
5. Assignment Sheet #5--Evaluate a Velouté Sauce

D. Job sheets

1. Job Sheet #1--Prepare White Cream Sauce
2. Job Sheet #2--Prepare Hollandaise Sauce
3. Job Sheet #3--Prepare Tomat Sauce
4. Job Sheet #4--Prepare Espagnole Sauce
5. Job Sheet #5--Prepare Velouté Sauce

E. Test

F. Answers to test

II. References:

- A. FNIA Faculty. *Food Preparation Manual*. Stillwater: Oklahoma State University, 1969.
- B. Lundberg, Donald, and Kotschevar, Lendal. *Understanding Cooking*. Amherst, Massachusetts: The University Store, University of Massachusetts, 1968.
- C. Nichols, H. L., Jr. *Cooking with Understanding*. Greenwich, Connecticut: North Castle Books, 1971.
- D. Terrell, Margaret. *Professional Food Preparation*. New York: John Wiley and Sons, 1971.
- E. Fowler, Sina Faye; West, Bessie Brooks; and Shugart, Grace S. *Food for 50*. New York: John Wiley and Sons, 1971.
- F. Kotschevar, Lendal. *The Professional Chef*. Boston: Cahners Books, 1974.

SAUCES
UNIT V

INFORMATION SHEET

I. Terms and definitions

- A. Sauce-Liquid or solid mixture that is added to other foods
- B. Roux-Mixture of equal weights of vegetable oil or fat and flour

II. Purposes of sauces

- A. Enhance flavor of food

(NOTE: A sauce should not change the flavor of the food.)

- B. Give contrast

- 1. Texture

- 2. Color

- C. Provide menu balance

- 1. Color

- 2. Appearance

- D. Give moisture

- E. Garnish food

- F. Serve as binding agent

- 1. Croquettes

- 2. Casseroles

III. Categories for classifying sauces

- A. Temperature

- 1. Hot

- 2. Cold

INFORMATION SHEET

B. Flavor

1. Tart
2. Sweet

C. Color

D. Base

1. Meat
2. Fish
3. Vegetable
4. Dessert

E. Mother sauce

F. Specialty

Example: Cocktail sauce

IV. Mother sauces

A. Bechamel

B. Velouté

C. Tomat

D. Espagnole

E. Hollandaise

V. Cream gravy

A. Ingredients

1. Fat in which meat has been cooked
2. Flour
3. Milk

B. Uses

1. Biscuits
2. Potatoes

INFORMATION SHEET

3. Meats

- a. Chicken
- b. Chicken fried steak

VI. Thickening agents for sauces

A. Starch

1. Cornstarch
2. Flour

B. Egg

VII. Common uses of mother sauces

A. Bechamel

1. Fish
2. Eggs
3. Cheese
4. Chicken

B. Velouté

1. Vegetables
2. Fish
3. Bland meat

Example: Chicken

4. Veal

C. Tomat

1. Meat
2. Poultry
3. Fish

INFORMATION SHEET

D. Espagnole

1. Meat
2. Game
3. Vegetables

E. Hollandaise

1. Vegetables
2. Fish
3. Eggs

VIII. Mother sauces

Mother Sauce	English Name	Color	Composition
Bechamel	Cream	White	Veal or chicken stock (optional) + Butter or margarine roux + Cream
Velouté	Velouté	Blonde	White stock + Butter or margarine roux
Tomato	Tomato	Red	Tomato product + Vegetables + Butter or margarine roux
Brown	Brown	Brown	Brown stock + Butter or margarine roux
Hollandaise	Hollandaise	Yellow	Margarine or butter + Lemon juice + Egg yolks

SAUCES
UNIT V

ASSIGNMENT SHEET #1--EVALUATE WHITE CREAM SAUCE

(NOTE: This assignment sheet should be completed immediately after Job Sheet #1.)

	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)	Comments
Appearance					Free of lumps Pleasing
Flavor					Rich No flour taste
Temperature					Hot
Smoothness					Free of lumps Drops freely from spoon
Color					Bright Free of streaks

Total Points _____

Scoring:

- 20-25 points Servable; good technique
- 15-20 points Check technique; serve with improvement in mind
- 10-15 points Check technique; do not serve

After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?
2. If the product was not servable, why?
3. What techniques should be improved?
 - a. Measuring
 - b. Temperature of cookery
 - c. Mixing
 - d. Preparation

SAUCES
UNIT V

ASSIGNMENT SHEET #2-EVALUATE HOLLANDAISE SAUCE

(NOTE: This assignment sheet should be completed immediately after Job Sheet #2.)

	Excellent (5 pts.)	Good (4pts.)	Fair (3 pts.)	Poor (2 pts.)	Comments
Appearance					Free of lumps Pleasing
Flavor					Rich No flour taste
Temperature					Hot
Smoothness					Free of lumps Drops freely from spoon
Color					Bright Free of streaks

Scoring: _____ Total Points _____

20-25 points Servable; good technique
 15-20 points Check technique; serve with improvement in mind
 10-15 points Check technique; do not serve

After completing the evaluation form above, discuss these questions orally in class:

1. Was the product servable?
2. If the product was not servable, why?
3. What techniques should be improved?
 - a. Measuring
 - b. Temperature of cookery
 - c. Mixing
 - d. Preparation

SAUCES
UNIT V

ASSIGNMENT SHEET #3--EVALUATE TOMAT SAUCE

(NOTE: This assignment sheet should be completed immediately after Job Sheet #3.)

	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)	Comments
Appearance					Free of lumps Pleasing
Flavor					Rich No flour taste
Temperature					Hot
Smoothness					Free of lumps Drops freely from spoon
Color					Bright Free of streaks

Total Points _____

Scoring:

- 20-25 points Servable; good technique
- 15-20 points Check technique; serve with improvement in mind
- 10-15 points Check technique; do not serve

After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?
2. If the product was not servable, why?
3. What techniques should be improved?
 - a. Measuring
 - b. Temperature of cookery
 - c. Mixing
 - d. Preparation

SAUCES
UNIT V.

ASSIGNMENT SHEET #4-EVALUATE ESPAGNOLE SAUCE

(NOTE: This assignment sheet should be completed immediately after Job Sheet #4.)

	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)	Comments
Appearance					Free of lumps Pleasing
Flavor					Rich No flour taste
Temperature					Hot
Smoothness					Free of lumps Drops freely from spoon
Color					Bright Free of streaks

Total Points: _____

Scoring:

- 20-25 points Servable; good technique
- 15-20 points Check technique; serve with improvement in mind
- 10-15 points Check technique; do not serve

After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?
2. If the product was not servable, why?
3. What techniques should be improved?
 - a. Measuring
 - b. Temperature of cookery
 - c. Mixing
 - d. Preparation

SAUCES
UNIT V

ASSIGNMENT SHEET #5-EVALUATE VELOUTÉ SAUCE

(NOTE: This assignment sheet should be completed immediately after Job Sheet #5.)

	Excellent (5 pts.)	Good (4pts.)	Fair (3 pts.)	Poor (2 pts.)	Comments
Appearance					Free of lumps Pleasing
Flavor					Rich No flour taste
Temperature					Hot
Smoothness					Free of lumps Drops freely from spoon
Color					Bright Free of streaks

Scoring: _____ Total Points _____

- 20-25 points Servable; good technique
- 15-20 points Check technique; serve with improvement in mind
- 10-15 points Check technique; do not serve

After completing the evaluation form above, discuss these questions orally in class.

1. Was the product servable?
2. If the product was not servable, why?
3. What techniques should be improved?
 - a. Measuring
 - b. Temperature of cookery
 - c. Mixing
 - d. Preparation

SAUCES
UNIT V

JOB SHEET #1--PREPARE WHITE CREAM SAUCE (BECHAMEL)

I. Equipment

- A. Saucepan
- B. Bowl for serving
- C. Wire whip
- D. Spoon
- E. Measuring spoons
- F. Measure, 1 cup
- G. Swipe cloths
- H. Testing spoons

II. Ingredients

(NOTE: These ingredients will yield one cup.)

	Thin	Medium	Heavy	Extra Heavy
A. Milk	1 c	1 c	1 c	1 c
B. Butter or margarine	1 T	2 T	3 T	4 T
C. Flour	1 T	2 T	3 T	4 T
D. Salt	1/8 t	1/8 t	1/8 t	1/8 t

III. Procedure

- A. Melt butter or margarine in small saucepan
- B. Add flour and salt
- C. Stir until smooth (roux)
- D. Turn heat to low
- E. Add milk slowly
- F. Stir constantly until smooth and thick
- G. Serve

SAUCES
UNIT V

JOB SHEET #2--PREPARE HOLLANDAISE SAUCE

I. Equipment

- A. Double boiler
- B. Bowl for serving
- C. Wire whip
- D. Spoon
- E. Measuring spoons
- F. Scale
- G. Swipe cloths
- H. Testing spoons

II. Ingredients

(NOTE: Margarine or butter will be added three times.)

	Yield 10 1 oz portions	Yield 50 1 oz portions
A. Margarine or butter (1)	2 oz	10 oz
B. Lemon juice	1 1/2 T	7 1/2 T
C. Egg yolks	3	15
D. Margarine or butter (2)	2 oz	10 oz
E. Margarine or butter (3)	2 oz	10 oz
F. Salt	f g	1 t
G. Cayenne	f g	1 t

JOB SHEET #2

III. Procedure

- A. Place water in bottom of double boiler

(NOTE: If using a double boiler, the water should be 1/2" below the insert.)

- B. Place unmelted margarine or butter, lemon juice, and egg yolks in top of double boiler
- C. Cook slowly
- D. Beat constantly
- E. Add second portion of margarine or butter when first has melted
- F. Beat until mixture thickens
- G. Add third portion of margarine or butter and seasonings
- H. Beat until thickened
- I. Serve immediately

(NOTE: Hollandaise sauce must be held between 160°-180° for no longer than 45 minutes. Hold with care. Cook with low heat and cook slowly. Discard sauce after 1 1/2 hours.)

SAUCES
UNIT V

JOB SHEET #3--PREPARE TOMAT SAUCE

I. Equipment

- A. Stock pot, 3 quart
- B. Bowl for serving
- C. Wire whip
- D. Spoon
- E. Measuring spoons
- F. Scale
- G. Swipe cloths
- H. Quart measure
- I. Testing spoons
- J. Cutting board

II. Ingredients

(NOTE: These ingredients will yield two quarts or 32 one-ounce portions.)

- A. Margarine or butter, 6 oz
- B. Flour, 4 oz
- C. Tomato juice, 2 qt
- D. Onion, chopped, 4 oz
- E. Sugar, 2 T
- F. Salt, 1 t
- G. Pepper, 1/4 t
- H. Worcestershire, 1 t

JOB SHEET #3

III. Procedure

- A. Chop onions
- B. Melt margarine or butter
- C. Add flour
- D. Combine tomato juice and seasonings
- E. Simmer tomato juice mixture for 20 minutes
- F. Add mixture gradually to blended margarine and flour while stirring
- G. Cook until thickened and smooth
- H. Serve

SAUCES
UNIT V

JOB SHEET #4-PREPARE ESPAGNOLE SAUCE

I. Equipment

- A. Stock pot, 1 1/2 gal
- B. Bowl for serving
- C. Wire whip
- D. Spoon
- E. Measuring spoons
- F. Scales
- G. Swipe cloths
- H. Gallon measure
- I. Testing spoons
- J. Cutting board
- K. Knife
- L. Small pan, 2
- M. Ingredients
- N. Strainer
- O. Chêese cloth

II. Ingredients

(NOTE: These ingredients should yield one gallon or 64 one-ounce portions.)

- A. Beef stock, 1 gal
- B. Onion, thinly sliced, 8 oz
- C. Salt, 1 1/2 T
- D. Pepper, 1/2 t
- E. Margarine or butter, 12 oz
- F. Flour, browned, 12 oz

JOB SHEET #4

Procedure

- A. Add onion and seasonings to meat stock
- B. Simmer for ten minutes
- C. Strain
- D. Melt margarine or butter
- E. Blend margarine with flour until smooth
- F. Heat stock
- G. Add hot stock to flour mixture while stirring
- H. Cook until thick
- I. Stir until smooth
- J. Serve

SAUCES
UNIT V

JOB SHEET #5--PREPARE VELOUTÉ SAUCE

I. Equipment

- A. Stock pot, 1 1/2 gal
- B. Bowl for serving
- C. Wire whip
- D. Spoon
- E. Measuring spoons
- F. Scale
- G. Swipe cloths
- H. Gallon measure
- I. Testing spoons
- J. Small pan
- K. Strainer
- L. Cheese cloth

II. Ingredients

(NOTE: These ingredients should yield one gallon or 64 one-ounce portions.)

- A. Chicken stock, 1 gal
- B. Salt, 1 T
- C. Pepper, 1/2 t
- D. Margarine or butter, 12 oz
- E. Flour, 12 oz

III. Procedure

- A. Heat margarine
- B. Heat stock and seasonings

JOB SHEET #5

- C. Blend margarine or butter with flour
- D. Strain stock
- E. Add stock to flour mixture stirring constantly
- F. Continue to stir and cook until thickened
- G. Stir until smooth
- H. Serve

SAUCES
UNIT V

TEST

1. Define the terms listed below.
 - a. Sauce--
 - b. Roux--

2. Select from the list below five purposes of sauces. Circle the letters of the correct answers.
 - a. Provide menu balance
 - b. Cover preparation mistakes
 - c. Make food portion larger
 - d. Give moisture
 - e. Change flavor of food
 - f. Dry out food that is too moist
 - g. Enhance flavor of food
 - h. Change temperature of food
 - i. Give contrast
 - j. Garnish food

3. Name four categories by which sauces are classified.
 - a.
 - b.
 - c.
 - d.

4. Name the five mother sauces.
 - a.
 - b.
 - c.
 - d.
 - e.

5. Discuss the ingredients and uses of cream gravy.
6. Select from the list below three thickening agents used in sauces. Circle the letters of the correct answers.
- Cornstarch
 - Egg
 - Sugar
 - Vegetables
 - Flour
 - Bread
 - Crackers
7. Match mother sauces to the food items with which they are most frequently used. Place correct letter beside the mother sauce. Food items may be used more than once.
- | | |
|----------------------|---------------|
| _____ a. Bechamel | 1. Fish |
| _____ b. Velouté | 2. Meat |
| _____ c. Tomat | 3. Eggs |
| _____ d. Espagnole | 4. Bland meat |
| _____ e. Hollandaise | 5. Cheese |
| | 6. Vegetables |
| | 7. Poultry |
| | 8. Game |
| | 9. Veal |

8. Complete the following chart on mother sauces.

Mother Sauce	English Name	Color	Composition
Bechamel		White	Veal or chicken stock (optional) Butter or margarine roux Cream
Veloute	Velouté		White stock Butter or margarine roux
Tomat	Tomato	Red	Vegetables Butter or margarine roux
Espagnole	Brown	Brown	stock roux
Hollandaise	Hollandaise	Yellow	Margarine or butter Lemon juice

9. Evaluate white cream sauce.
10. Evaluate hollandaise sauce.
11. Evaluate tomat sauce.
12. Evaluate espagnole sauce.
13. Evaluate velouté sauce.
14. Demonstrate the ability to:
 - a. Prepare white cream sauce.
 - b. Prepare hollandaise sauce.
 - c. Prepare tomat sauce.
 - d. Prepare espagnole sauce.
 - e. Prepare velouté sauce.

(NOTE: If activities 9 through 14 have not been accomplished prior to the test, ask your instructor when they should be completed.)

SAUCES
UNIT V

ANSWERS TO TEST

1.
 - a. Liquid or solid mixture that is added to other foods
 - b. Mixture of equal weights of fat or vegetable oil and flour
2. a, d, g, i, j
3. Any four of the following:
 - a. Temperature
 - b. Color
 - c. Flavor
 - d. Base
 - e. Mother sauce
 - f. Specialty
4.
 - a. Bechamel
 - b. Velouté
 - c. Tomato
 - d. Espagnole
 - e. Hollandaise
5. Discussion should include:
 - a. Ingredients
 - 1) Fat in which meat has been cooked
 - 2) Flour
 - 3) Milk
 - b. Uses
 - 1) Biscuits
 - 2) Potatoes

3) Meats

- a) Chicken
- b) Chicken fried steak

6. a, b, e

7. a. 1, 3, 5

b. 1, 4, 6, 9

c. 1, 2, 7

d. 2, 6, 8

e. 1, 3, 6

8.

Mother Sauce	English Name	Color	Composition
Bechamel	Cream	White	Veal or chicken stock (optional) + Butter or margarine roux Cream
Velouté	Velouté	Blonde	White stock Butter or margarine roux
Tomat	Tomato	Red	Tomato product Vegetables Butter or margarine roux
Espagnole	Brown	Brown	Brown stock + Butter or margarine roux
Hollandaise	Hollandaise	Yellow	Margarine or butter Lemon juice Egg yolks

9. Evaluated to the satisfaction of the instructor
10. Evaluated to the satisfaction of the instructor
11. Evaluated to the satisfaction of the instructor
12. Evaluated to the satisfaction of the instructor
13. Evaluated to the satisfaction of the instructor
14. Performance skills evaluated to the satisfaction of the instructor

MEAT IDENTIFICATION UNIT VI

UNIT OBJECTIVE

After completion of this unit, the student should be able to identify primal and wholesale cuts of beef. The student should be able to select from a list meat specification terms. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with meat identification to the correct definitions.
2. Identify primal cuts of meat.
3. Identify wholesale cuts of meat.
4. Distinguish between Federal Grading Stamp and Federal Inspection Stamp.
5. Arrange the federal beef grades in order of desirability.
6. Select from a list common meat specification terms.
7. Discuss specs of basic meat specification terms.
8. Select from a list common fabricated meats.
9. Select from a list common preportioned meats.
10. Name the most common boned-rolled-tied roasts.
11. Arrange in order the most common purchasable weight specs.

MEAT IDENTIFICATION
UNIT VI

SUGGESTED ACTIVITIES

- I. Instructor:
 - A. Provide student with objective sheet.
 - B. Provide student with information sheet.
 - C. Make transparencies.
 - D. Arrange for meat purveyor to speak to class.
 - E. Discuss unit and specific objectives.
 - F. Discuss information sheet.
 - G. Give test.
- II. Student:
 - A. Read objective sheet.
 - B. Study information sheet.
 - C. Take test.

INSTRUCTIONAL MATERIALS

- I. Included in this unit:
 - A. Objective sheet
 - B. Information sheet
 - C. Transparency masters
 1. TM 1--Primal Cuts of Meat
 2. TM 2--Wholesale Cuts of Meat
 3. TM 3--Federal Grading Stamp
 4. TM 4--Federal Inspection Stamps
 - D. Test
 - E. Answers to test

II. References:

- A. Kotschevar, Lendal H. *Quantity Food Purchasing*. New York: John Wiley and Sons, Inc., 1961.
- B. Haines, Robert G. *Food Preparation for Hotels, Restaurants, and Cafeterias*. Chicago: American Technical Society, 1973.
- C. Terrell, Margaret E. *Professional Food Preparation*. New York: John Wiley and Sons, Inc., 1971.

MEAT IDENTIFICATION
UNIT VI

INFORMATION SHEET

I. Terms and definitions

- A. Marbling--Fat inside of meat
- B. Covering--Fat outside of meat
- C. Aging--Natural tenderizing and flavoring of meat
- D. Veal--Cattle six months or younger
- E. Primal cut--Cut for wholesale
- F. Wholesale cut--Cut for retail
- G. Retail cut--Cut ready for preparation
- H. Federal Grading Stamp--Designates quality of meat
- I. Federal Inspection Stamp--Designates meat fit for human consumption

II. Primal cuts (Transparency 1)

- A. Beef round
- B. Beef loin
- C. Beef rib
- D. Beef chuck

III. Wholesale cuts (Transparency 2)

- A. Chuck
- B. Brisket Shank
- C. Sirloin
- D. Rib
- E. Short plate

INFORMATION SHEET

F. Short loin

G. Flank

H. Round

IV. Meat stamps

(NOTE: The purple dye of the stamps is harmless.)

A. Federal Grading Stamp (Transparency 3)

1. Designates quality of meat
2. Is U.S.D.A. approved
3. Has seven common grades

B. Federal Inspection Stamp (Transparency 4)

1. Is round in shape
2. Indicates that minimum federal standards have been met
3. Is larger in size than grading stamp

V. Federal beef grades

(NOTE: The grades have been listed in order of desirability and tenderness.)

- A. Prime - Best available
- B. U.S. Choice - Most popular
- C. U.S. Good - Most economical
- D. U.S. Standard - Not used in commercial kitchens
- E. U.S. Commercial - Not used in commercial kitchens
- F. U.S. Utility - Not used in commercial kitchens
- G. U.S. Cutter - Used for canned meats
- H. U.S. Canner - Used for canned meats

INFORMATION SHEET

VI. Common meat specification terms

- A. Fabricated meats
- B. Preportioned meats
- C. Boned-Rolled-Tied Roasts (B-R-T)
- D. Roast ready
- E. Jet-net roasts
- F. Pound weight
- G. Yield percentage

VII. Basic meat specs

- A. Fabricated meats
 - 1. Made from primal cuts
 - 2. Shaped to specification
 - a. Round
 - b. Square
 - c. T-bone shape
 - 3. Specified by weight and thickness
- B. Preportioned meats
 - 1. Cut to specific thickness
 - 2. Cut to specific weight
 - 3. Purchased per pound
- C. Boned-rolled-tied roasts
 - 1. Bone has been removed
 - 2. Meat has been rolled
 - 3. Meat has been tied
 - a. Butcher's string
 - b. Knots 1" - 2" apart

INFORMATION SHEET

D. Roast ready

1. Muscle has been trimmed
2. Outer layer of fat has been removed
3. Roast is ready for cooking

E. Jet-net roasts

1. Meat is covered with net
2. Net takes shape of meat
3. Meat does not break during cooking

F. Pound weight

1. Number of portions per pound (16 oz.)
2. All portions weigh the same in ounces

VII. Common fabricated meats

- A. Mock fillet
- B. Chopped pork cutlet
- C. Chopped quail steak

(NOTE: This may be purchased breaded or unbreaded.)

meat proportioned roasts

meat liver pâté

head

INFORMATION SHEET

X. Common boned-rolled-tied roasts

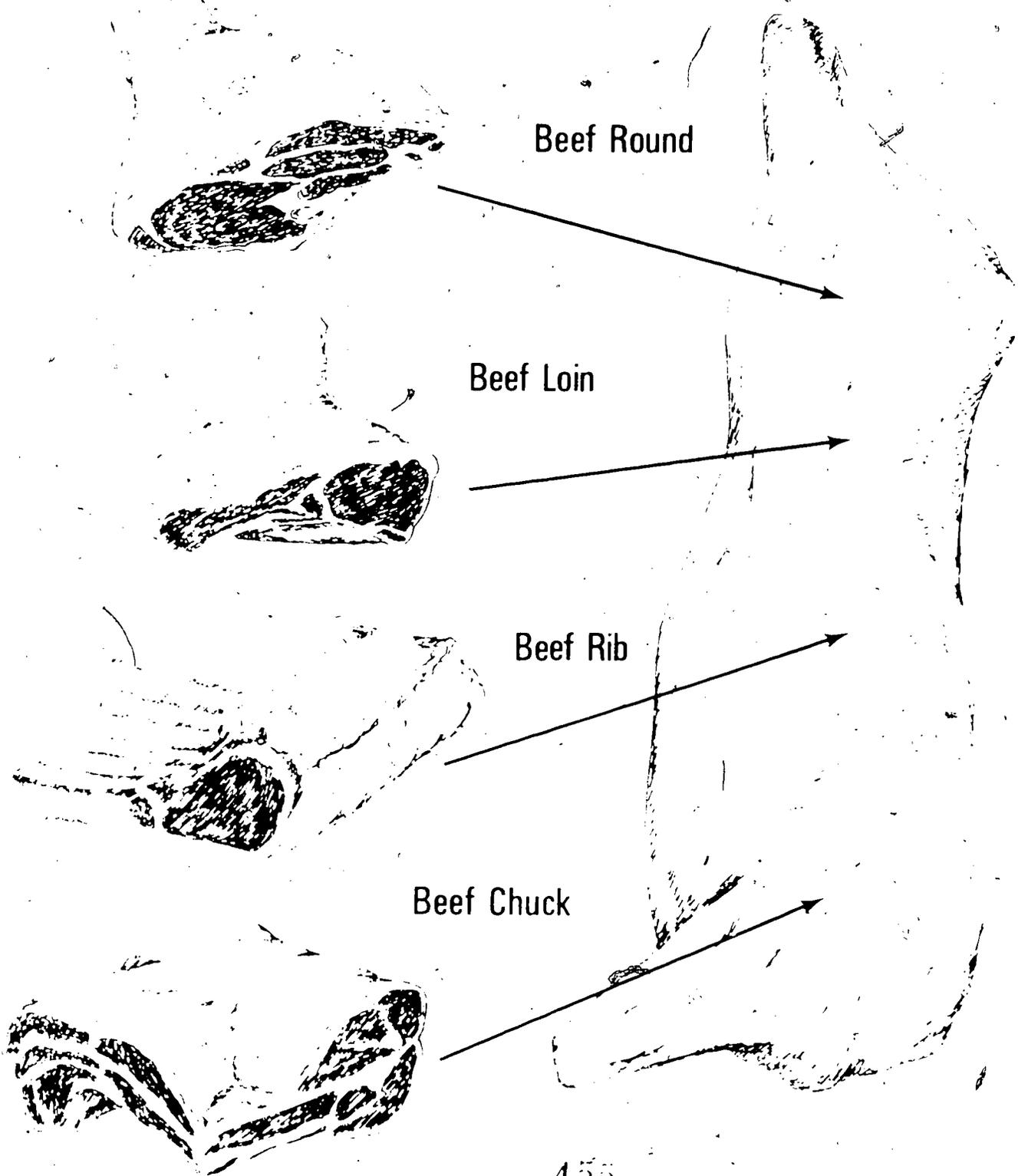
- A. Rib roast
- B. Chuck roast
- C. Leg roast

XI. Common purchasable weight specs

- A. 2/1--Two per pound, 8 oz each
- B. 3/1--Three per pound, 5 oz each (approximately)
- C. 4/1--Four per pound, 4 oz each
- D. 5/1--Five per pound, 3 oz each (approximately)
- E. 6/1--Six per pound, 2.5 oz each (approximately)
- F. 8/1--Eight per pound, 2 oz each

(NOTE: Hamburger patties are most often purchased by weight spec.)

Primal Cuts of Meat



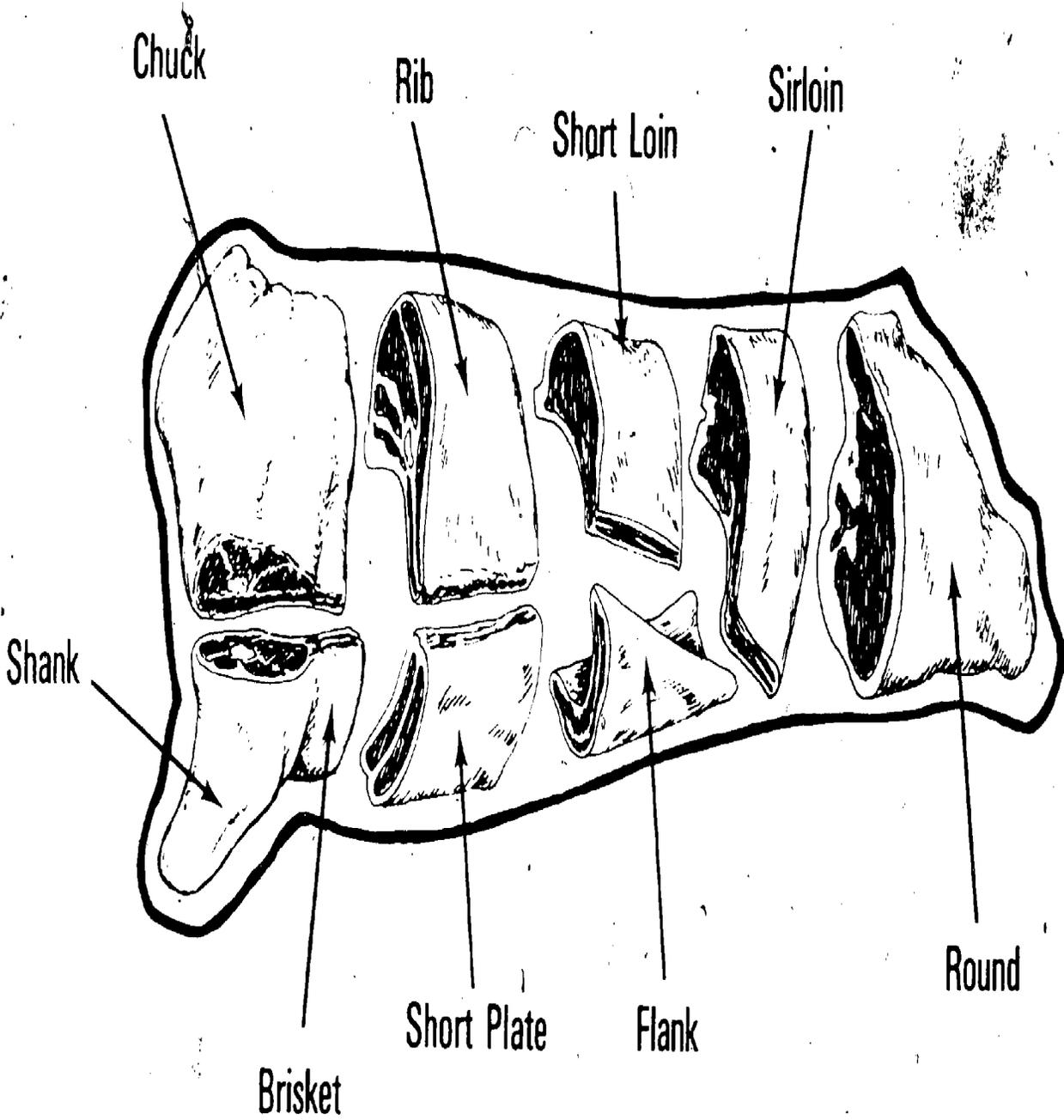
Beef Round

Beef Loin

Beef Rib

Beef Chuck

Wholesale Cuts of Meat



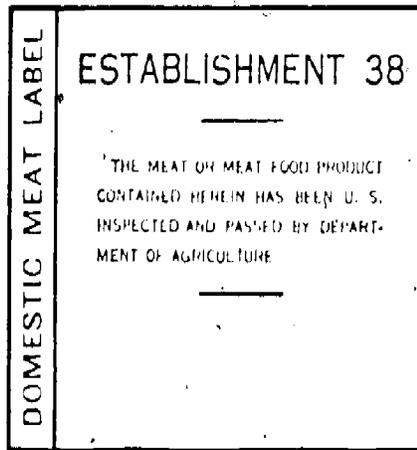
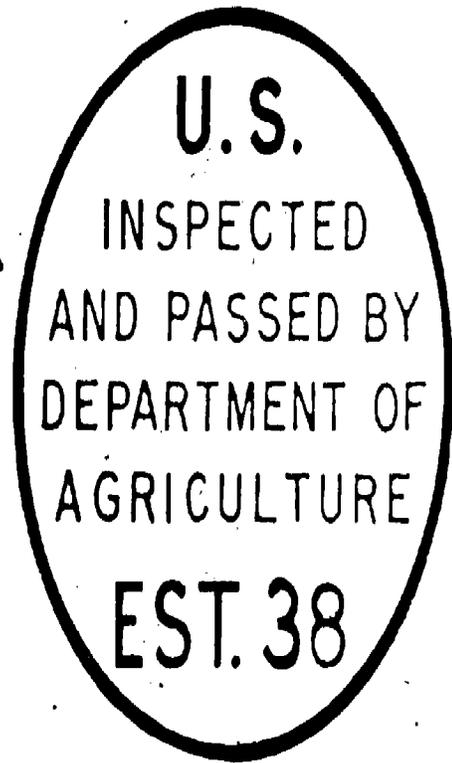
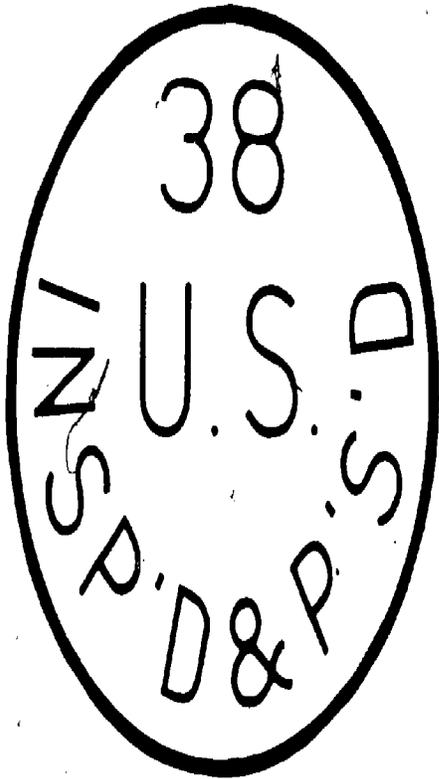
Federal Grading Stamp

A large, black-outlined shield-shaped logo. Inside the shield, the words "USDA" and "PRIME" are written in a bold, sans-serif font, stacked vertically. The shield has a decorative, wavy border.

USDA
PRIME

458

Federal Inspection Stamps



MEAT IDENTIFICATION
UNIT VI

TEST

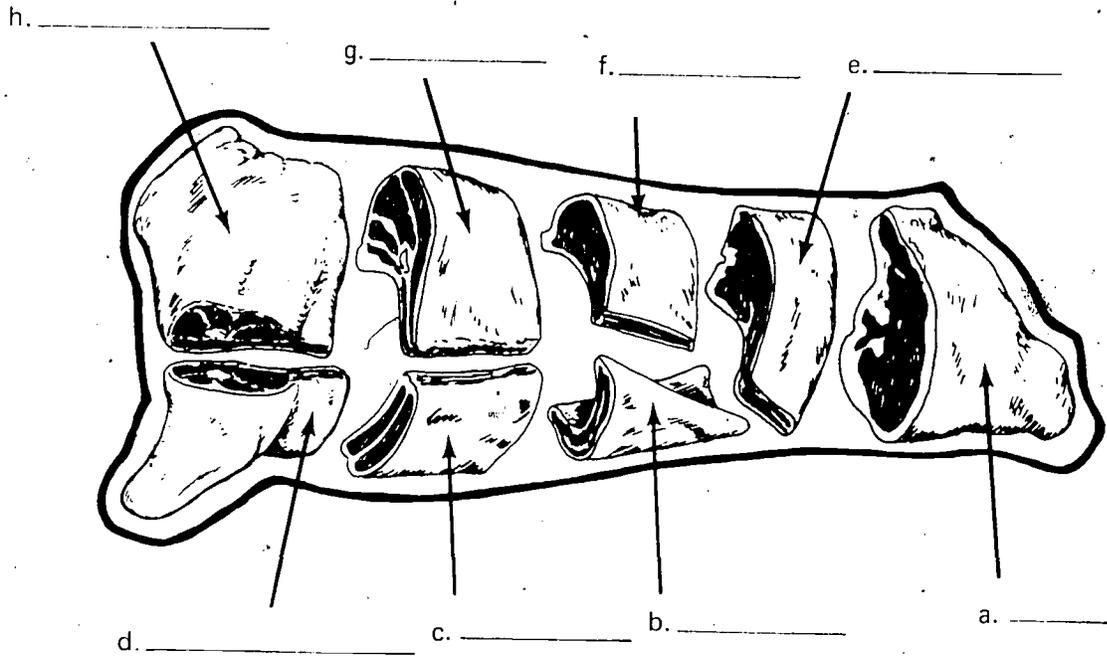
1. Match terms on the right to the correct definitions by placing the appropriate numbers in the blanks provided.

- | | |
|--|-----------------------------|
| _____ a. Cattle six months or younger | 1. Marbling |
| _____ b. Cut for retail | 2. Covering |
| _____ c. Fat inside of meat | 3. Aging |
| _____ d. Cut for wholesale | 4. Veal |
| _____ e. Cut ready for preparation | 5. Primal cut |
| _____ f. Fat outside of meat | 6. Wholesale cut |
| _____ g. Designates the quality of meat | 7. Retail cut |
| _____ h. Designates meat fit for human consumption | 8. Federal Grading Stamp |
| _____ i. Natural tenderizing and flavoring of meat | 9. Federal Inspection Stamp |

2. Identify the primal cuts of meat by writing the names in the blanks provided.



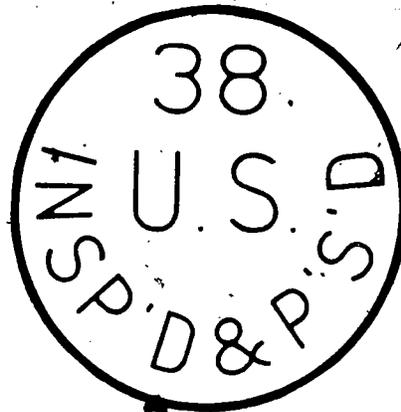
3. Identify the wholesale cuts of meat by writing the names in the blanks provided.



4. Distinguish between the meat stamps below by writing the correct name under each stamp.



d.



b.

5. Arrange the federal beef grades in order of desirability. Place a "1" by the highest quality of beef, a "2" by the next highest, and so on.
- a. U.S. Prime
 - b. U.S. Utility
 - c. U.S. Choice
 - d. U.S. Standard
 - e. U.S. Canner
 - f. U.S. Good
 - g. U.S. Cutter
 - h. U.S. Commercial
6. Select from the list below seven common meat specification terms. Circle correct letters.
- a. Boned-rolled-tied roasts
 - b. Roast ready
 - c. Pound weight
 - d. Any weight
 - e. Fabricated meats
 - f. Jet-net roast
 - g. Packed in salt
 - h. Preportioned meats
 - i. Yield percentage
7. Discuss specs of basic meat specification terms.
- a. Fabricated meats

b. Preportioned meats

c. Boned-rolled-tied roasts

d. Roast ready

e. Jet-net roasts

f. Pound weight

8. Select from the list below three common fabricated meats. Circle correct letters.

a. Chopped grill steak

b. T-bone steak

c. Mock fillet

d. Chicken leg

e. Chopped pork cutlet

9. Select from the list below six common preportioned meats. Circle correct letters.

a. Rib roast

b. Hamburger patty

- c. Chuck roast
- d. Frank
- e. Fish fillet
- f. Cubed steak
- g. Pork cutlet
- h. Steak

10. Name the three most common boned-rolled-tied roasts.

a.

b.

c.

11. Arrange in order the most common purchasable weight specs. Begin with the weight spec that gives the largest portion.

_____ a. 6/1

_____ b. 3/1

_____ c. 8/1

_____ d. 5/1

_____ e. 2/1

_____ f. 4/1

MEAT IDENTIFICATION
UNIT VI

ANSWERS TO TEST

- | | | | | |
|----|----|--------------------------|----|---|
| 1. | a. | 4 | f. | 2 |
| | b. | 6 | g. | 8 |
| | c. | 1 | h. | 9 |
| | d. | 5 | i. | 3 |
| | e. | 7 | | |
| 2. | a. | Beef round | | |
| | b. | Beef loin | | |
| | c. | Beef rib | | |
| | d. | Beef chuck | | |
| 3. | a. | Round | | |
| | b. | Flank | | |
| | c. | Short plate | | |
| | d. | Brisket-Shank | | |
| | e. | Sirloin | | |
| | f. | Short loin | | |
| | g. | Rib | | |
| | h. | Chuck | | |
| 4. | a. | Federal Grading Stamp | | |
| | b. | Federal Inspection stamp | | |
| 5. | a. | 1 | e. | 8 |
| | b. | 6 | f. | 3 |
| | c. | 2 | g. | 7 |
| | d. | 4 | h. | 5 |

6. a, b, c, e, f, h, i

7. Discussion should include:

a. Fabricated meats

- 1) Made from primal cuts
- 2) Shaped to specification
 - a) Round
 - b) Square
 - c) T bone shape
- 3) Specified by weight and thickness

b. Proportioned meats

- 1) Cut to specific thickness
- 2) Cut to specific weight
- 3) Purchased per pound

c. Boned-rolled tied roasts

- 1) Bone has been removed
- 2) Meat has been rolled
- 3) Meat has been tied
 - a) Butcher's string
 - b) Knots 1"-2" apart

d. Roast ready

- 1) Muscle has been trimmed
- 2) Outer layer of fat has been removed
- 3) Roast is ready for cooking

e. Jet net roasts

- 1) Meat is covered with net
- 2) Net takes shape of meat
- 3) Meat does not break during cooking

f. Pound weight

1) Number of portions per pound (16 oz)

2) All portions weight the same in ounces

8. a, c, e

9. b, d, e, f, g, h

10. a. Rib roast

b. Chuck roast

c. Leg roast

11. a. 5

b. 2

c. 6

d. 4

e. 1

f. 3

P

MEAT
UNIT VII

UNIT OBJECTIVE

After completion of this unit, the student should be able to discuss dry and moist meat cookery and to distinguish between methods of beef cookery. The student should be able to select from a list factors that make a good quality pork product and describe the doneness of pork. The student should be able to demonstrate the ability to prepare beef steaks, veal cutlet cordon bleu, and lamb chops. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with meat to the correct definitions.
2. Discuss dry meat cookery.
3. Discuss moist meat cookery.
4. Distinguish between common methods of beef cookery.
5. State the degrees of doneness for steaks and roast.
6. List common tenderizing agents for beef.
7. List the causes of beef shrinkage.
8. Discuss the reasons for avoiding shrinkage.
9. State the principles of beef cookery.
10. Select from a list factors that determine the method of pork cookery.
11. Select from a list factors that make a good quality pork product.
12. Describe the doneness of pork.
13. Evaluate prepared beef.
14. Demonstrate the ability to:
 - a. Prepare beef steak.
 - b. Prepare veal cutlet cordon bleu.
 - c. Prepare broiled lamb chops.

MEAT
UNIT VII

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide student with objective sheet.
- B. Provide student with information, assignment, and job sheets.
- C. Discuss unit and specific objectives.
- D. Discuss information and assignment sheets.
- E. Demonstrate and discuss procedures outlined in the job sheets.
- F. Discuss and demonstrate procedures for testing doneness of beef, veal, pork, and lamb.
- G. Give test.

II. Student:

- A. Read objective sheet.
- B. Study information sheet.
- C. Complete assignment sheet.
- D. Demonstrate the ability to accomplish the procedures outlined in the job sheets.
- E. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objective sheet
- B. Information sheet
- C. Assignment Sheet #1--Evaluate Prepared Beef
- D. Job sheets
 1. Job Sheet #1--Prepare Beef Steak
 2. Job Sheet #2--Prepare Veal Cutlet Cordon Bleu

3. Job Sheet #3-Prepare Lamb Chops

- E. Test
- F. Answers to test

II. References:

- A. Kotschevar, Lendal. *Quantity Food Production*. Boston: Cahners Books, 1974.
- B. Terrell, Margaret E. *Professional Food Preparation*. New York: John Wiley and Sons, 1971.
- C. Kaplan, Aaron. *Elements of Food Production and Baking*. New York: ITT Educational Services, Inc., 1971.

MEAT
UNIT VII

INFORMATION SHEET

I. Terms and definitions

- A. Extender - Cereal or starch product added to meat to extend flavor or quantity
- B. Season - To condition a cooking surface by means of fat
- C. Roast - To cook by dry heat, usually in an oven
- D. Broil - To cook by radiant or direct heat
- E. Pan broil - To cook on hot frying pan or grill; pouring oil accumulates
- F. Steam - To cook in steam with or without pressure
- G. Braise - To brown in small amount of fat and then cook slowly, covered in small amount of liquid
- H. Simmer - To cook in liquid with bubbles forming slowly and breaking the surface
- I. Stew - To simmer in small amount of liquid of thick consistency
- J. Shrinkage - Loss of weight due to cooking
- K. Marinade - Solution in which meat is soaked to enrich flavor
- L. Marinate - To soak in marinade
- M. Sauté - To fry quickly in shallow fat

II. Dry meat cooking

NOTE: Grade and cut of meat is affected by the cooking process.

A. Roast

1. To cook by dry heat, usually in an oven

2. To cook by radiant or direct heat

3. To cook on hot frying pan or grill; pouring oil accumulates

B. Broil

1. To cook by radiant or direct heat

2. To cook on hot frying pan or grill; pouring oil accumulates

INFORMATION SHEET

2. Turn only once

(NOTE: The distance of meat from broiler depends on thickness of meat. Extra large pieces of meat may need to be turned twice. Use fingers or tongs to determine doneness. Never pierce with fork.)

C. Pan broil

1. Rub pan with small amount of fat
2. Turn meat as often as necessary
3. Pour off fat as it accumulates

D. Grill

1. Rub surface with small amount of fat
2. Turn meat only once
3. Remove fat as it accumulates

1. Cook on hot surface
2. Use small amount of fat
3. Do not cover

III. Moist meat cookery

A. Steam

1. Prebrown meat
 - a. Preheat oven to 375 F.
 - b. Brown all sides evenly
 - c. Do not sear
2. Place in steamer
3. Do not overcook

INFORMATION SHEET

B. Braise

1. Brown on all sides in small amount of fat
2. Add small amount of water
3. Cook at a low temperature, 300°F

C. Simmer

1. Bring water to a boil
2. Add meat
3. Cover meat
4. Cook with temperature just below boiling point

D. Stew

(NOTE: The liquid in a stew should be thick. Vegetables are usually added.)

1. Use simmer process
2. Use less water

IV. Common methods of beef cookery

A. Dry heat

(NOTE: This method is used for tender cuts of beef.)

1. Tenderloin
2. Sirloin
3. Ground meat
4. Rib roast
5. Beef chops

B. Moist heat

(NOTE: This method is used for tough cuts of beef.)

1. Soup bones
2. Stew meat

INFORMATION SHEET

3. Ribs
4. Chuck
5. Brisket

V. Degrees of doneness

A. Steaks

1. Rare Bright pink
2. Medium Pink brown
3. Well done Light brown

B. Roasts

1. Rare 140° internal temperature
2. Medium 160° internal temperature
3. Well done 175° internal temperature

VI. Common tenderizing agents

- A. Mallet
- B. Marinade
- C. Commercial powder

VII. Causes of beef shrinkage

- A. Higher temperature
- B. Longer cooking time
- C. Cooking too quickly

NOTE: For larger pieces of meat that require longer periods of cooking, the temperature must be reduced.

VIII. Reasons for avoiding shrinkage

- A. Loss of moisture

INFORMATION SHEET

B. Loss of weight

1. Looks smaller to customer
2. Looks unappetizing to customer

C. Increase in cost

1. Per ounce of meat

(NOTE: The average shrinkage of beef is a loss of 25% original weight.)

2. Per portion

Example:

Beef purchased 100#
 Cost of beef per pound = \$1.50
 Total cost of beef = \$150
 Cost of 4 oz portion = \$.375

25% shrinkage Average and acceptable

Beef purchased = 100#
 Cooked beef with 25% shrinkage = 75#
 Total cost of beef purchased = \$150
 Cost of beef per pound before shrinkage = \$1.50
 Cost of beef per pound after shrinkage = \$2.00
 Cost of cooking beef = \$.50/pound
 Cost of 4 oz portion = \$.500

40% shrinkage Higher temperature = longer cooking time

Beef purchased 100#
 Cooked beef with 40% shrinkage = 60#
 Total cost of beef purchased = \$150.00
 Cost of beef per pound before shrinkage = \$1.50
 Cost of beef per pound after shrinkage = \$2.50
 Cost of cooking beef = \$1.00 per pound
 Cost of 4 oz portion = \$.625

D. Rate of beef cookery

1. Slow cooking beef

B. Part of the cost of beef

C. Part of the cost of beef

INFORMATION SHEET

X. Factors that determine the method of pork cookery

- A. Equipment available
- B. Quantity to be prepared
- C. Time available
- D. Fat content around meat

(NOTE: All pork contains a high degree of fat.)

XI. Factors that make a good quality pork product

- A. Slash fat edges to prevent curling
- B. Avoid using excess fat in cooking
- C. Cook by dry heat if possible
- D. Cook to well done stage

XII. Doneness of pork

- A. Well done

(CAUTION: Pork should ALWAYS be cooked well done. The well doneness of pork kills trichinosis common to pork and pork products.)

- B. Grayish white in color

- C. Internal temperature of 170°-180°

(NOTE: Exceptions to this are cured and smoked pork.)

Example: Pork roasts

MEAT
UNIT VII

ASSIGNMENT SHEET #1-EVALUATE PREPARED BEEF

Using the following chart, evaluate the steaks prepared on Job Sheet #1. Be sure and note the differences in the three pieces of beef.

#3 #2 #1
Rare Medium Well done

1. Size

2. Weight

3. Moisture

Appearance

After evaluation of the products, which do you think is best? Why?

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MEAT
UNIT VII

JOB SHEET #1-PREPARE BEEF STEAK

I. Equipment

- A. Tongs
- B. Knife
- C. Cutting board
- D. Scales
- E. Broiler
- F. White plates, three

II. Ingredients

- A. Fillet steaks (3 oz), 3

(NOTE: For evaluation purposes it is important that the steaks weigh the same.)

- B. Salt
- C. Pepper

(NOTE: Seasonings are added only for taste. Meat should be seasoned after evaluation is completed.)

III. Procedure

- A. Turn regulator to broil
- B. Preheat
- C. Slash fat edges of meat
- D. Place steak #1 on broiler
- E. Broil three minutes
- F. Place steak #2 on broiler
- G. Broil both steaks three more minutes
- H. Place steak #3 on broiler

JOB SHEET #1

- I. Broil all three steaks for three minutes
- J. Turn all three steaks
- K. Broil three minutes
- L. Remove steak #3
- M. Broil steak #1 and #2 for three minutes
- N. Remove steak #2
- O. Broil steak #1 for three minutes
- P. Remove steak #1
- Q. Place all three steaks on
- R. Label steaks
- S. Evaluate steaks using Assignment Sheet #1



MEAT
UNIT VII

JOB SHEET #2-PREPARE VEAL CUTLET CORDON BLEU

I. Equipment

- A. Mallet
- B. Skillet, large
- C. Tongs
- D. Serving pan
- E. Bowl, 1 qt
- F. Wire whip
- G. Baking pans, 3
- H. Slicer

II. Ingredients

(NOTE: This will yield 25 portions.)

- A. Thin veal cutlets (2 oz), 50
- B. Swiss cheese (1 oz), 25
- C. Ham (1 oz), 25
- D. Butter or margarine, 1#
- E. Shortening, 1#
- F. Whole eggs, 8 ct
- G. Milk, 1 qt.
- H. Flour, 2#
- I. Bread crumbs, 2#
- J. Salt and pepper to taste

III. Procedure

- A. Place flour in baking pan #1

JOB SHEET #2

- B. Season flour with salt and pepper
- C. Break eggs in bowl
- D. Whip eggs slightly with wire whip
- E. Pour milk in bowl
- F. Whip mixture lightly
- G. Place mixture in baking pan #2
- H. Place bread crumbs in baking pan #3
- I. Place one slice of ham and one slice of cheese on 25 of the cutlets
- J. Cover each cutlet with the remaining 25 cutlets
- K. Pound the edges of the two cutlets together with a wooden mallet until they adhere to each other
- L. Pass cutlet through flour
- M. Dip cutlet in egg wash
- N. Pass cutlet through bread crumbs
- O. Press firmly in bread crumb mixture
- P. Place half of the butter or margarine and half of the shortening in skillet
- Q. Sauté cutlets until golden brown on each side
- R. Turn cutlets with tongs
- S. Remove from skillet
- T. Drain
- U. Place in serving pan
- V. Serve immediately

MEAT
UNIT VII

JOB SHEET #3 PREPARE BROILED LAMB CHOPS

I. Equipment

- A. Knife
- B. Kitchen fork
- C. Baking pan
- D. Cleaver
- E. Tongs

II. Ingredients

- A. Lamb chops (5 oz), 50
- B. Vegetable salad oil, 1 pt
- C. Salt and pepper to taste
- D. Paper frills, 50

III. Procedure

- A. Pour salad oil in baking pan
- B. Preheat broiler to hot
- C. Pass each chop through salad oil
- D. Place on hot broiler
- E. Season with salt and pepper
- F. Brown one side
- G. Turn by using tongs
- H. Brown the second side
- I. Remove from broiler when desired degree of doneness is obtained
- J. Serve with paper frill at end of each chop

MEAT
UNIT VII

TEST

1. Match the terms on the right to the correct definitions by placing the appropriate numbers in the blanks provided.

- | | |
|--|---------------|
| _____ a. To cook in liquid with bubbles forming slowly and breaking at the surface | 1. Extender |
| _____ b. To cook in steam with or without pressure | 2. Season |
| _____ c. To cook by dry heat, usually in an oven | 3. Marinade |
| _____ d. To simmer in small amount of liquid of thick consistency | 4. Roast |
| _____ e. Cereal or starch product added to meat to extend flavor, texture, or quantity | 5. Broil |
| _____ f. Loss of weight due to cooking | 6. Pan broil |
| _____ g. To condition a cooking surface by means of fat | 7. Marinate |
| _____ h. To cook by radiant or direct heat | 8. Steam |
| _____ i. To cook on hot frying pan or grill, pouring off fat as it accumulates | 9. _____ |
| _____ j. To brown in small amount of fat and then cook slowly, covered in small amount of liquid | 10. Sauté |
| _____ k. Solution in which meat is soaked to enrich flavor | 11. Simmer |
| _____ l. To fry quickly in shallow fat | 12. Stew |
| _____ m. To soak in marinade | 13. Shrinkage |

2. Discuss dry meat cookery.

3. Discuss moist meat cookery.

4. Distinguish between the common methods of cookery for the cuts of beef listed below. Place an "M" in front of the cuts of meat cooked with moist heat and a "D" in front of those cooked with dry heat.

- ___ a. Sirloin
- ___ b. Stew meat
- ___ c. Brisket
- ___ d. Ground meat
- ___ e. Chuck
- ___ f. Rib roast
- ___ g. Soup bones
- ___ h. Tenderloin

5. State the degrees of doneness for steaks and roasts.

a. Steaks

1)

2)

3)

b. Roasts

1)

2)

3)

6. List three common tenderizing agents for beef.

a.

b.

c.

7. List three causes of beef shrinkage.
- -
 -
8. Discuss the reasons for avoiding shrinkage.
9. State three principles of beef cookery.
- -
 -
10. Select from the list below the factors that determine the method of pork cookery. Circle the letters of the correct answers.
- Degree of doneness desired
 - Equipment available
 - Availability of extra fat to be used
 - Quantity to be prepared
 - Color of meat desired
 - Fat content around meat
 - Time available
11. Select from the list below factors that make a good quality pork product. Circle the letters of the correct answers.
- Cook to medium to preserve moisture
 - Slash fat edges to prevent curling
 - Use fat to prevent drying out of meat
 - Cook by dry heat if possible
 - Cook by moist heat when possible
 - Cook to well-done stage
 - Avoid using excess fat in cooking

12. Describe the doneness of pork.

13. Evaluate prepared beef.

14. Demonstrate the ability to:

- a. Prepare beef steak.
- b. Prepare veal cutlet cordon bleu.
- c. Prepare broiled lamb chops.

(NOTE: If the above activities have not been accomplished prior to the test, ask the instructor when they should be completed.)

MEAT
UNIT VII

ANSWERS TO TEST

1. a. 11 f. 13 j. 9
 b. 8 g. 2 k. 3
 c. 4 h. 5 l. 10
 d. 12 i. 6 m. 7
 e. 1

2. Discussion should include:

a. Roast

- 1) Cook uncovered
- 2) Maintain low temperature
- 3) Cook fat side up

b. Broil

- 1) Cook to half doneness
- 2) Turn only once

c. Pan broil

- 1) Rub pan with small amount of fat
- 2) Turn meat as often as necessary
- 3) Pour off fat as it accumulates

d. Grill

- 1) Rub surface with small amount of fat
- 2) Turn meat only once
- 3) Remove fat as it accumulates

e. Sauté

- 1) Cook on hot surface

2) Use small amount of fat

3) Do not cover

3. Discussion should include:

a. Steam

1) Prebrown meat

a) Preheat oven to 375°F

b) Brown all sides evenly

c) Do not sear

2) Place in steamer

3) Do not overcook

b. Braise

1) Brown on all sides in small amount of fat

2) Add small amount of water

3) Cook at low temperature, 300°F

c. Simmer

1) Bring water to boil

2) Add meat

3) Cover meat

4) Cook with temperature just below boiling point

d. Stew

1) Use simmer process

2) Use less water

4. a. D d. D g. M

b. M e. M h. D

c. M f. D

5. a. Steaks

1) Rare - Bright pink

- 2) Medium Pink brown
- 3) Well done - Light brown
- b. Roasts
 - 1) Rare - 140° internal temperature
 - 2) Medium - 160° internal temperature
 - 3) Well done - 175° internal temperature
6.
 - a. Mallet
 - b. Marinade
 - c. Commercial powder
7.
 - a. Higher temperature
 - b. Longer cooking time
 - c. Cooking too quickly
8. Discussion should include:
 - a. Loss of moisture
 - b. Loss of weight
 - 1) Looks smaller to customer
 - 2) Looks unappetizing to customer
 - c. Increase in cost
 - 1) Per ounce of meat
 - 2) Per portion
9. Any three of the following:
 - a. Avoid boiling beef
 - b. Salt meat after cooking
 - c. Use a meat thermometer
 - d. Do not overcook
 - e. Use low to medium low temperature when possible

10. b, d, f, g
11. b, d, f, g
12. Description should include:
 - a. Well done
 - b. Grayish white in color
 - c. Internal temperature of 170-180°
13. Evaluated to the satisfaction of the instructor
14. Performance skills evaluated to the satisfaction of the instructor

POULTRY
UNIT VIII

UNIT OBJECTIVE

After completion of this unit, the student should be able to list purchasable forms of poultry and common classes of chicken. The student should be able to prepare deep fat fried chicken, cut up a whole chicken, and prepare a turkey. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. List common types of poultry.
2. List purchasable forms of poultry.
3. Name ways in which poultry may be served.
4. List common classes of chicken.
5. Select from a list common practices for storing poultry.
6. Discuss factors affecting the methods of poultry cookery.
7. List the methods of dry and moist cookery for poultry.
8. Arrange in order the steps to take when cleaning poultry.
9. State the recommended temperatures for three methods of poultry cookery.
10. Discuss tests for doneness for turkey and chicken.
11. Demonstrate the ability to:
 - a. Prepare deep fat fried chicken.
 - b. Cut up a whole chicken.
 - c. Prepare a turkey.

POULTRY
UNIT VIII

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide student with objective sheet.
- B. Provide student with information and job sheets.
- C. Discuss unit and specific objectives.
- D. Discuss information sheet.
- E. Discuss ways to distinguish between ages of birds.
- F. Demonstrate and discuss procedures outlined in the job sheets.
- G. Give test.

II. Student:

- A. Read objective sheet.
- B. Study information sheet.
- C. Demonstrate the ability to accomplish the procedures outlined in the job sheet.
- D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit

- A. Objective sheet
- B. Information sheet
- C. Job sheets
 1. Job Sheet #1-Cut Up a Whole Chicken
 2. Job Sheet #2-Prepare Deep Fat Fried Chicken
 3. Job Sheet #3-Prepare a Turkey

- D. Test
- E. Answers to test

II. References:

- A. Kotschevar, Lendal H. *Quantity Food Production*. Boston: Cahners Books, 1974.
- B. Terrell, Margaret E. *Professional Food Preparation*. New York: John Wiley and Sons, 1971.
- C. Kaplan, Aaron. *Elements of Food Production and Baking*. New York: ITT Educational Services, Inc., 1971.
- D. Kotschevar, Lendal H. *The Professional Chef*. Boston: Cahners Books, 1974.

POULTRY
UNIT VIII

INFORMATION SHEET

I. Common types of poultry

- A. Chicken
- B. Duck
- C. Goose
- D. Turkey

II. Purchasable forms of poultry

A. Whole

B. Parts

Examples: Quarters, halves, or eighths

C. Boneless

Example: Breast

D. Roll

E. Stuffed

Examples: Breast, leg

F. Convenience

Examples: Chicken chow mein, turkey a la king

III. Service of poultry

A. Main dish

(NOTE: A main dish is either a single entree or a casserole.)

B. Salad

(NOTE: A salad can be served either hot or cold.)

C. Soup

D. Sandwich

(NOTE: A sandwich can be served either hot or cold.)

INFORMATION SHEET

IV. Common classes of chicken

(NOTE: The class of chicken often indicates the preferred method of cookery.)

- A. Broiler
- B. Fryer
- C. Roaster
- D. Stewer

V. Common practices for storing poultry

A. Fresh

1. Requires strict attention because it perishes quickly
2. Refrigerate quickly after receiving
 - a. Use ice
 - b. Store in coldest part of cooler
3. Keep no longer than one to two days

B. Frozen

(NOTE: Poultry should be kept frozen if possible before using.)

1. Perishes quickly during thawing process
2. Keep frozen one to two days before service
3. Thaw in refrigerator

VI. Attention methods of poultry cookery

A. Age of bird

1. Cook older birds with moist heat
2. Cook younger birds with dry heat

INFORMATION SHEET

B. Size of bird

1. Cook larger birds with dry heat
2. Cook smaller birds with moist heat

(NOTE: Younger and larger birds have a high degree of fat; therefore, they should be cooked with dry heat.)

VII. Methods of dry and moist cookery for poultry

(NOTE: All the methods are acceptable for chicken. However, roasting is the most acceptable method of cookery for a turkey.)

A. Dry

1. Roast
2. Broil
3. Barbeque
4. Pan fry
5. Deep fat fry

B. Moist

1. Stew
2. Braise
3. Broast

VIII. Cleaning poultry

- A. Pull out feathers not originally removed
- B. Wash with COLD running water
- C. Drain
- D. Refrigerate until ready for use

IX. Recommended temperatures for poultry cookery

- A. Broil 350
- B. Fry 325

INFORMATION SHEET

C. Roasting - 325°

(NOTE: Larger birds should be cooked at a lower temperature and for a longer period of time to retain moisture and prevent shrinkage. However, the time varies from bird to bird. Two birds weighing the same will take different amounts of time to prepare. Follow the suggested temperature on the recipe.)

X. Tests for doneness

A. Turkey Internal temperature

(NOTE: When cooking whole birds, the thermometer is placed in the thigh.)

1. Flesh - 185°
2. Breast or thigh - 175°
3. Stuffing - 165°

B. Chicken Time temperature control

POULTRY
UNIT VIII

JOB SHEET #1--CUT UP A WHOLE CHICKEN

I. Equipment

- A. Poultry shears
- B. Strong sharp knife
- C. Small hacksaw
- D. Cutting board

II. Ingredients--Whole chicken

III. Procedure

(NOTE: There are many ways to cut up a chicken. The following is one variation.)

- A. Wash chicken thoroughly
- B. Split chicken in half
 1. Cut through flesh over backbone
 2. Cut through flesh over breastbone
 3. Cut through flesh between backbone and breastbone
- C. Cut lengthwise through breastbone and backbone
- D. Break backbone
- E. Snap cartilage
- F. Cut through flesh at joints
 1. Thigh and leg
 2. Wing
- G. Wiggle joint to get knife between bones

POULTRY
UNIT VIII.

JOB SHEET #2- PREPARE DEEP FAT FRIED CHICKEN

I. Equipment

- A. Knife
- B. Tongs, 12"
- C. Cutting board
- D. Drainer
- E. Skimmer
- F. 4" long hotel pan, 4
- G. Scales
- H. Gallon measure
- I. Fryer with oil
- J. 4" half pan, 3
- K. Long perforated screen, 2

II. Ingredients

(NOTE: These ingredients will yield 52 portions at two pieces per serving.)

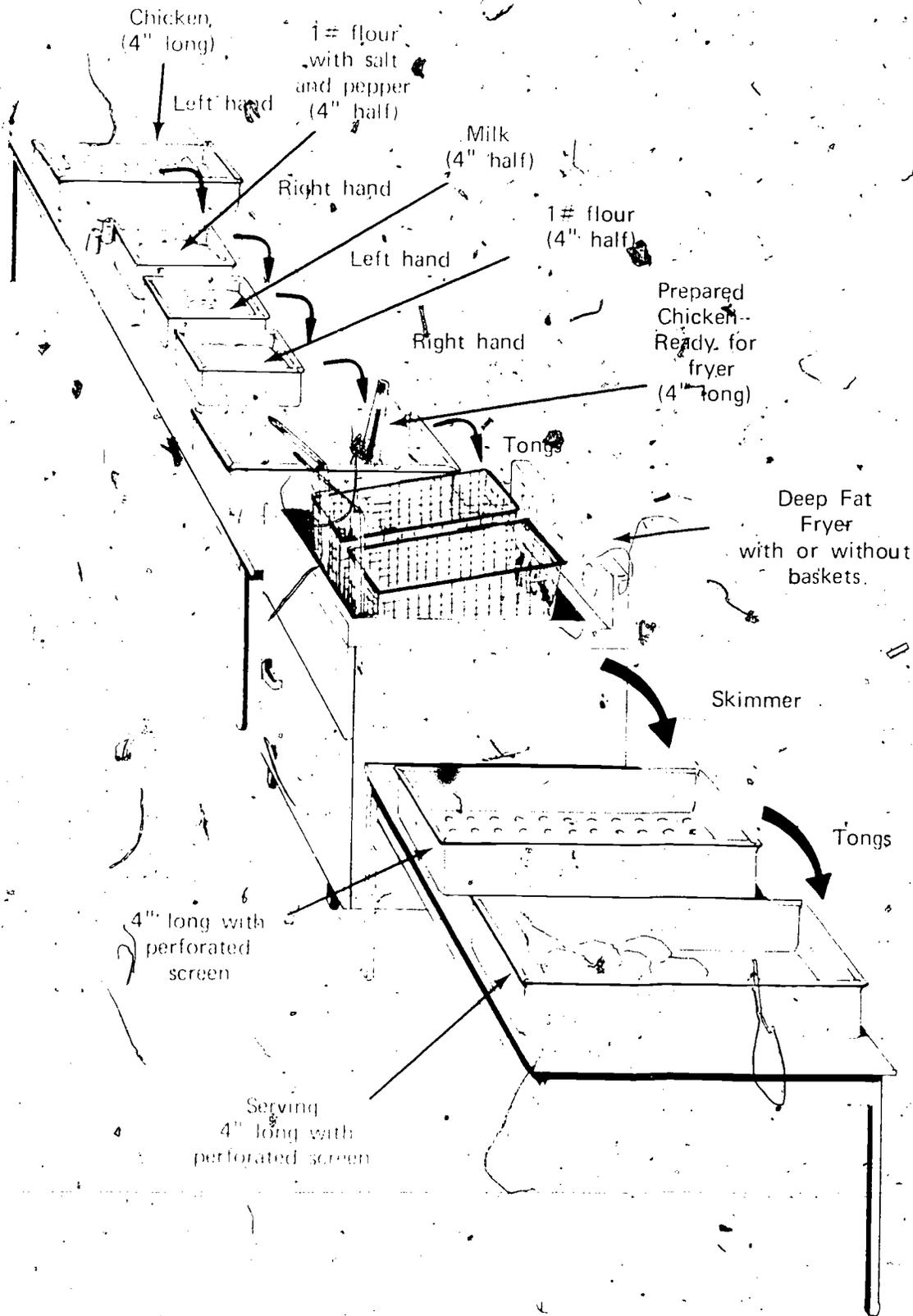
- A. Cut-up chicken, 13
- B. Flour, 2#
- C. Milk, 1 qt
- D. Salt, 1 oz
- E. Pepper, 1/2 oz
- F. Oil, capacity level of fryer

III. Procedure

- A. Preheat fryer to 325°
- B. Clean poultry
- C. Follow diagram on next page for preparation of poultry

(NOTE: This is a work station set up for deep fat frying and can be reversed, if needed. Work stations may be changed to include only one breading station.)

JOB SHEET #2



POULTRY
UNIT VIII

JOB SHEET #3-PREPARE A TURKEY

I. Equipment

- A. Roast pan
- B. Kitchen fork
- C. Kitchen spoon
- D. French knife
- E. Scales
- F. Stainless steel container, 1 gal
- G. China cap
- H. Thermometer

II. Ingredients

- A. Turkey, 25#
- B. Onions, cut, 12 oz
- C. Celery, cut, 8 oz
- D. Carrots, cut, 6 oz
- E. Bacon grease, 10 oz
- F. Salt and pepper to taste

III. Procedure

- A. Lock turkey wings by bending under body
- B. Season with salt and pepper
- C. Cut celery, carrots, and onions with French knife
- D. Weigh
- E. Preheat oven to 325°F
- F. Rub bacon grease over surface of turkey
- G. Place in roast pan with breast up
- H. Place in oven

JOB SHEET #3

- I. Brown surface of turkey
 1. Turn from side to side
 2. Turn to original position after all sides are browned
- J. Place thermometer in thigh
- K. Roast for 1 1/2 hours
- L. Baste frequently
- M. Add vegetables to pan
- N. Roast for two hours or until internal temperature is 175°
- O. Remove pan from oven
- P. Place turkey in clean pan
- Q. Strain drippings through a china cap into stainless steel container

POULTRY
UNIT VIII

TEST

1. List four common types of poultry.
 - a.
 - b.
 - c.
 - d.

2. List four purchasable forms of poultry.
 - a.
 - b.
 - c.
 - d.

3. Name ways in which poultry may be served.
 - a.
 - b.
 - c.
 - d.

4. List four common classes of chicken.
 - a.
 - b.
 - c.
 - d.

5. Select from the list below common practices for storing poultry.
 - a. Use ice.
 - b. Refrigerate quickly after receiving

- c. Store in coldest part of cooler
 - d. Keep frozen one to two days before service
 - e. Perishes quickly during thawing process
 - f. Let poultry get to room temperature before cooking
 - g. Thaw in freezer
 - h. Keep at room temperature when possible
 - i. Thaw in refrigerator
 - j. Thaw at room temperature
 - k. Keep no longer than one to two days
6. Discuss factors affecting the methods of poultry cookery.

7. List the methods of dry and moist cookery for poultry.

a. Dry

1)

2)

3)

4)

5)

b. Moist

1)

2)

3)

8. Arrange in order the following steps to take when cleaning poultry. Place a "1" in front of the first step, a "2" in front of the second, and so on.
- 4 a. Wash with COLD running water
 - 3 b. Pull out feathers not originally removed
 - 2 c. Refrigerate until ready for use
 - 1 d. Drain
9. State the recommended temperatures for three methods of poultry cookery.
- a. Baking
 - b. Frying
 - c. Roasting
10. Discuss tests for doneness for turkey and chicken.
11. Demonstrate the ability to:
- a. Cut up a whole chicken.
 - b. Prepare deep fat fried chicken.
 - c. Prepare a turkey.

(NOTE: If the above activities have not been accomplished prior to the test, ask your instructor when they should be completed.)

POULTRY
UNIT VIII

ANSWERS TO TEST

1.
 - a. Chicken
 - b. Duck
 - c. Goose
 - d. Turkey

2. Any four of the following:
 - a. Whole
 - b. Parts
 - c. Boneless
 - d. Roll
 - e. Stuffed
 - f. Convenience

3.
 - a. Main dish
 - b. Salad
 - c. Soup
 - d. Sandwich

4.
 - a. Broiler
 - b. Fryer
 - c. Roaster
 - d. Stewer

5. a, b, c, d, e, i, k

6. Discussion should include:
 - a. Age of bird
 - 1) Cook older birds with moist heat
 - 2) Cook younger birds with dry heat
 - b. Size of bird
 - 1) Cook larger birds with dry heat
 - 2) Cook smaller birds with moist heat
7. a.
 - 1) Roast
 - 2) Broil
 - 3) Barbeque
 - 4) Pan fry
 - 5) Deep fat fry
- b.
 - 1) Stew
 - 2) Braise
 - 3) Broast
8. a. 2
- b. 1
- c. 4
- d. 3
9. a. Baking 350
- b. Frying 325
- c. Roasting 325
10. Discussion should include:
 - a. Turkey Internal temperature
 - 1) Flesh 185°
 - 2) Breast or thigh 175°
 - 3) Stuffing 165°
 - b. Chicken Time temperature control
11. Performance skills evaluated to the satisfaction of the instructor

FISH
UNIT IX

UNIT OBJECTIVE

After completion of this unit, the student should be able to discuss methods of fish cookery and select from a list principles of fish cookery. The student should be able to demonstrate the ability to prepare fish fillets and to cut and prepare shrimp. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. List classes of fish.
2. Select from a list purchasable forms of fish.
3. Distinguish fish by fat content.
4. Discuss common methods of fish cookery.
5. Select from a list principles of fish cookery.
6. Demonstrate the ability to:
 - a. Prepare fish fillets.
 - b. Cut and prepare shrimp.

FISH
UNIT IX

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide student with objective sheet.
- B. Provide student with information and job sheets.
- C. Discuss unit and specific objectives.
- D. Discuss information sheet.
- E. Explain why moisture in fish must be put back in fish once it is removed.
- F. Demonstrate and discuss procedures outlined in job sheet.
- G. Give test.

II. Student:

- A. Read objective sheet.
- B. Study information sheet.
- C. Demonstrate the ability to accomplish procedures outlined in the job sheet.
- D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objective sheet
- B. Information sheet
- C. Job sheets
 1. Job Sheet #1--Prepare Fish Fillets
 2. Job Sheet #2--Cut and Prepare Shrimp
- D. Test
- E. Answers to test

.II. References:

- A. Fowler, Sina Faye, et al. *Food for 50*. New York: John Wiley and Sons, 1971.
- B. Vail, Gladys, et al. *Foods*. Boston: Houghton Mifflin Company, 1973.
- C. Terrell, Margaret E. *Professional Food Preparation*. New York: John Wiley and Sons, 1971.

FISH
UNIT IX

INFORMATION SHEET

I. Classes of fish

A. Fin fish

Examples: Mackerel, cod, flounder, perch, salmon

B. Shellfish

(NOTE: These are fish without fins.)

Examples: Lobster, clams, oysters, shrimp, scallops

II. Purchasable forms of fish

A. Fresh

B. Frozen

C. Canned

D. Cured

E. Dried

F. Smoked

G. Pickled

III. Fat content of fish

(NOTE: Fat fish are most suitable for dry cookery and lean fish for moist cookery. However, they can be cooked either way.)

A. Lean fish

1. Catfish

2. Cod

3. Flounder

4. Haddock

5. Sole

INFORMATION SHEET

B. Variable fish

(NOTE: Variable fish may be cooked by dry or moist heat and the product will be acceptable.)

1. Halibut
2. Salmon

C. Fat fish

1. Mackerel
2. Trout
3. Tuna

IV Common methods of fish cookery

A. Pan frying

(CAUTION: If the pan smokes, the heat should be reduced.)

1. Bread fish
2. Add small amount of fat to cooking surface
3. Cook on medium heat of 300°-350°
4. Heat cooking surface
5. Place single layer of fish on cooking surface
6. Cook 5-6 minutes or until brown
7. Turn fish
8. Cook 4-5 minutes or until brown
9. Test for doneness

(NOTE: The meat will flake when pushed aside.)

B. Deep frying

1. Bread fish
2. Shake excess breading from fish
3. Fry fish at 350°-375°

INFORMATION SHEET

4. Cook until golden brown
5. Lift out in basket
6. Drain well

C. Broiling

1. Broil only fish that are 3/4" - 2" thick

(NOTE: Thinner pieces are too fragile and thicker pieces will not get done.)

2. Paint lean fish with oil
3. Cook on preheated broiler pan with rack
4. Place 2"-4" from heat
5. Broil until half done and brown
6. Turn fish
7. Cook until flaky

(NOTE: Broiled fish is hard to turn and remove from rack because of the tenderness and flakiness.)

D. Baking

1. Grease pan or use foil to prevent sticking
2. Paint or dot with margarine or butter to prevent drying out
3. Cook at 350°-500°

(NOTE: Recipes will vary on cooking temperature.)

4. Cook 6-11 minutes per pound of fish
5. Cook frozen fish 9-16 minutes per pound

V. Principles of fish cookery

- A. Cook quickly
- B. Avoid overcooking
- C. Coat all fried fish
 1. Breading
 2. Batter

INFORMATION SHEET

- D. Use gentle heat when possible.
- E. Do not depend on fish meat to change color for test of doneness.

(NOTE: The test for fish doneness is flaky meat.)

FISH
UNIT IX

JOB SHEET #1-PREPARE FISH FILLETS

I. Equipment

- A. Cutting board
- B. Knife
- C. Scales
- D. Spoon
- E. Bowl for mixing
- F. Pastry brush
- G. Spatula

II. Supplies

(NOTE: This will yield 50 3-oz portions.)

- A. Fish fillets, 10#
- B. Margarine or butter, melted, 3/4#
- C. Lemon juice, 6 oz
- D. Salt, 1 oz
- E. Paprika, 1/2 oz

III. Procedure

- A. Cut fish in 3-oz portions
- B. Oil sheet pan
- C. Place fish on oiled sheet pan
- D. Combine margarine or butter, lemon juice, salt, and paprika
- E. Mix well
- F. Cover fish with sauce
- G. Bake at 325° for 25-30 minutes or until fish flakes when tested with a fork

FISH
UNIT IX

JOB SHEET #2--CUT AND PREPARE SHRIMP

I. Equipment

- A. Scale
- B. Pans, 3
- C. Quart measure
- D. Wire whip
- E. Deep fat fryer
- F. Fry baskets
- G. Stainless steel container, 2 qt
- H. Shrimp peeler
- I. Paring knife

II. Supplies

(NOTE: This will yield 25 servings at six shrimp per serving.)

- A. Shrimp, 150 count
- B. Whole eggs, 9
- C. Milk, 1 1/2 qt
- D. Flour, 1 lb
- E. Bread crumbs, 2 lb
- F. Salt to taste
- G. Pepper to taste

III. Procedure

- A. Break eggs into stainless steel container
- B. Beat slightly with wire whip
- C. Pour in milk
- D. Blend milk and eggs

JOB SHEET #2

- E. Preheat deep fat fryer to 350°F
- F. Peel shrimp
 - 1. Remove mud vein
 - 2. Scrape back of each shrimp with tip of paring knife
- G. Cut halfway through each shrimp lengthwise using paring knife
(NOTE: This is how to butterfly cut shrimp.)
- H. Flatten the shrimp with heel of hand
- I. Place flour in pan #1
- J. Season flour with salt and pepper
- K. Add shrimp to flour
- L. Coat thoroughly
- M. Pour egg wash into pan #2
- N. Remove shrimp from flour
- O. Place shrimp in egg wash
- P. Place bread crumbs in pan #3
- Q. Dip shrimp in bread crumbs
- R. Press crumbs firmly on shrimp
- S. Shake off excess crumbs
- T. Place shrimp in fry baskets
- U. Fry until golden brown
- V. Drain
- W. Serve

(NOTE: If the baskets are overloaded, the temperature of the fat will be reduced too quickly and the shrimp will not cook evenly.)

FISH
UNIT IX

TEST

1. List the two classes of fish.
 - a.
 - b.
2. Select from the list below the purchasable forms of fish. Circle the letters of the correct answers.
 - a. Canned
 - b. Reconstituted
 - c. Cured
 - d. Smoked
 - e. Fresh
 - f. Pickled
 - g. Dried
 - h. Frozen
3. Distinguish the following fish by fat content. Place an "L" for lean, "V" for variable, or "F" for fat in front of the correct fish.
 - ___ a. Cod
 - ___ b. Trout
 - ___ c. Tuna
 - ___ d. Salmon
 - ___ e. Sole
 - ___ f. Catfish

4. Discuss the four common methods of fish cookery.

a. Pan frying

b. Deep frying

c. Broiling

d. Baking

5. Select from the list below three principles of fish cookery. Circle the letters of the correct answers.
- a. Avoid overcooking
 - b. Cook all fish with grease
 - c. Coat all fried fish
 - d. Bake fish at 200°
 - e. Use gentle heat when possible
 - f. Use as high heat as possible
 - g. Test for doneness by checking color of meat
6. Demonstrate the ability to:
- a. Prepare fish fillets.
 - b. Cut and prepare shrimp.

(NOTE: If the above activities have not been accomplished prior to the test, ask the instructor when they should be completed.)

FISH
UNIT IX

ANSWERS TO TEST

1.
 - a. Fin fish
 - b. Shellfish
2. a, c, d, e, f, g, h
3.
 - a. L
 - b. F
 - c. F
 - d. V
 - e. L
 - f. L
4. Discussion should include:
 - a. Pan frying
 1. Bread fish
 2. Add small amount of fat to cooking surface
 3. Cook on medium heat of 300°-350°
 4. Heat cooking surface
 5. Place single layer of fish on cooking surface
 6. Cook 5-6 minutes or until brown
 7. Turn fish
 8. Cook 4-5 minutes or until brown
 9. Test for doneness
 - b. Deep frying
 1. Bread fish
 2. Shake excess breading from fish

3. Fry fish at 350°-375°
4. Cook until golden brown
5. Lift out in basket
6. Drain well

c. Broiling

1. Broil only fish that are 3/4" - 2" thick
2. Paint lean fish with oil
3. Cook on preheated broiler pan with rack
4. Place 2"-4" from heat
5. Broil until half done and brown
6. Turn fish
7. Cook until flaky

d. Baking

1. Grease pan or use foil to prevent sticking
2. Paint or dot with margarine or butter to prevent drying out
3. Cook at 350°-500°
4. Cook 6-11 minutes per pound of fish
5. Cook frozen fish 9-16 minutes per pound

5. a, c, e

6. Performance skills evaluated to the satisfaction of the instructor

EGGS AND CHEESE UNIT X

UNIT OBJECTIVE

After completion of this unit, the student should be able to name classes of cheese, list principles of cheese cookery, and list purposes of eggs. He/she should be able to prepare a cheese omelet, scrambled eggs, fried eggs, and hard cooked eggs. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Name the main classes of cheese.
2. List the common cheeses.
3. List principles of cheese cookery.
4. List purposes of eggs.
5. Name the purchasable forms of eggs.
6. Select from a list guides for separating eggs for cookery.
7. State the functions of meringue ingredients.
8. Distinguish between ways to cook eggs.
9. Arrange in order the steps for cooking eggs in a shell.
10. Match cooked eggs to the standards for eggs cooked in the shell.
11. Demonstrate the ability to:
 - a. Prepare a cheese omelet.
 - b. Prepare scrambled eggs.
 - c. Prepare fried egg.
 - d. Prepare hard cooked egg.

EGGS AND CHEESE UNIT X

SUGGESTED ACTIVITIES

- I. Instructor:
 - A. Provide student with objective sheet.
 - B. Provide student with information and job sheets.
 - C. Discuss unit and specific objectives.
 - D. Discuss information sheet.
 - E. Demonstrate and discuss procedures outlined in job sheets.
 - F. Give test.
- II. Student:
 - A. Read objective sheet.
 - B. Study information sheet.
 - C. Demonstrate the ability to accomplish the procedures outlined in the job sheets.
 - D. Take test.

INSTRUCTIONAL MATERIALS

- I. Included in this unit:
 - A. Objective sheet
 - B. Information sheet
 - C. Job sheets
 1. Job Sheet #1 Prepare Cheese Omelet
 2. Job Sheet #2 Prepare Scrambled Eggs
 3. Job Sheet #3 Prepare Fried Egg
 4. Job Sheet #4 Prepare Hard Cooked Egg

- D. Test
- E. Answers to test

II. References:

- A. *Handbook of Food Preparation*. Washington, D.C.: American Home Economics Association, 1971.
- B. Terrell, Margaret E. *Professional Food Preparation*. New York: John Wiley and Sons, 1971.
- C. Haines, Robert G. *Food Preparation for Hotels, Restaurants, and Cafeterias*. Chicago: American Technical Society, 1973.

EGGS AND CHEESE
UNIT X

INFORMATION SHEET

I. Main classes of cheese

A. Natural

B. Blend

(NOTE: These are the processed and spread cheeses.)

II. Common cheeses

A. Very hard

Examples: Parmesan, romano

B. Hard

Examples: Cheddar, swiss

C. Hard to semisoft

Examples: Colby, gouda

D. Semisoft

Examples: Bleu, roquefort

E. Soft

Examples: Cottage, cream

F. Blend

Examples: Sliced American, cheese foods, cheese spreads

III. Principles of cheese cookery

A. Use low temperature 125° F

B. Cook only until melted

C. Prepare large quantities for cooking

1. Diced

2. Grated

3. Shredded

INFORMATION SHEET

D. Combine with other ingredients to be less stringy when cooked

1. Milk
2. Soup

IV Purposes of eggs

A. Improve texture

B. Add color

Examples: Tuna fish salad, green peas, giblet gravy

C. Enhance flavor

D. Act as thickening agent

Examples: Pudding, cream pie filling

E. Act as binding agent

Examples: Ham croquettes, poultry dressing, meat loaf

F. Used for coating

Examples: Fried chicken (egg wash)

G. Used for clarification

Examples: Soups

H. Used for garnish

Examples: Green peas, spinach, chef salad

I. Used as emulsifying agent

Example: Salad dressings

V. Usable forms of eggs

1. Fresh

2. Frozen

Examples: Whole, whites, yolks

INFORMATION SHEET

C. Dried

D. Prepared

Examples: Omelets

(NOTE: New products with egg content are being placed on the market daily.)

VI. Separating eggs for cooking

A. Break one at a time

B. Replace eggs that have foreign particles

(NOTE: The egg may have blood spots or be off color.)

C. Separate yolk from white one at a time

D. Keep yolk from mixing with white

(NOTE: This will increase whipping power and volume.)

VII. Functions of meringue ingredients

A. Cream of tartar

1. Gives stability

2. Increases whipping time

B. Sugar

1. Decreases volume

2. Increases stability

3. Helps to prevent overbeating

VIII. Use of food coloring

A. As a dye ingredient

1. Dye is dissolved and cooked in water

2. Dye is added to the mixture

3. Dye is added to the mixture

4. Dye is added to the mixture

INFORMATION SHEET

3. Scrambled
4. Hard or soft, cooked

B. Combined with other ingredients

1. Omelet
2. Soufflé
3. Beverage
Example: Eggnog
4. Dessert

Examples: Pudding, custard

(NOTE: Add eggs slowly.)

IX. Cooking eggs in the shell

- A. Allow eggs to reach room temperature
- B. Place eggs in perforated insert
- C. Set insert in tepid water

(NOTE: A steam kettle, stock pot, or steamer may be used. Water should be one inch above eggs.)

- D. Bring water to a boil
- E. Reduce to simmer
- F. Time
- G. Place in cold water

X. Standards for eggs cooked in the shell

- A. Soft cooked
 1. Cooked for three minutes
 2. One half of white is firm
 3. Yolk is in liquid state

INFORMATION SHEET

- B. Medium cooked
1. Cooked for four minutes
 2. White is cooked to the yolk
 3. Yolk is in liquid stage
- C. Hard cooked
1. Cooked for twelve minutes
 2. White is cooked solid
 3. Yolk is firm

EGGS AND CHEESE
UNIT X

JOB SHEET #1-PREPARE CHEESE OMELET

I. Equipment

- A. Grater
- B. Mixing bowl
- C. Wire whip
- D. Skillet
- E. Hot pads
- F. Scales
- G. Range
- H. Fork

II. Ingredients

(NOTE: This will yield one serving.)

- A. Eggs, 3
- B. Grated cheddar cheese, 1 oz
- C. Salt to taste
- D. Pepper to taste
- E. Shortening, small amount

III. Procedure

- A. Break eggs into mixing bowl
- B. Whip with wire whip
- C. Season skillet
- D. Place skillet on range at 275

JOB SHEET #1

- E. Pour in eggs
- F. Shake pan back and forth
- G. Add salt, pepper, and cheese when egg starts to set
- H. Roll egg toward you with fork while snapping skillet away.
- I. Garnish
- J. Serve immediately

(NOTE: Omelets CANNOT be held before serving!)

EGGS AND CHEESE
UNIT X

JOB SHEET #2-PREPARE SCRAMBLED EGGS

I. Equipment

- A. Mixing bowl
- B. Liquid measure
- C. Wire whip
- D. Skillet
- E. Spoon

II. Ingredients

(NOTE: These ingredients will yield four servings.)

- A. Eggs, 8
- B. Milk, 4 oz
- C. Salt and pepper to taste

III. Procedure

- A. Measure milk
- B. Crack eggs
- C. Place eggs and milk in bowl
- D. Mix thoroughly
- E. Cook on low flame
- F. Turn eggs over slowly to allow all to cook
- G. Remove while soft
- H. Salt and pepper to taste
- I. Serve immediately

EGGS AND CHEESE,
UNIT X

JOB SHEET #3--PREPARE FRIED EGG

- I. Equipment
 - A. Skillet
 - B. Spatula
- II. Ingredients
 - A. Egg, 1
 - B. Fat
 - C. Salt and pepper to taste
- III. Procedure
 - A. Preheat cooking skillet
 - B. Season skillet
 - C. Crack egg
 - D. Slide egg onto cooking surface
 - E. Cook on low heat
 - F. Turn egg if required
 - G. Remove egg
 - H. Salt and pepper to taste

EGGS AND CHEESE
UNIT X

JOB SHEET #4--PREPARE HARD COOKED EGG

I. Equipment

- A. Perforated insert
- B. Steam kettle, stock pot, or steamer

II. Ingredients

- A. Egg, 1
- B. Water

III. Procedure

- A. Allow egg to reach room temperature
- B. Place egg in perforated insert
- C. Set insert in tepid water
- D. Bring water to a boil
- E. Cook for twelve minutes
- F. Remove from water
- G. Run cold water over egg

EGGS AND CHEESE
UNIT X

TEST

1. Name the main classes of cheese.
 - a.
 - b.
2. List common cheeses.
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.
3. List three principles of cheese cookery.
 - a.
 - b.
 - c.
4. List three purposes of eggs.
 - a.
 - b.
 - c.
5. Name the purchasable forms of eggs.
 - a.
 - b.
 - c.
 - d.

6. Select from the list below four guides for separating eggs for cookery. Circle the letters of the correct answers.
- Keep yolk from mixing with white
 - Separate yolk from white one at a time
 - Break only on side of pots
 - Replace eggs that have foreign particles
 - Break one at a time
7. State the functions of meringue ingredients.
- Cream of tartar
 -
 -
 - Sugar
 -
 -
 -
8. Distinguish between ways to cook eggs. Place an "S" in front of those cooked as a single ingredient and a "C" in front of those combined with other ingredients.
- | | |
|--------------------|------------------------------|
| _____ a. Scrambled | _____ e. Soufflé |
| _____ b. Poached | _____ f. Fried |
| _____ c. Dessert | _____ g. Beverage |
| _____ d. Omelet | _____ h. Hard or soft cooked |
9. Arrange in order the steps for cooking eggs in a shell. Place a "1" in front of the first step, a "2" in front of the second, and so on.
- Time
 - Allow eggs to reach room temperature
 - Set insert in tepid water
 - Place in cold water

- _____ e. Reduce to simmer
- _____ f. Bring water to a boil
- _____ g. Place eggs in perforated insert

10. Match cooked eggs on the right to the standards on the left. Place the appropriate number(s) in the blanks provided.

- | | |
|------------------------------------|------------------|
| _____ a. One-half of white is firm | 1. Soft cooked |
| _____ b. Cooked for four minutes | 2. Medium cooked |
| _____ c. Yolk is in liquid stage | 3. Hard cooked |
| _____ d. White is cooked solid | |
| _____ e. Yolk is firm | |
| _____ f. Cooked for three minutes | |
| _____ g. White is cooked to yolk | |
| _____ h. Cooked for twelve minutes | |

11. Demonstrate the ability to:

- a. Prepare a cheese omelet.
- b. Prepare scrambled eggs.
- c. Prepare a fried egg.
- d. Prepare a hard cooked egg.

(NOTE: If the above activities have not been accomplished prior to the test, ask your instructor when they should be completed.)

EGGS AND CHEESE
UNIT X

ANSWERS TO TEST

1.
 - a. Natural
 - b. Blend
2.
 - a. Very hard
 - b. Hard
 - c. Hard to semisoft
 - d. Semisoft
 - e. Soft
 - f. Blend
3. Any three of the following:
 - a. Use low temperature 125° F
 - b. Cook only until melted
 - c. Prepare large quantities for cooking
 - 1) Diced
 - 2) Grated
 - 3) Shredded
 - d. Combine with other ingredients to be less stringy when cooked
 - 1) Milk
 - 2) Sour
4. Any three of the following:
 - a. Improve texture
 - b. Add color
 - c. Enhance flavor
 - d. Act as thickening agent
 - e. Act as binding agent
 - f. Used for coating
 - g. Used for clarification
 - h. Used for garnish
 - i. Used as emulsifying agent

- 5. a. Fresh
- b. Frozen
- c. Dried
- d. Prepared

6. a, b, d, e

7. a. Cream of tartar

- 1) Gives stability
- 2) Increases whipping time

b. Sugar

- 1) Decreases volume
- 2) Increases stability
- 3) Helps to prevent overheating

- 8. a. S e. C
- b. S f. S
- c. C g. C
- d. C h. S

- 9. a. 6 e. 5
- b. 1 f. 4
- c. 3 g. 2
- d. 7

- 10. a. 1 d. 3 g. 2
- b. 2 e. 3 h. 3
- c. 1, 2 f. 1

11 Performance skills, evaluated to the satisfaction of the instructor

RICE AND PASTA
UNIT XI

UNIT OBJECTIVE

After completion of this unit, the student should be able to arrange in order the steps for pasta cookery, rice cookery, and blanching. He/she should be able to demonstrate the ability to prepare rice pilaff and macaroni and cheese. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. List common types of pasta.
2. Select from a list the ratio of products for pasta cookery.
3. Arrange in order the steps for pasta cookery.
4. List tests for doneness of pasta.
5. Arrange in order the steps for blanching.
6. Select from a list the ratio of products for rice cookery.
7. Arrange in order the steps for the oven or steamer method of rice cookery.
8. Arrange in order the steps for stockpot method of rice cookery.
9. List the variations of rice cookery.
10. Discuss ways to achieve a quality rice product.
11. Demonstrate the ability to:
 - a. Prepare rice pilaff.
 - b. Prepare macaroni and cheese.

RICE AND PASTA
UNIT XI

SUGGESTED ACTIVITIES

- I. Instructor:
 - A. Provide student with objective sheet.
 - B. Provide student with information and job sheets.
 - C. Discuss unit and specific objectives.
 - D. Discuss information sheet.
 - E. Demonstrate and discuss procedures outlined in the job sheets.
 - F. Give test.

- II. Student:
 - A. Read objective sheet.
 - B. Study information sheet.
 - C. Demonstrate the ability to accomplish the procedures outlined in the job sheets.
 - D. Take test.

INSTRUCTIONAL MATERIALS

- I. Included in this unit:
 - A. Objective sheet
 - B. Information sheet
 - C. Job sheets
 1. Job Sheet #1-Prepare Rice Pilaff
 2. Job Sheet #2-Prepare Macaroni and Cheese
 - D. Test
 - E. Answers to test

II. References:

- A. Fowler, Sina Faye; West, Bessie Brooks; and Shugart, Grace S. *Food for 50*. New York: John Wiley and Sons, 1971.
- B. Oklahoma State University Food, Nutrition, and Institution Administration. *Food, Preparation. Manual*. Dubuque, Iowa: Kendall Hunt Publishing Company, 1974.

RICE AND PASTA
UNIT XI

INFORMATION SHEET

I. Common types of pasta

A. Macaroni

~~B.~~ Spaghetti

C. Noodles

1. Lasagna

2. Egg

II. Ratio of products for pasta cookery

A. One gallon water

B. 2 tablespoons salt

C. One pound product

(NOTE: Seven to eight pounds of product will yield 100 3-ounce servings. Yield will vary with quality. One-eighth cup oil may be added to prevent foaming.)

III. Pasta cookery

A. Bring water to boil

B. Add salt

C. Slowly stir in 4# or less product

D. Allow water to continue to boil

E. Wet all surfaces of product

(NOTE: This prevents sticking.)

F. Cook until firm but tender

(NOTE: Large macaroni and spaghetti should be cooked twelve minutes. Noodles and small macaroni should be cooked ten minutes. Cooking time should be increased for lasagna and decreased for products that will be combined with other foods and then baked.)

INFORMATION SHEET

IV. Tests for doneness of pasta

(CAUTION: Do not overcook.)

- A. Product should break cleanly
- B. Product should break easily
- C. Product should not be sticky

V. Blanching

(NOTE: The product should be blanched immediately after cooking.)

- A. Run hot water over product
- B. Drain
- C. Use minimum amount of oil
- D. Serve

(NOTE: Cold water is optional for certain products.)

VI. Ratio of products for rice cookery

- A. One quart water
- B. One teaspoon salt
- C. One pound product

(NOTE: Seven to eight pounds of product will yield 100 3-ounce servings. Yield will vary with quality.)

VII. Oven or steamer method of rice cookery

- A. Place no more than 4# rice in baking pan
- B. Add salt to boiling water
- C. Pour water over rice
- D. Stir
- E. Cover pan tightly
- F. Cook

(NOTE: Bake at 350°F for 30-35 minutes or steam for 30-35 minutes.)

INFORMATION SHEET

- G. Remove from heat
- H. Let stand covered for five minutes

VIII. Stockpot method of rice cookery

- A. Cook in batches no larger than three pounds
- B. Add rice and salt to boiling water
- C. Add one teaspoon fat per pound of product to prevent foaming
- D. Cook on low heat for 15 minutes
- E. Add more water as needed
- F. Remove from heat
- G. Cover and let stand
- H. Let stand covered five minutes

IX. Variations of rice cookery

- A. Brown rice
 - 1. Add more liquid
 - 2. Cook longer
- B. Drier rice
 - 1. Cook covered
 - 2. Let rest 10-15 minutes longer

Ways to achieve a quality rice product

- A. Do not remove lid or stir while rice is resting
- B. Test for doneness
 - 1. Tender
 - 2. Liquid is absorbed
- C. Wash rice before cooking
 - 1. Not required for minute rice
 - 2. Not required for enriched rice

(NOTE: If rice is to be held before service, store in water, cover tightly, and refrigerate.)

RICE AND PASTA
UNIT XI

JOB SHEET #1 - PREPARE RICE PILAFF

I. Equipment

- A. Scales
- B. Cutting board
- C. French knife
- D. Large skillet
- E. Hotel pan, 4" long
- F. Measuring spoons
- G. Spoon
- H. Hot pads
- I. Can opener
- J. Steamer
- K. Oven

II. Ingredients

(NOTE: The following ingredients will yield 50 3/4 ounce servings.)

- A. Rice, 2#
- B. Margarine or butter, 1#
- C. Water, 1 gal
- D. Salt, 1 1/2 T
- E. Green pepper, chopped, 1#
- F. Onion, diced, 10 oz
- G. Pimiento, chopped, 8 oz

JOB SHEET #1

III. Procedure

- A. Weigh 2# of rice
- B. Chop green pepper
- C. Weigh 1# of green pepper
- D. Dice onion
- E. Weigh 10 oz of onion
- F. Chop pimiento
- G. Weigh 8 oz of pimiento
- H. Place 1# margarine or butter in large skillet.
- I. Melt margarine or butter
- J. Place 2# rice in skillet
- K. Brown
- L. Pour 1 gal boiling water in 4" long hotel pan
- M. Add 1 1/2 T salt
- N. Place rice in 4" long pan
- O. Cook 30 minutes in steamer
- P. Remove from steamer
- Q. Add pepper, onion, pimiento
- R. Stir lightly
- S. Bake at 350 for 15 minutes
- T. Serve

RICE AND PASTA
UNIT XI

JOB SHEET #2-PREPARE MACARONI AND CHEESE

- I. Equipment
 - A. Hotel pan, 2" long (2)
 - B. Sauce pot
 - C. Stock pot
 - D. Food grater
 - E. Wire whip
 - F. Spoon
 - G. Collander
 - H. Baker's scale

II. Ingredients

(NOTE: The following ingredients will yield 50 servings.)

- A. Macaroni, 3#
- B. Cheddar cheese, grated, 2#
- C. Butter or margarine, 6 oz
- D. Flour, 6 oz
- E. Milk, 3 qt
- F. Salt to taste
- G. Pepper to taste

III. Procedure

- A. Grate cheddar cheese
- B. Heat milk
- C. Preheat oven to 375 F
- D. Place one gallon water in stock pot
- E. Add salt

JOB SHEET #2

- F. Bring to a boil
- G. Add macaroni
- H. Stir occasionally
- I. Boil seven minutes
- J. Drain in colander
- K. Wash with cold water
- L. Wash with hot water
- M. Drain
- N. Set aside
- O. Place butter or margarine in sauce pot
- P. Heat slightly
- Q. Add flour and blend with wire whip
- R. Cook slightly
- S. Add hot milk
- T. Stir constantly to make smooth cream sauce
- U. Blend cream sauce into cooked macaroni
- V. Season with salt and pepper
- W. Stir in half of grated cheese
- X. Blend thoroughly
- Y. Place in hotel pans
- Z. Top with remaining cheese
- AA. Place in oven until brown
- BB. Serve

RICE AND PASTA
UNIT XI

TEST

1. List the common types of pasta.
 - a.
 - b.
 - c.
 - d.
2. Select from the list below the ratio of products for pasta cookery. Circle the letters of the correct answers.
 - a. 1 gallon water
 - b. 1 quart water
 - c. 2 T salt
 - d. 4 T salt
 - e. 3# product
 - f. 1# product
3. Arrange in order the steps for pasta cookery. Place a "1" in front of the first step, a "2" in front of the second, and so on.
 - a. Slowly stir in 4# or less product
 - b. Wet all surfaces of product
 - c. Bring water to boil
 - d. Cook until firm and tender
 - e. Add salt
 - f. Allow water to continue to boil
4. List the tests for doneness of pasta.
 - a.
 - b.
 - c.

5. Arrange in order the steps for blanching. Place a "1" in front of the first step, a "2" in front of the second, and so on.
- a. Use minimum amount of oil
 - b. Serve
 - c. Run hot water over product
 - d. Drain
6. Select from the list below the ratio of products for rice cookery.
- a. 1 gallon water
 - b. 1 quart water
 - c. 1 t salt
 - d. 1 T salt
 - e. 1# product
 - f. 1/2# product
7. Arrange in order the steps for the oven or steamer method of rice cookery. Place a "1" in front of the first step, a "2" in front of the second, and so on.
- a. Pour water over rice
 - b. Cover pan tightly
 - c. Place no more than 4# rice in baking pan
 - d. Cook
 - e. Remove from heat
 - f. Add salt to boiling water
 - g. Let stand covered five minutes
 - h. Stir
8. Arrange in order the steps for stockpot method of rice cookery. Place a "1" in front of the first step, a "2" in front of the second, and so on.
- a. Add one teaspoon fat per pound of product to prevent foaming
 - b. Add more water as needed

- c. Let stand covered five minutes
- d. Remove from heat
- e. Cook on low heat for 15 minutes
- f. Add rice and salt to boiling water
- g. Cook in batches no larger than three pounds
- h. Cover and let stand

9. List the variations of rice cookery.
 - a. Brown rice
 - 1)
 - 2)
 - b. Drier rice
 - 1)
 - 2)
10. Discuss ways to achieve a quality rice product.

11. Demonstrate the ability to:
 - a. Prepare rice pilaff.
 - b. Prepare macaroni and cheese.

(NOTE: If the above activities have not been accomplished prior to the test, ask your instructor when they should be completed.)

RICE AND PASTA
UNIT XI

ANSWERS TO TEST

1.
 - a. Macaroni
 - b. Spaghetti
 - c. Egg noodles
 - d. Lasagna noodles

2. a, c, f

3.
 - a. 3
 - b. 5
 - c. 1
 - d. 6
 - e. 2
 - f. 4

4.
 - a. Product should break cleanly
 - b. Product should break easily
 - c. Product should not be sticky

5.
 - a. 3
 - b. 4
 - c. 1
 - d. 2

6. b, c, e

7.

a. 3	e. 7
b. 5	f. 2
c. 1	g. 8
d. 6	h. 4

- 8.
 - a. 3
 - b. 5
 - c. 8
 - d. 6
 - e. 4
 - f. 2
 - g. 1
 - h. 7
- 9.
 - a. Brown rice
 - 1) Add more liquid
 - 2) Cook longer
 - b. Drier rice
 - 1) Cook covered
 - 2) Let rest 10-15 minutes longer
- 10. Discussion should include:
 - a. Do not remove lid or stir while rice is resting
 - b. Test for doneness
 - 1) Tender
 - 2) Liquid is absorbed
 - c. Wash rice before cooking
 - 1) Not required for minute rice
 - 2) Not required for enriched rice
- 11. Performance skills evaluated to the satisfaction of the instructor

VEGETABLES
UNIT XII

UNIT OBJECTIVE

After completion of this unit, the student should be able to list examples of the classifications of vegetables and match the methods of cookery to classifications and purchasable forms of vegetables. He should be able to demonstrate the proper techniques for producing and serving vegetables. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with vegetable cookery to the correct definitions.
2. List examples of each classification of vegetables.
3. List purchasable forms of vegetables.
4. List the steps used when preparing vegetables for cookery.
5. Match methods of cookery to classifications and purchasable forms of vegetables.
6. Discuss the points to consider when determining the method of cookery.
7. List the basic guides for vegetable production.
8. Match the guides for retaining color to the colors of vegetables.
9. Compare the quality of cooked vegetables.
10. Demonstrate how to:
 - a. Prepare frozen carrots.
 - b. Prepare canned carrots.
 - c. Prepare fresh carrots.

VEGETABLES
UNIT XII

SUGGESTED ACTIVITIES

I. Instructor:

- A. Schedule tour of a produce purveyor.
- B. Provide student with objective sheet.
- C. Provide student with information, job, and assignment sheets.
- D. Discuss unit and specific objectives.
- E. Discuss information and assignment sheets.
- F. Demonstrate and discuss procedures outlined in job sheets.
- G. Arrange for purveyor to conduct a can cutting demonstration.
- H. Give test.

II. Student:

- A. Read objective sheet.
- B. Study information sheet.
- C. Complete assignment sheets and turn in to instructor.
- D. Demonstrate the ability to accomplish the procedures outlined in the job sheets.
- E. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objective sheet
- B. Information sheet
- C. Assignment Sheet #1-Compare Quality of Cooked Vegetables

D. Job sheets

1. Job Sheet #1--Prepare Frozen Carrots
2. Job Sheet #2--Prepare Canned Carrots
3. Job Sheet #3--Prepare Fresh Carrots

E. Test

F. Answers to test

II. References:

- A. Terrell, Margaret E. *Professional Food Preparation*. New York: John Wiley and Sons, 1971.
- B. Fowler, Sara Faye; West, Bessie Brooks; and Shugart, Grace S. *Food for 50*. New York: John Wiley and Sons, 1971.
- C. Vail, Gladys E., et al. *Foods*. Boston: Houghton Mifflin Company, 1973.
- D. Lundberg, Donald E., and Kotschevar, Lendal H. *Understanding Cooking*. Amhurst, Massachusetts: University Store, University of Massachusetts, 1968.
- E. West, Bessie Brooks; Wood, LeVelle; Harger, Virginia F. *Food Service in Institutions*. New York: John Wiley and Sons, 1966.

VEGETABLES UNIT XII

INFORMATION SHEET

I. Terms and definitions

- A. Au gratin-To top with butter or margarine, crumbs, and cheese
- B. Steam-To cook in steam with or without water
- C. Scallop-To bake in a sauce of liquid; mix in layers
- D. Glaze-To coat with sweet liquid of medium consistency

Example: Glazed carrots with butter or margarine and sugar or honey

- E. Blemish-Dark spot found on fresh vegetables
- F. Seasoned-Fat, salt, and pepper that have been added to the food

Example: Seasoned green beans = bacon drippings and salt and pepper

II. Classification of vegetables

A. Parts of plant

- 1. Root
- 2. Bulb
- 3. Stem
- 4. Flower
- 5. Seeds

B. Color

- 1. Green
- 2. Yellow
- 3. Red
- 4. White

C. Flavor

- 1. Mild
- 2. Strong

INFORMATION SHEET

III. Purchasable forms of vegetables

- A. Frozen
- B. Canned
- C. Fresh
- D. Dried

IV. Preparing vegetables for cooking

A. Frozen

1. Use ten pounds or less
2. Cook frozen.

(NOTE: Vegetables that could be thawed before cooking are broccoli and corn-on-the-cob.)

3. Do not refreeze vegetables

B. Canned

1. Drain one half of liquid
2. Remove from can

C. Fresh

1. Wash
2. Soak
3. Trim
4. Peel
5. Remove blemishes

D. Dried

1. Remove foreign particles
2. Soak

(NOTE: Dried beans should be washed prior to cooking.)

INFORMATION SHEET

V. Methods of vegetable cookery

(NOTE: Different recipes call for different methods and variations of cookery. Methods shown below are the best. However, methods may be adjusted to different situations.)

A. Boil

(CAUTION: Add vegetables after water boils; reduce heat when boiling returns; do not cook at a rapid boil.)

1. Strong flavored vegetables
2. Fresh green vegetables
3. Potatoes Varieties

B. Simmer to servable temperature Canned vegetables

C. Steam

1. Broccoli
2. Frozen vegetables
3. Nongreen vegetables

Examples: Corn, carrots

4. Mild flavored vegetables

D. Fry

1. Potatoes
2. Eggplant
3. Onions

VI. Points to consider when determining method of cooking

A. Quality of vegetable

B. Quantity of vegetable

INFORMATION SHEET

1. Equipment available

2. Time available for cooking

3. Form of vegetable

4. Basic guidelines for vegetable production

A. Cook no longer than necessary for desired texture

B. Cook in small batches

C. Cook in small amount of water

D. Bring canned vegetables only to the servable temperature (150°F)

E. Cook fresh vegetables for only 20 minutes or less.

5. Guidelines for retaining color in vegetables

1. Acid

1. Acid

Example: Lemon juice

2. Sauce

Example: Pineapple glazed harvard beets

2. Cook vegetables

1. Cook as close to serving time as possible

2. Use little water

3. Cook uncovered

4. Use salt on fresh vegetables

3. Note vegetables Acid

4. Allow vegetables Color not affected by heat

VEGETABLES
UNIT XII

ASSIGNMENT SHEET #1 COMPARE QUALITY
OF COOKED VEGETABLES

Compare the quality of the cooked carrots by using the following score sheet. Score each product according to color, texture, taste, appearance, and size compared to the product before cooking.

(NOTE: This assignment sheet should be done after the job sheets are completed.)

- 20 - 15 points - Servable
- 14 - 10 points - Chopped
- 9 - 5 points - Not servable

	FROZEN				CANNED				FRESH			
Color												
Taste												
Appearance												
Size												
	Exc. 4	Good 3	Fair 2	Poor 1	Exc. 4	Good 3	Fair 2	Poor 1	Exc. 4	Good 3	Fair 2	Poor 1
					Total Points				Total Points			

VEGETABLES
UNIT XII

JOB SHEET #1-PREPARE FROZEN CARROTS

I. Equipment

- A. Steamer
- B. Scale
- C. Steamer pan, 2-inch long
- D. Measuring spoons
- E. Skimmer
- F. Steam table pan, 4-inch half
- G. Testing spoons
- H. Hot pads

II. Ingredients

- A. Sliced frozen carrots, 5 pounds
- B. Melted margarine or butter, 2 ounces
- C. Salt, 1 teaspoon

III. Procedure

- A. Place five pounds of frozen carrots in 2-inch long steamer pan
- B. Place pan in steamer
- C. Start timer after pressure reaches five pounds
- D. Cook 5-6 minutes
- E. Drain excess liquid
- F. Place carrots in 4-inch half pan
- G. Pour margarine or butter over carrots
- H. Sprinkle salt over carrots
- I. Serve immediately

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VEGETABLES
UNIT XII

JOB SHEET #2-PREPARE CANNED CARROTS

I. Equipment

- A. Steam kettle and/or range
- B. Scale
- C. Steam table pan, 4-inch half, and/or sauce-pan, 5 qt
- D. Skimmer
- E. Testing spoons
- F. Hot pads

II. Ingredients

- A. #10 can sliced carrots, 1
- B. Melted margarine or butter, 4 oz

III. Procedure

- A. Open can
- B. Drain one-half of liquid
- C. Heat carrots to serving temperature
- D. Remove carrots with skimmer
- E. Add desired amount of liquid
- F. Place carrots in 4-inch half pan
- G. Pour melted margarine or butter over carrots
- H. Serve immediately

VEGETABLES
UNIT XII

JOB SHEET #3-PREPARE FRESH CARROT

I. Equipment

- A. Steamer
- B. Steamer pan, 2-inch long
- C. Steam table pan, 4-inch half
- D. Cutting board
- E. Parer or peeler
- F. Knife
- G. Testing spoons
- H. Hot pads
- I. Skimmer
- J. Scale

II. Ingredients

- A. Raw carrots, 5 lbs (edible portion weight)
- B. Melted margarine or butter, 4 oz
- C. Salt, 1/2 t

Procedure

- A. Wash carrots
 - B. Trim
 - C. Peel outside layer of carrot
 - D. Cut in 1/2" round slices
 - E. Weigh
 - F. Place in steamer pan
 - G. Cook 10-15 minutes
- (NOTE: Start timing after pressure reaches five pounds.)

JOB SHEET #3

- H. Remove carrots with skimmer
- I. Add desired amount of liquid
- J. Place in 4 inch half pan
- K. Pour margarine or butter over carrots
- L. Sprinkle salt over carrots
- M. Serve immediately

VEGETABLES
UNIT XII

TEST

1. Match the terms on the right to the correct definitions by placing the appropriate numbers in the blanks provided.

- | | |
|---|--------------|
| _____ a. To coat with sweet liquid of medium consistency | 1. Au gratin |
| _____ b. To top with butter or margarine, crumbs, and cheese | 2. Steam |
| _____ c. Dark spot found on fresh vegetables | 3. Scallop |
| _____ d. To bake in a sauce of liquid; mix in layers | 4. Seasoned |
| _____ e. To cook in steam with or without water | 5. Glaze |
| _____ f. Fat, salt, and pepper that have been added to the food | 6. Blemish |

2. List two examples of each classification of vegetables.

a. Parts of plant

1)

2)

b. Color

1)

2)

c. Flavor

1)

2)

3. List four purchasable forms of vegetables.

a.

b.

c.

d.

4. List the steps used when preparing vegetables for cookery.

Fresh	Canned	Frozen	* Dried
1.	1.	1.	1.
2.	2.	2.	2.
3.		3.	
4.			
5.			

5. Match methods of cooking to classifications and purchasable forms of vegetables. Place the correct number or numbers in the blanks provided.

(NOTE: Some vegetables may be used more than once.)

- | | |
|---|-------------------------------|
| _____ a. Boil | 1. Mild flavored vegetables |
| _____ b. Steam | 2. Strong flavored vegetables |
| _____ c. Fry | 3. Broccoli |
| _____ d. Simmer to
serving temperature | 4. Onions |
| | 5. Fresh green vegetables |
| | 6. Nongreen vegetables |
| | 7. Potatoes |
| | 8. Eggplant |
| | 9. Frozen vegetables |
| | 10. Canned vegetables |

6. Discuss the points to consider when determining the method of cookery.

7. List the basic guides for vegetable production.

a.

b.

c.

d.

e.

8. Match the guides for retaining color on the right to the colors of vegetables. A blank may have more than one answer and an answer may be used more than once.

_____ a. Red vegetables

_____ b. Green vegetables

_____ c. White vegetables

_____ d. Yellow vegetables

1. Cook as close to serving time as possible

2. Sauce

3. Use little water

4. Cook uncovered

5. Acid

6. Not affected by heat

9. Compare the quality of cooked vegetables.

10. Demonstrate the ability to:

a. Prepare frozen carrots.

b. Prepare canned carrots.

c. Prepare fresh carrots.

(NOTE: If activities 9 and 10 have not been accomplished prior to the test, ask your instructor when they should be completed.)

VEGETABLES
UNIT XII

ANSWERS TO TEST

1. a. 5
- b. 1
- c. 6
- d. 3
- e. 2
- f. 4

2. Any two of the following under each classification:

a. Parts of plant

1. Root
2. Bulb
3. Stem
4. Flower
5. Seeds

b. Color

1. Green
2. Yellow
3. Red
4. White

c. Flavor

1. Mild
2. Strong

3. a. Frozen
b. Canned
c. Fresh
d. Dried
4.

Fresh	Canned	Frozen	Dried
1. Wash	1. Drain one half of liquid	1. Use 10# or less	1. Remove foreign particles
2. Soak	2. Remove from can	2. Cook frozen	2. Soak
3. Trim		3. Do not refreeze vegetables	
4. Peel			
5. Remove blemishes			
5. a. 2, 5, 7
b. 1, 3, 6, 9
c. 4, 7, 8
d. 10
6. Discussion should include:
a. Quality of vegetable
b. Quantity of vegetable
c. Equipment available
d. Time available for cookery
e. Form of vegetable
7. a. Cook no longer than necessary for desired texture
b. Cook in small batches
c. Cook in small amount of water
d. Bring canned vegetables only to servable temperature (150°F)
e. Hold vegetables for only 20 minutes or less
8. a. 2, 5
b. 1, 3, 4
c. 5
d. 6
9. Evaluated to the satisfaction of the instructor
10. Performance skills evaluated to the satisfaction of the instructor

SALADS, SANDWICHES, AND FRUITS UNIT XIII

UNIT OBJECTIVE

After completion of this unit, the student should be able to select from a list types of salads and fruits that can be purchased and discuss the types of sandwiches. He should be able to list the parts of salads and sandwiches and to prepare a quality salad and sandwich. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Define terms associated with salads and sandwiches.
2. Select from a list the types of salads.
3. List the parts of a salad.
4. Discuss the essential elements in a quality salad.
5. Discuss types of sandwiches.
6. List the parts of a sandwich.
7. List the essential elements in a quality sandwich.
8. Select from a list types of fruits that can be purchased.
9. List ways that fruit may be served.
10. Discuss ways to prevent discoloration of fruit.
11. Demonstrate the ability to:
 - a. Prepare fresh green salad.
 - b. Prepare grilled cheese sandwich.
 - c. Prepare cheeseburger.

SALADS, SANDWICHES, AND FRUITS
UNIT XIII

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide student with objective sheet.
- B. Provide student with information and job sheets.
- C. Discuss unit and specific objectives.
- D. Discuss information sheet.
- E. Demonstrate and discuss procedures outlined in job sheets.
- F. Give test.

II. Student:

- A. Read objective sheet.
- B. Study information sheet.
- C. Demonstrate the ability to accomplish the procedures outlined in the job sheets.
- D. Take test.

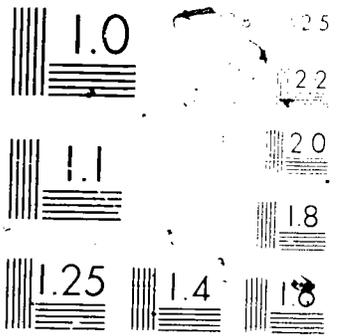
INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objective sheet
- B. Information sheet
- C. Job sheets
 1. Job Sheet #1 Prepare Fresh Green Salad
 2. Job Sheet #2 Prepare Grilled Cheese Sandwich
 3. Job Sheet #3 Prepare Cheeseburger
- D. Test
- E. Answers to test

II. References:

- A. Kaplan, Aaron. *Elements of Food Production and Baking*. New York: ITT Educational Services, Inc., 1971.
- B. Torrell, Margaret E. *Professional Food Preparation*. New York: John Wiley and Sons, 1971.
- C. Fowler, Sina Faye; West, Bessie Brooks; and Shugart, Grace S. *Food for 50*. New York: John Wiley and Sons, 1971.
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- E. Nichols, H. L., Jr. *Cooking with Understanding*. Greenwich, Connecticut: North Castle Books, 1971.
- F. Kotschevar, Lendal. *Professional Chef*. Boston: Cahners Books, 1974.



SALADS, SANDWICHES, AND FRUITS
UNIT XIII

INFORMATION SHEET

I. Terms and definitions

A. Hors d'oeuvre Bite sized side dish eaten with fingers or toothpick

(NOTE: In some cases, an hors d'oeuvre may be a sandwich.)

B. Canape Small, fancy cut, open-faced, sandwich

II. Types of Salads

A. Green

B. Molded Variety

C. Hot

D. Frozen

E. Vegetable

F. Fruit

III. Main dish

1. Cheese

2. Egg

3. Fish

4. Meat

IV. Sandwiches

A. Unprepared

B. Prepared

C. Cold

D. Hot

INFORMATION SHEET

IV. Essential elements in a quality salad

A. Greens

1. Clean
2. Cool
3. Tasty
4. Crisp
5. Bite sized pieces

B. Vegetables

1. Drained
2. Proper temperature

C. Fruit

1. Cool
2. Drained

D. Complementary ingredients

E. Dressing put on just before service

F. Served at proper temperature

G. Appropriate garnish

V. Types of sandwiches

A. Hot

1. Broiled

Examples: Pizza burger, taco burger

2. Grilled

Examples: Grilled cheese hamburger

3. Toasted

Examples: Club sandwich, bacon, lettuce, and tomato

INFORMATION SHEET

4. Open faced

(NOTE: This sandwich may be served with or without gravy.)

Examples: Hot roast beef with gravy, barbeque

B. Cold

Examples: Tuna sandwich, peanut butter

VI. Parts of sandwich

A. Bread

B. Filling

1. Spread

2. Mixture

3. Sliced cheese

4. Sliced meat

C. Condiment

VII. Essential elements in a quality sandwich

A. Fresh bread

B. Soft spread or mixture

C. Filling Solid consistency

D. Corners covered with spread

E. Neatly cut

F. Properly wrapped

G. Garnished plate

H. Served at appropriate temperature

VIII. Types of fruits that can be purchased

A. Canned

1. Mixture

2. Slice

INFORMATION SHEET

- 3. Cube
- 4. Half
- 5. Whole
- 6. Dried
- 7. Frozen
- 8. Frozen
- 9. Special

- 1. Dectar
- 2. Juice
- 3. Concentrate
- 4. Sauce

Ways to serve fruit

A. Appetizer

Examples: Soup, juice, platter

Yard

C. Snacks

D. Desserts

E. Salad

F. Vegetable substitute

NOTE: This is usually served hot.

Ways to prevent discoloration of fruit

a. Lemon juice on cut fruit

b. Salt water from canned fruit on cut fruit

c. Sugar

1. Cover with paper

2. Refrigerate

SALADS, SANDWICHES, AND FRUITS
UNIT XIII

JOB SHEET #1 PREPARE FRESH GREEN SALAD

I. Equipment

- A. Plastic gloves
- B. Cutting board
- C. Knife
- D. Tray
- E. Vegetable slicer or mixer attachment
- F. Vegetable shredder or mixer attachment
- G. Scale
- H. Large bowl
- I. Plastic wrap
- J. Small plates
- K. Testing forks
- L. Measuring cup

II. Ingredients

(NOTE: These ingredients will yield 25 servings at one cup per portion.)

- A. Head lettuce, 2 lb EP
- B. Leaf lettuce, 1 1/2 lb EP
- C. Bibb lettuce, 1 lb EP
- D. Cauliflower, 1/2 lb EP
- E. Radishes, sliced, 1 bunch
- F. Cucumber, sliced, 2
- G. Red cabbage, shredded, 1 lb EP

JOB SHEET #1

- H. Celery, sliced, 1/2 lb EP
- I. Green pepper, chopped, 2 oz
- J. Dressing, 2 1/2 c

III. Procedure

- A. Assemble all ingredients
- B. Wash greens in cold running water
- C. Drain
- D. Remove blemishes
- E. Place greens on tray
- F. Cover
- G. Refrigerate
- H. Wash other vegetables
- I. Trim
- J. Pull cauliflower into small flowers
- K. Weigh
- L. Place in bowl
- M. Slice radishes
- N. Place in bowl
- O. Slice cucumbers
- P. Place in bowl
- Q. Shred red cabbage
- R. Weigh
- S. Place in bowl
- T. Slice celery
- U. Weigh

JOB SHEET #1

- V. Place in bowl
- W. Chop green pepper
- X. Weigh
- Y. Place in bowl
- Z. Remove greens from cooler
- AA. Beat and dry with cloth
- BB. Tear gently into bite-sized pieces
(NOTE: Greens may be cut very gently.)
- CC. Weigh
- DD. Place in bowl
- EE. Toss gently
- FF. Cover
- GG. Refrigerate
- HH. Dribble with dressing just before serving

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SALADS, SANDWICHES, AND FRUITS
UNIT XIII

JOB SHEET #2 PREPARE GRILLED CHEESE SANDWICH

I. Equipment

- A. Grill
- B. Hotel pan, 2" long
- C. Perforated bottom for 2" long pan
- D. Long handled spatula
- E. Pastry brush
- F. Cutting board
- G. Knife
- H. Sheet pan
- I. Filled toothpicks, 25
- J. Small plates, 25
- K. Small pan

II. Ingredients

(NOTE: These ingredients will yield 25 sandwiches at one per serving.)

- A. Bread, 50 slices
- B. Cheese, 1 lb 9 oz or 25 slices
- C. Margarine or butter, melted, 1 2 lb

III. Procedure

- A. Assemble all ingredients
- B. Preheat grill to 325
- C. Brush margarine or butter on one side of 25 slices of bread
- D. Place brush side down on sheet pan
- E. Place one slice of cheese on each slice of bread

JOB SHEET #2

- F. Place one slice of bread on top of each sandwich
- G. Brush top slice of bread with margarine or butter
- H. Place on grill
- I. Turn with spatula when golden brown
- J. Remove from grill when bottom side is golden brown
- K. Place in 2" long pan with false bottom (scallop)
- L. Garnish with frilled toothpick
- M. Serve immediately

SALADS, SANDWICHES, AND FRUITS
UNIT XIII

JOB SHEET #3-PREPARE A CHEESEBURGER

I. Equipment

- A. Grill
- B. Long hand spatula
- C. Oblong plate
- D. Cutting board
- E. Knife

II. Ingredients

- A. Hamburger patty
- B. Hamburger bun
- C. Leaf of lettuce
- D. Slice of tomato
- E. Slice of onion
- F. Pickle slices, four
- G. Sprig of parsley
- H. Cheese, 1 oz slice

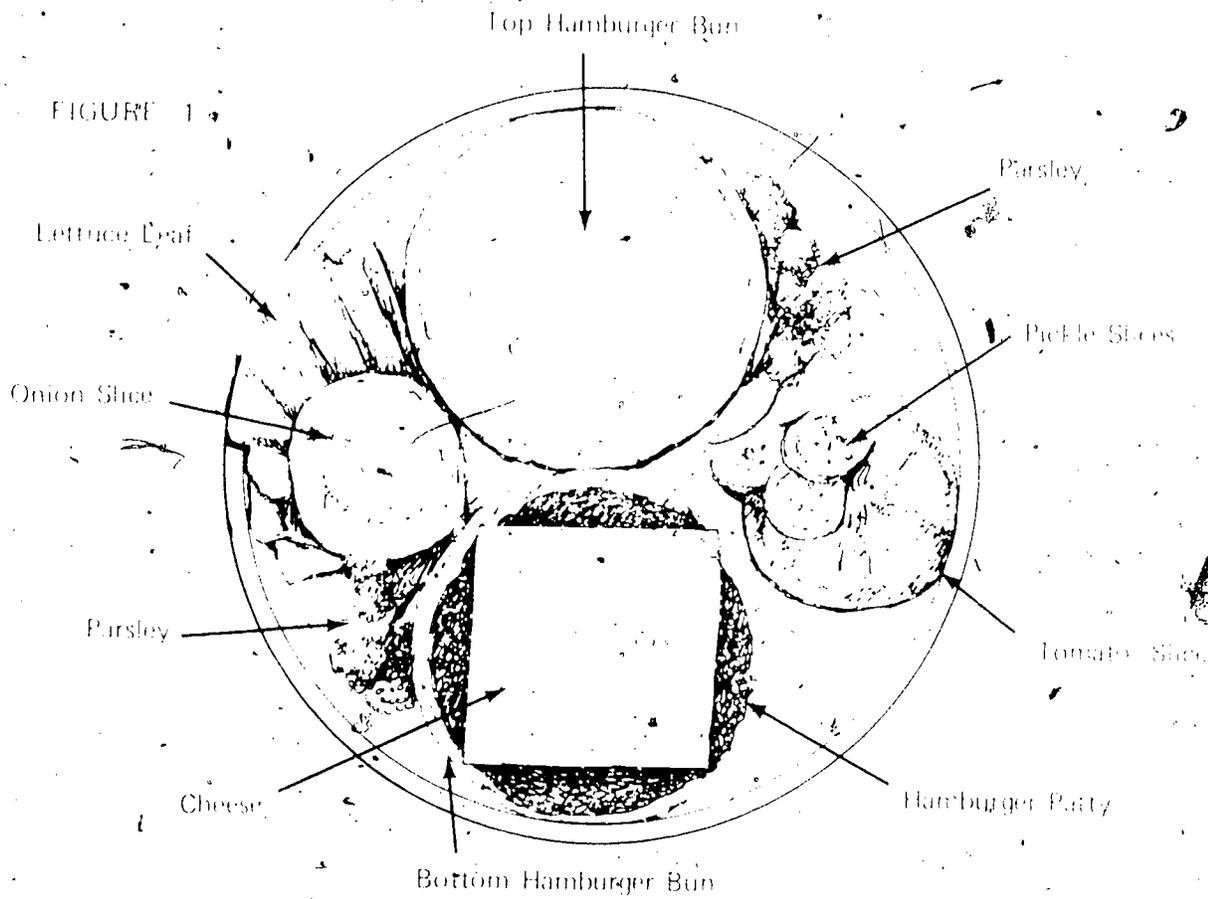
III. Procedure

- A. Preheat grill to 325
- B. Place hamburger patty on grill
- C. Cook till half done or brown
- D. Turn hamburger patty and place cheese on meat
- E. Place hamburger buns face down on grill
- F. Remove hamburger patty and hamburger buns

JOB SHEET #3

G. Place on plate

H. Place lettuce, tomato, onion, pickles, and parsley on plate (Figure 1)



I. Serve

W. State

5.17

SALADS, SANDWICHES, AND FRUITS
UNIT XIII

TEST

1. Define the following terms.
 - a. Hors d'oeuvre--
 - b. Canapé--
2. Select from the list below five types of salads. Circle the correct letters.
 - a. Green
 - b. Broiled
 - c. Molded-Variety
 - d. Frozen
 - e. Fried
 - f. Fruit
 - g. Vegetable
3. List the four parts of a salad.
 - a.
 - b.
 - c.
 - d.
4. Discuss the essential elements in a quality salad.

5. Discuss types of sandwiches.

6. List the three parts of a sandwich.

a.

b.

c.

7. List five essential elements in a quality sandwich.

a.

b.

c.

d.

e.

8. Select from the list below types of fruits that may be purchased. Circle the letters of the correct answers.

a. Canned, sliced

b. Canned, cubed

c. Dried

d. Fresh

e. Fresh and frozen

f. Sauce

g. Cured

h. Smoked

9. List four ways that fruit may be served.
 - a.
 - b.
 - c.
 - d.
10. Discuss ways to prevent discoloration of fruit.
11. Demonstrate the ability to:
 - a. Prepare fresh green salad.
 - b. Prepare grilled cheese sandwich.
 - c. Prepare cheeseburger.

(NOTE: If the above activities have not been accomplished prior to the test, ask your instructor when they should be completed.)

SALADS, SANDWICHES, AND FRUITS
UNIT XIII

ANSWERS TO TEST

1. a. Hors d'oeuvre - Bite-sized side dish eaten with fingers or toothpicks
b. Canape - Small, fancy cut, open-faced sandwich
2. a, c, d, f, g
3. a. Underliner
b. Body
c. Dressing
d. Garnish
4. Discussion should include:
 - a. Greens
 - 1) Clean
 - 2) Cool
 - 3) Tasty
 - 4) Crisp
 - 5) Bite-sized pieces
 - b. Vegetables
 - 1) Drained
 - 2) Proper temperature
 - c. Fruit
 - 1) Cool
 - 2) Drained
 - d. Complementary ingredients
 - e. Dressing put on just before service
 - f. Served at proper temperature
 - g. Appropriate garnish

5. Discussion should include:
 - a. Hot
 - 1) Broiled
 - 2) Grilled
 - 3) Toasted
 - 4) Open-faced
 - b. Cold
6.
 - a. Bread
 - b. Filling
 - c. Condiment
7. Any five of the following:
 - a. Fresh bread
 - b. Soft spread or mixture
 - c. Filling Solid consistency
 - d. Corners covered with spread
 - e. Neatly cut
 - f. Properly wrapped
 - g. Garnished plate
 - h. Served at appropriate temperature
8. a, b, c, d, f
9. Any four of the following:
 - a. Appetizer
 - b. Salad
 - c. Entree
 - d. Dessert
 - e. Snack
 - f. Vegetable substitute

10. Discussion should include:
 - a. Use lemon juice on cut fruit
 - b. Use tart juice from canned fruit on cut fruit
 - c. Store quickly
 1. Cover with juice
 2. Refrigerate.
11. Performance skills evaluated to the satisfaction of the instructor

BREADS
UNIT XIV

UNIT OBJECTIVE

After completion of this unit, the student should be able to match terms associated with bread production to the correct definitions. He/she should be able to discuss muffin, pancake, and cornbread preparation. He/she should be able to prepare yeast bread, baking powder biscuits, muffins, and pizza dough. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with bread production to the correct definitions.
2. Discuss standards for yeast breads.
3. Select from a list ingredients of yeast breads.
4. Arrange in order the steps for adding yeast.
5. Select from a list factors influencing quality of baked breads.
6. List leavening agents for quick breads.
7. List types of quick breads.
8. Select from a list main ingredients for quick breads.
9. Discuss muffin preparation.
10. Select from a list standards for muffins.
11. Arrange in order steps of biscuit preparation.
12. Select from a list standards for biscuits.
13. Discuss pancake preparation.
14. Discuss cornbread preparation.
15. Select from a list standards for cornbread.
16. Evaluate muffins.

17. Demonstrate the ability to
 - a. Prepare yeast bread.
 - b. Prepare baking powder biscuits.
 - c. Prepare muffins.
 - d. Prepare pizza dough.

BREADS UNIT XIV

SUGGESTED ACTIVITIES

- I. Instructor:
 - A. Arrange for a tour through a bakery.
 - B. Provide student with objective sheet.
 - C. Provide student with information, job, and assignment sheets.
 - D. Discuss unit and specific objectives.
 - E. Discuss information and assignment sheets.
 - F. Demonstrate and discuss procedures outlined in the job sheets.
 - G. Give test.
- II. Student:
 - A. Read objective sheet.
 - B. Study information sheets.
 - C. Complete assignment sheet.
 - D. Demonstrate the ability to accomplish the procedures outlined in the job sheets.
 - E. Take test.

INSTRUCTIONAL MATERIALS

Included in this unit:

- A. Objective sheet
- B. Information sheet
- C. Assignment Sheet #1 Evaluate Muffins
- D. Job sheets
 1. Job Sheet #1 Prepare Yeast Bread
 2. Job Sheet #2 Prepare Baking Powder Biscuits

3. Job Sheet #3-Prepare Muffins
4. Job Sheet #4-Prepare Pizza Dough

E. Test

F. Answers to test

II. References:

- A. Nichols, H. L., Jr. *Cooking with Understanding*. Greenwich, Connecticut: North Castle Books, 1971.
- B. Sultan, William J. *Elementary Baking*. New York: McGraw-Hill, 1969.

BREADS
UNIT-XIV

INFORMATION SHEET

I. Terms and definitions

- A. Cut in To distribute fat into dry ingredients making small particles by using a chopping motion
- B. Leavening Substance which causes a product to rise during baking
- C. Kneading Manipulating dough by using hands or dough hook
(NOTE: A VCM may also be used to prepare breads.)
- D. Mixing To combine ingredients using proper sequence in the recipe
- E. Fermentation Allowing dough to rest with the ideal temperature being 80 F
- F. Punching To fold dough inward to the center
- G. Scaling Dividing dough into uniform weights and shapes
- H. Resting To set after punching
- I. Proofing Bread doubles in size after being panned
- J. Retarding To prevent proofing

II. Standards for yeast breads

(NOTE: Bread should not crumble when sliced.)

A. Exterior

- 1. Shape Consistent and clean
- 2. Size Large for content
- 3. Crust Thin and even
- 4. Area Even

B. Interior

- 1. Even proofing
- 2. Good texture



INFORMATION SHEET

III. Ingredients of yeast breads

- A. Flour
- B. Salt
- C. Sugar
- D. Shortening
- E. Milk
- F. Water
- G. Yeast (leavening agent)

IV. Steps for adding yeast

(NOTE: Recipes should be checked carefully for the weight differences in dry and compressed yeast.)

- A. Add yeast to warm water
- B. Do not stir
- C. Allow yeast to soak ten minutes
- D. Stir until yeast is dissolved
- E. Subtract the amount of dissolving water from that shown in the recipe unless specifically mentioned

V. Factors influencing quality of baked breads

- A. Temperature of ingredients

(NOTE: The temperature should neither be too hot nor too cold, approximately 70°-75°)

- B. Method of mixing ingredients

(NOTE: Avoid overmixing and add ingredients in proper sequence)

- C. Mixing time

(NOTE: The mixing time varies with different recipes. All sugar must be dissolved and all fat evenly distributed.)

- D. Baking pan size

- E. Oven temperature

INFORMATION SHEET

VI. Leavening agents for quick breads:

- A. Baking powder
- B. Baking soda
- C. Prepared mixes

Examples: Pancake mix, muffin mix, cornbread mix, bread mix

VII. Types of quick breads

- A. Biscuits
- B. Muffins
- C. Cornbread
- D. Waffles
- E. Pancakes
- F. Loaf breads

Examples: Banana bread, raisin bread, applesauce bread

VIII. Main ingredients for quick breads

- A. Flour
- B. Salt
- C. Sugar
- D. Shortening
- E. Milk
- F. Water
- G. Leavening agent
- H. Seasonings

Examples: Bananas, raisins, orange rind

IX. Muffin preparation

- A. Add combined liquid ingredients to combined dry ingredients

INFORMATION SHEET

5. The batter strokes as possible to mix

6. The wet and dry ingredients are wet

NOTE: (Within batter should be rough, lumpy, and thick.)

Methods for making

A. Large size, rough

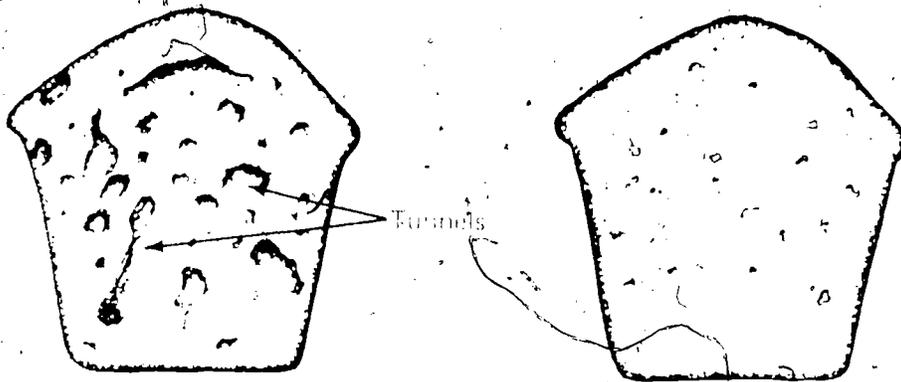
B. Rounded top

C. Crust

D. Moist and tender crumb

E. Soft texture

NOTE: (Tunnels are caused from overmixing.)



7. The batter is stirred into dry ingredients

8. The batter is

9. The batter is dough is formed

10. The batter is

11. The batter is of desired thickness

NOTE: (The batter should be soft and smooth, and not overmixed.)

INFORMATION SHEET

XII. Standards for biscuits

- A. Consistent in shape
- B. Uniform in size
- C. Evenly browned
- D. Smooth and level top
- E. Crumb
 1. Moist
 2. Tender
 3. Creamy white

XIII. Pancake preparation

- A. Place wet ingredients in bowl
- B. Add dry ingredients
- C. Mix only until blended
- D. Pour pancake on grill in one spot
(NOTE: Grill should be properly prepared.)
- E. Cook on moderate grill (300 F - 325 F)
- F. Turn when bubbles appear on top side



INFORMATION SHEET

XIV. Cornbread preparation

- A. Have ingredients at room temperature
- B. Combine dry ingredients and liquid ingredients just enough to moisten dry ingredients
- C. Make sure batter is thin enough to pour into pan
- D. Bake in hot oven

(NOTE: Fat is not cut into flour for cornbread mix. Careful attention should be given after melting fat. It should be still in liquid state when mixed with other ingredients.)

XV. Standards for cornbread

- A. Good flavor
- B. Not crumbly

(NOTE: If the cornbread is crumbly, you have added too much fat.)

- C. Golden brown crust
- D. Rough surface
- E. Well raised

(NOTE: The cornbread should be even and without lumps and cracks.)

- F. Medium texture
- G. Moist

BREADS
UNIT XIV

ASSIGNMENT SHEET #1 - EVALUATE MUFFINS

(NOTE: This assignment sheet should be completed immediately after Job Sheet #3.)

Using the score sheet below, evaluate the muffins prepared in Job Sheet #3. Discuss the results.

EXPERIMENTAL SCORING SHEET FOR MUFFINS

Name _____ Date _____

Kind _____

EXTERIOR	INTERIOR	PALATABILITY
(Desirable Qualities) Top: Crisp Crust Slightly Rounded Surface Uneven Golden Brown	(Desirable Qualities) Creamy White Slightly Moist Fluffy Light	(Desirable Qualities) Pleasing Flavor Tender Slightly Moist
(Undesirable Qualities) Surface: Flat, Peaked, Sharp Edges, Smooth Color: Dark Brown Pale, Burned Crust: Tough, Soft	(Undesirable Qualities) -Yellow Spots Greyish Springy Solid, Dry Rather Coarse Coarse Uneven Tunnels Heavy	(Undesirable Qualities) Bitter Flat Salty Solid Dry
Sample #1		
Sample #2		
Comments:		

BREADS
UNIT XIV

JOB SHEET #1--PREPARE YEAST BREAD

I. Equipment

- A. Scales
- B. Board or table
- C. Cooking pans (4 x 10 x 3"), 7
- D. Mixing bowl, 10 qt or 20 qt
- E. Spoon
- F. Dough scraper
- G. Liquid measure
- H. Mixer
- I. Dough hook

II. Ingredients

(NOTE: These ingredients will yield seven 1½ oz loaves.)

- A. Yeast, compressed, 3 oz
- B. Water, lukewarm, 1 qt + 1 c
- C. Oil or fat, melted, 7 oz
- D. Milk, nonfat dry, 3 ¼ oz
- E. Sugar, 5 ¼ oz
- F. Salt, 3 ½ T
- G. Flour, all purpose, 4½ 4 oz (approximately)

III. Procedure

- A. Add yeast to lukewarm water in 10 or 20 qt bowl
- B. Stir after ten minutes
- C. Add fat, milk, sugar, and salt

JOB SHEET #1

- D. Slowly add flour, using dough hook, until dough leaves the sides and bottom of bowl

(NOTE: Dough should be soft but not sticky.)

- E. Form dough into a smooth ball
- F. Place in a greased bowl and turn dough to grease the top
- G. Cover and let rise in a warm place (85°F) until increased two to three times in volume (about 1 hour)

(NOTE: Proofing is complete when a light touch of the fingers leaves an impression in the dough.)

- H. Punch down
- I. Cut into 1 1/2 oz. portions

- J. Form each into a ball

- K. Cover

- L. Let rest for 15 minutes

- M. Shape into loaves

- N. Place in lightly greased 4 x 10 x 3" pans

- O. Let rise until increased 2-2 1/2 times in volume (about 1 1/2 hours)

- P. Bake 25-30 minutes at 400°F

(NOTE: A small pan of water placed in the oven gives a tender crust.)

BREADS
UNIT XIV

JOB SHEET #2-PREPARE BAKING POWDER BISCUITS

I. Equipment

- A. Scales
- B. Liquid measure
- C. Board or table
- D. Spoon
- E. Dough scraper
- F. Sheet pan
- G. 2" biscuit cutter
- H. Pastry brush
- I. Rolling pin or stick
- J. Mixer

II. Ingredients

(NOTE: These ingredients will yield 70 two inch biscuits.)

- A. Cake flour, 1# 4 oz
- B. Bread flour, 1# 4 oz
- C. Baking powder, 2 1/2 oz
- D. Sugar, 4 oz
- E. Margarine or butter, 1# 8 oz
- F. Salt, 1/2 oz
- G. Milk, 1# 8 oz

III. Procedure

- A. Mix dry ingredients with margarine or butter on low speed until shortening has been cut in

(NOTE: Ingredients should resemble the size of a pea.)

JOB SHEET #2

- B. Add milk and blend
- C. Turn onto lightly floured board
- D. Divide into halves
- E. Shape lightly
- F. Roll out to 1/2" thickness
- G. Cut with floured 2" biscuit cutter
- H. Place on baking sheets
- I. Bake at 425°F for 12-15 minutes

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BREADS
UNIT XIV

JOB SHEET #3-PREPARE MUFFINS

I. Equipment

- A. Mixer
- B. Scales
- C. Muffin tins
- D. Spatula

II. Ingredients

(NOTE: These ingredients will yield 12 dozen muffins.)

- A. Granulated sugar, 3#
- B. Shortening, 2#
- C. Salt, 1 1/2 oz
- D. Eggs, 2#
- E. Cake flour, 3# 8 oz
- F. Bread flour, 1#
- G. Baking powder, 2 1/2 oz
- H. Milk, 2#

III. Procedure

- A. Place sugar, shortening, and salt in mixing bowl
- B. Cream 3 to 5 minutes
- C. Add eggs gradually
- D. Mix 2 minutes on medium speed
- E. Add flour, baking powder, and 2/3 of milk
- F. Mix until smooth
- G. Add remaining milk

JOB SHEET #3

- H. Mix 1/2 minute
- I. Fill muffin tins 2/3 full
- J. Bake at 400° until golden brown.

BREADS
UNIT XIV

JOB SHEET #4-PREPARE PIZZA DOUGH

I. Equipment

- A. Rolling pin
- B. Scales
- C. Mixer
- D. Dough hook
- E. Bowl
- F. Dough cutter
- G. Pizza pans, 10" pan, 10

II. Ingredients

(NOTE: These ingredients will yield ten, 10" pizzas. Yield may vary with size of pan.)

- A. Bread flour, 5#
- B. Water, 3#
- C. Salt, 3/4 oz
- D. Compressed yeast, 3/4 oz
- E. Salad oil, 3 oz
- F. Sugar, 1/2 oz

III. Procedure

- A. Dissolve yeast in water
- B. Place all ingredients in mixing bowl
- C. Mix on low speed until dough leaves the side of the bowl
- D. Turn out on floured board
- E. Knead
- F. Place in greased bowl

JOB SHEET #4.

- G. Place in refrigerator overnight
- H. Cover with damp cloth
- I. Remove from refrigerator
- J. Divide into ten units
- K. Round into balls
- L. Let rest 5 minutes
- M. Roll into a circle
- N. Place in pan
- O. Cover with sauce
- P. Bake as indicated in recipe

BREADS
UNIT XIV

TEST

1. Match terms associated with bread production to the correct definitions. Place the appropriate numbers in the blanks provided.
- | | |
|---|-----------------|
| _____ a. To distribute fat into dry ingredients making small particles by using a chopping motion | 1. Cut in |
| _____ b. Substance which causes a product to rise during baking | 2. Fermentation |
| _____ c. Manipulating dough by using hands or dough hook | 3. Leavening |
| _____ d. To combine ingredients using proper sequence in the recipe | 4. Resting |
| _____ e. Allowing dough to rest with the ideal temperature being 80°F | 5. Scaling |
| _____ f. To fold dough inward to the center | 6. Retarding |
| _____ g. Dividing dough into uniform weights and shapes | 7. Kneading |
| _____ h. To set after punching | 8. Punching |
| _____ i. Bread doubles in size after being panned | 9. Mixing |
| _____ j. To prevent proofing | 10. Proofing |
2. Discuss standards for yeast breads.

3. Select from the list below ingredients of yeast breads. Circle the letters of the correct answers.
- a. Flour
 - b. Salt
 - c. Sugar
 - d. Butter
 - e. Baking powder
 - f. Milk
 - g. Water
4. Arrange in order the steps for adding yeast. Place a "1" in front of the first step, a "2" in front of the second, and so on.
- _____ a. Do not stir
 - _____ b. Allow yeast to soak ten minutes
 - _____ c. Add yeast to warm water
 - _____ d. Subtract the amount of dissolving water from that shown in the recipe unless specifically mentioned
 - _____ e. Stir until yeast is dissolved
5. Select from the list below factors influencing quality of baked breads. Circle the letters of the correct answers.
- a. Temperature of ingredients
 - b. Method of mixing ingredients
 - c. Quality of crumb
 - d. Mixing time
 - e. Baking pan size
 - f. Weight of bread
 - g. Oven temperature
6. List leavening agents for quick breads.
- a.
 - b.
 - c.

7. List four types of quick breads.
- -
 -
 -
8. Select from the list below main ingredients for quick breads. Circle the letters of the correct answers.
- Flour
 - Salt
 - Sugar
 - Yeast
 - Water
 - Milk
9. Discuss muffin preparation.
10. Select from the list below standards for muffins. Circle the letters of the correct answers.
- Large for weight
 - Flat top
 - Crispy crust
 - Moist and tender crumb
 - Tunnels
11. Arrange in order the steps for biscuit preparation. Place a "1" in front of the first step, a "2" in front of the second, and so on.
- _____ a. Mix until soft dough is formed
 - _____ b. Knead lightly.

- _____ c. Cut shortening into dry ingredients
- _____ d. Roll to one-half of desired thickness
- _____ e. Place on floured board
- _____ f. Add liquid
12. Select from the list below standards for biscuits. Circle the letters of the correct answers.
- a. Consistent in shape
 - b. Uniform in size
 - c. Browned only in center
 - d. Rounded top
 - e. Dry and brown crumb
13. Discuss pancake preparation.
14. Discuss cornbread preparation.
15. Select from the list below standards for cornbread. Circle the letters of the correct answers.
- a. Good flavor
 - b. Crumbly
 - c. Golden brown crust
 - d. Smooth surface
 - e. Well raised
 - f. Moist
 - g. Fine texture

16. Evaluate muffins.
17. Demonstrate the ability to:
 - a. Prepare yeast bread.
 - b. Prepare baking powder biscuits.
 - c. Prepare muffins.
 - d. Prepare pizza dough.

(NOTE: If activities 16 and 17 have not been accomplished prior to the test, ask the instructor when they should be completed.)

BREADS
UNIT XIV

ANSWERS TO TEST

1. a. 1 f. 8
 b. 3 g. 5
 c. 7 h. 4
 d. 9 i. 10
 e. 2 j. 6

2. Discussion should include:

a. Exterior

1) Shape--Consistent and even

2) Size--Large for weight

3) Crust--Thin and crisp

4) Aroma--Fresh

b. Interior

1) Flavor--Bland

2) Color--Creamy white

3) Crumb--Elastic

3. a, b, c, f, g

4. a. 2

b. 3

c. 1

d. 5

e. 4

5. a, b, d, e, g

6.
 - a. Baking powder
 - b. Baking soda
 - c. Prepared mixes
7. Any four of the following:
 - a. Biscuits
 - b. Muffins
 - c. Cornbread
 - d. Waffles
 - e. Pancakes
 - f. Loaf breads
8. a, b, c, e, f
9. Discussion should include:
 - a. Add combined liquid ingredients to combined dry ingredients
 - b. Use as few strokes as possible to mix
 - c. Mix only until dry ingredients are wet
10. a, c, d
11.

a. 3	d. 6
b. 5	e. 4
c. 1	f. 2
12. a, b
13. Discussion should include:
 - a. Place wet ingredients in bowl
 - b. Add dry ingredients
 - c. Mix only until blended
 - d. Pour pancake on grill in one spot
 - e. Cook on moderate grill (300 F - 325 F)

- f. Turn when bubbles appear on top side
 - g. Turn only once
14. Discussion should include:
- a. Have ingredients at room temperature
 - b. Combine dry ingredients and liquid ingredients just enough to moisten dry ingredients
 - c. Make sure batter is thin enough to pour into pan
 - d. Bake in hot oven
15. a, c, e, f
16. Evaluated to the satisfaction of the instructor
17. Performance skills evaluated to the satisfaction of the instructor

PASTRIES
UNIT XV

UNIT OBJECTIVE

After completion of this unit, the student should be able to list ingredients for pie crusts. He/she should be able to discuss qualities of pie fillings and turnover production. He/she should be able to arrange in order the steps for placing the pie in the pan and tell how to prepare puff pastry. The student should be able to evaluate and prepare a pie crust, cherry pie filling, apple turnovers, cream puffs, and eclairs. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. List ingredients for pie crusts.
2. Tell how to mix the pie crust.
3. Discuss qualities of pie fillings.
4. Arrange in order the steps for preparing canned fruit for pie filling.
5. Arrange in order the steps for placing the pie in the pan.
6. Discuss turnover production.
7. Tell how to prepare puff pastry.
8. Distinguish between methods for preparing cream puff shells and eclair shells.
9. Evaluate pie crust.
10. Evaluate cherry pie filling.
11. Evaluate apple turnovers.
12. Evaluate cream puffs.
13. Evaluate eclairs.
14. Demonstrate the ability to:
 - a. Prepare pie crust.
 - b. Prepare cherry pie filling.

- c. Prepare apple turnovers.
- d. Prepare cream puffs.
- e. Prepare eclairs.

PASTRIES
UNIT XV

SUGGESTED ACTIVITIES

- I. Instructor:
 - A. Invite a guest speaker from a bakery to demonstrate production techniques of pastries.
 - B. Use professional guides and recipes for preparation of puff pastry.
 - C. Provide student with objective sheet.
 - D. Provide student with information, assignment, and job sheets.
 - E. Discuss unit and specific objectives.
 - F. Discuss information and assignment sheets.
 - G. Demonstrate and discuss procedures outlined in job sheets.
 - H. Give test.
- II. Student:
 - A. Read objective sheet.
 - B. Study information sheet.
 - C. Demonstrate the ability to accomplish the procedures outlined in the job sheets.
 - D. Complete assignment sheets and turn in to instructor.
 - E. Take test.

INSTRUCTIONAL MATERIALS

- I. Included in this unit:
 - A. Objective sheet
 - B. Information sheet
 - C. Assignment sheets
 1. Assignment Sheet #1 - Evaluate Pie Crust.

2. Assignment Sheet #2--Evaluate Cherry Pie Filling
3. Assignment Sheet #3--Evaluate Apple Turnovers
4. Assignment Sheet #4--Evaluate Cream Puffs
5. Assignment Sheet #5--Evaluate Eclairs

D. Job sheets

1. Job Sheet #1--Prepare Pie Crust
2. Job Sheet #2--Prepare Cherry Pie Filling
3. Job Sheet #3--Prepare Apple Turnovers
4. Job Sheet #4--Prepare Cream Puffs
5. Job Sheet #5--Prepare Eclairs

E. Test

F. Answers to test

II. References:

- A. Terrell, Margaret. *Professional Food Preparation*. New York: John Wiley and Sons, 1971.
- B. Sultan, William J. *Elementary Baking*. New York: McGraw-Hill, 1969.

PASTRIES
UNIT XV

INFORMATION SHEET

I. Ingredients for pie crusts

- A. Fat or shortening
- B. Salt
- C. Water
- D. Flour
- E. Sugar

II. How to mix the pie crust

- A. Cut in shortening to flour
- B. Mix gently when adding flour after adding water
- C. Toss flour lightly after adding water
- D. Add extra water and toss gently if dough is too firm or dry

(NOTE: Shrinkage and toughness of pie crust are due to improper handling and overmixing.)

III. Qualities of pie fillings

- A. Soft
- B. Tender
- C. Not runny
- D. Bright in color
- E. Not starchy

IV. Preparing canned fruit for pie filling

(NOTE: Some food service operations use canned or frozen pie fillings and the qualities are the same. Thickening agents may also be purchased to be used in place of cornstarch.)

- A. Drain fruit
- B. Place cornstarch in boiling syrup

INFORMATION SHEET

C. Place fruit in thickened syrup

D. Pour filling in pie shells

E. Bake

V. Placing pie in pan

A. Divide crust in two parts

B. Shape each piece in a ball

C. Roll each piece to even thickness

D. Place crust in pan

E. Place filling in crust

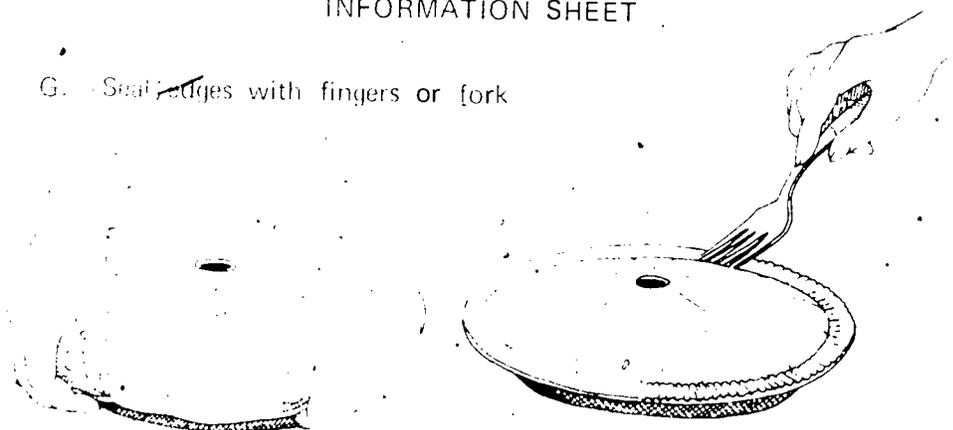


F. Place top crust on filling



INFORMATION SHEET

- G. Seal edges with fingers or fork



(NOTE: Slit a few holes in crust to prevent air bubbles from forming. Egg wash may be used to help seal the second or top crust and also for browning purposes.)

VI. Production of turnovers

- A. Dough is triangular shaped
- B. Dough is baked on sheet pan
- C. Dough is folded carefully and sealed

VII. How to prepare puff pastry

- A. Roll dough several times

(NOTE: Shortening is rolled into dough in layers.)

- B. Use a firm fat
- C. Use ice water to cool the dough
- D. Place dough in refrigerator before final rolling
- E. Make holes on top of pastry to prevent blisters from forming

VIII. Methods for preparing shells

A. Cream puffs

1. Line pan with parchment paper
2. Place batter onto baking pan with spoon
3. Space shells one inch apart
4. Dip spoon in milk and run around batter to make round shape

INFORMATION SHEET

B. Pastry

1. Line pan with parchment paper
2. Place batter onto baking pan using pastry bag
3. Move bag in straight line for three inches
4. Make rectangular shape
5. Space one inch apart

PASTRIES
UNIT XV

ASSIGNMENT SHEET #1--EVALUATE PIE CRUST

(NOTE: This assignment sheet should be completed immediately after Job Sheet #1.)

Name _____ Date _____

Item _____

Flavor: Like

--	--	--	--	--	--	--	--

 Dislike

Superior Very Good Good Fair Poor Very Poor Unacceptable

Appearance: Like

--	--	--	--	--	--	--	--

 Dislike

Superior Very Good Good Fair Poor Very Poor Unacceptable

Overall Acceptability: Like

--	--	--	--	--	--	--	--

 Dislike

Superior Very Good Good Fair Poor Very Poor Unacceptable

Explain reasons:

PASTRIES
UNIT XV

ASSIGNMENT SHEET #2--EVALUATE CHERRY PIE FILLING

(NOTE: This assignment sheet should be completed immediately after Job Sheet #2.)

Name _____ Date _____

Item _____

Flavor: Like

--	--	--	--	--	--	--	--

 Dislike
Superior Very Good Good Fair Poor Very Poor Unacceptable

Appearance: Like

--	--	--	--	--	--	--	--

 Dislike
Superior Very Good Good Fair Poor Very Poor Unacceptable

Overall Acceptability: Like

--	--	--	--	--	--	--	--

 Dislike
Superior Very Good Good Fair Poor Very Poor Unacceptable

Explain reasons

PASTRIES
UNIT XV

ASSIGNMENT SHEET #3-EVALUATE APPLE TURNOVERS

(NOTE: This assignment sheet should be completed immediately after Job Sheet #3.)

Name _____ Date _____

Item _____

Flavor

Like								Dislike
	Superior	Very Good	Good	Fair	Poor	Very Poor	Unacceptable	

Appearance

Like		7						Dislike
	Superior	Very Good	Good	Fair	Poor	Very Poor	Unacceptable	

Overall Acceptability:

Like								Dislike
	Superior	Very Good	Good	Fair	Poor	Very Poor	Unacceptable	

Explain reasons:

PASTRIES
UNIT XV

ASSIGNMENT SHEET #4--EVALUATE CREAM PUFFS

(NOTE: This assignment sheet should be completed immediately after Job Sheet #4.)

Name _____ Date _____

-Item _____

Flavor: Like

--	--	--	--	--	--	--	--

 Dislike

Superior Very Good Good Fair Poor Very Poor Unacceptable

Appearance:

--	--	--	--	--	--	--	--

 Dislike

Superior Very Good Good Fair Poor Very Poor Unacceptable

Overall Acceptability: Like

--	--	--	--	--	--	--	--

 Dislike

Superior Very Good Good Fair Poor Very Poor Unacceptable

Explain reasons:

PASTRIES
UNIT XV

ASSIGNMENT SHEET #5-EVALUATE ECLAIRS

(NOTE: This assignment sheet should be completed immediately following Job Sheet #5.)

Name _____ Date _____

Item _____

Flavor:

Like								Dislike
	Superior	Very Good	Good	Fair	Poor	Very Poor	Unacceptable	

Appearance:

Like								Dislike
	Superior	Very Good	Good	Fair	Poor	Very Poor	Unacceptable	

Overall Acceptability:

Like								Dislike
	Superior	Very Good	Good	Fair	Poor	Very Poor	Unacceptable	

Explanation:

PASTRIES
UNIT XV

JOB SHEET #1--PREPARE PIE CRUST

I. Equipment

- A. Measuring spoons
- B. Measuring cups
- C. Pastry blender
- D. Pie pan
- E. Mixing bowl
- F. Mixing spoon
- G. Rolling pin

II. Ingredients

(NOTE: These ingredients will yield three pie crusts.)

- A. All purpose flour, 7 1/2 c
- B. Shortening, 4 1/2 c
- C. Salt, 4 1/2 t
- D. Sugar, 6 T
- E. Water, 3 c

III. Procedure

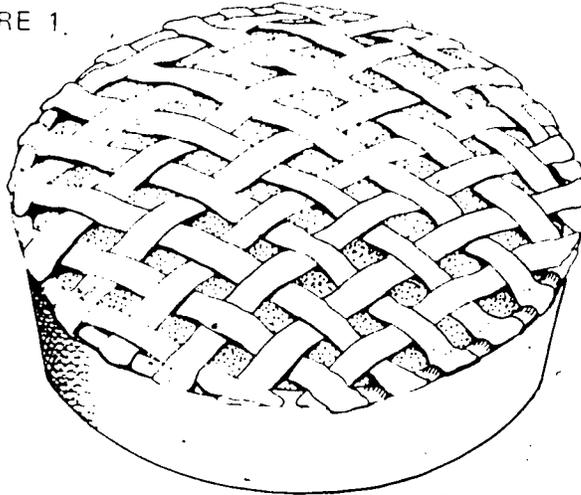
- A. Place flour in mixing bowl
- B. Add shortening
- C. Cut mixture until small lumps form
- D. Dissolve sugar and salt in water
- E. Pour water mixture into flour mixture
- F. Fold flour mixture until mixed well
- G. Place mixture on lightly floured work table

JOB SHEET #1

H. Roll out pie crust

(NOTE: Pie crust should be 1/8" thick. Some recipes call for dough to be refrigerated before rolling out to form pie crust. If making a lattice pie crust, cut dough in strips and place on pie diagonally. See Figure 1.)

FIGURE 1.



PASTRIES
UNIT XV

JOB SHEET #2-PREPARE CHERRY PIE FILLING

I. Equipment

- A. Saucepan, 2
- B. Stirring spoon
- C. Measuring cups
- D. Measuring spoons
- E. Can opener
- F. Colander

II. Ingredients

(NOTE: These ingredients will yield three 9" pies.)

- A. All-juice from fruit
- B. Sugar, 3 c
- C. Cinnamon, 1 T + 1 1/2 t
- D. Salt, 1/2 t
- E. Lemon juice, 3 T
- F. Cornstarch, 3/4 c
- G. Butter or margarine, 6 T
- H. Drained sour pitted cherries, 1 #10 can
- I. Water, 3/4 c

III. Procedure

- A. Drain cherries
- B. Place cherry juice, sugar, cinnamon, salt, and lemon juice in saucepan
- C. Stir well

630

JOB SHEET #2

- D. Bring to a boil
- E. Dissolve cornstarch in $\frac{3}{4}$ c water
- F. Add to boiling syrup slowly
- G. Add butter or margarine
- H. Stir well
- I. Remove syrup from range
- J. Fold cherries in gently
- K. Cool slightly
- L. Place filling in pie shells

(NOTE: Food coloring may be added for brighter color. One-eighth teaspoon almond flavoring may also be added for a different flavor.)

PASTRIES
UNIT XV

JOB SHEET #3-PREPARE APPLE TURNOVERS,

I. Equipment

- A. Mixing bowl
- B. Rolling pin
- C. Pastry board
- D. Measuring cups
- E. Measuring spoons
- F. Scales
- G. Knife
- H. Fork
- I. Baking pan

II. Ingredients

(NOTE: These ingredients will yield six turnovers.)

- A. Shortening, 1 c
- B. Salt, 1 t
- C. Cottage cheese, 12 oz
- D. Flour, 2 c
- E. Fresh apples, 6
- F. Sugar, 1 c
- G. Cinnamon, 1/2 t
- H. Powdered sugar, 1/2 c
- I. Milk, 1 t

III. Procedure

- A. Mix shortening, salt, cottage cheese, and flour until mixture leaves the side of the bowl

JOB SHEET #3

- B. Chill for 30 minutes
- C. Roll out on pastry board
- D. Cut into six squares
- E. Place apples, sugar, and cinnamon in each square
- F. Fold diagonally
- G. Seal edges with fork
- H. Place on greased baking sheet
- I. Bake 30 minutes at 450°F
- J. Spread mixture of powdered sugar and milk on top of turnovers before cooling

PASTRIES
UNIT XV

JOB SHEET #4-PREPARE CREAM PUFFS

I. Equipment

- A. Measuring spoons
- B. Measuring cups
- C. Saucepan
- D. Baking pan
- E. Mixing bowl
- F. Spoon
- G. Stirring spoon

II. Ingredients

(NOTE: These ingredients will yield 20 cream puffs.)

- A. Water, 1 c
- B. Salt, 1/4 t
- C. Vegetable oil, 1/2 c
- D. All purpose flour, 1 1/4 c
- E. Eggs, 5
- F. Milk, 1/4 c
- G. Baking powder, 1-2 t

III. Procedure

- A. Place water, salt, and vegetable oil in saucepan
- B. Bring mixture to a boil
- C. Add flour to mixture
- D. Stir constantly
- E. Stir until a thick smooth paste is formed without lumps

JOB SHEET #4

- F. Remove pan from range
- G. Place hot paste into mixing bowl
- H. Allow paste to cool
- I. Add one egg at a time
- J. Blend in well after each egg is added
- K. Add baking powder and milk
- L. Blend until smooth
- M. Place batter onto baking pan
- N. Round off with spoon
- O. Bake at 415°F for 10-15 minutes
- P. Turn oven down to 375°F and bake for an additional 5-10 minutes

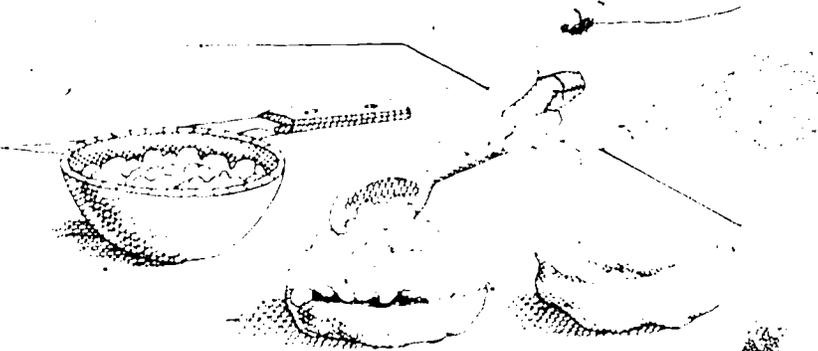
(NOTE: Since the shells are generally filled with moist fillings, such as custards, creams, or hot foods, they must be dry and well baked in order to support the fillings without becoming soggy.)

- Q. Cut cream puff shells in half



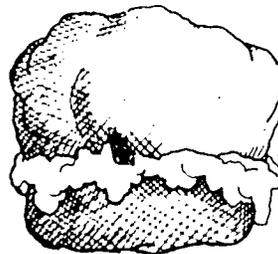
- R. Fill bottom half with whipped cream or other filling

(NOTE: A pastry bag may also be used to fill the cream puffs.)



JOB SHEET #4

S. Replace top of shell



T. Add topping of your choice

Examples: Whipped topping and cherry, chocolate curls, coconut

PASTRIES
UNIT XV

JOB SHEET #5--PREPARE ECLAIRS

I. Equipment

- A. Measuring spoons
- B. Measuring cups
- C. Saucepan
- D. Baking pan
- E. Mixing bowl
- F. Stirring spoon
- G. Pastry bag
- H. Plain tip

II. Ingredients

(NOTE: These ingredients will yield 18 eclairs.)

- A. Water, 1 c
- B. Salt, 1/4 t
- C. Vegetable oil, 1/2 c
- All purpose flour, 1 1/4 c
- D. Eggs, 5
- F. Milk, 1/4 c
- G. Baking powder, 1/2 t

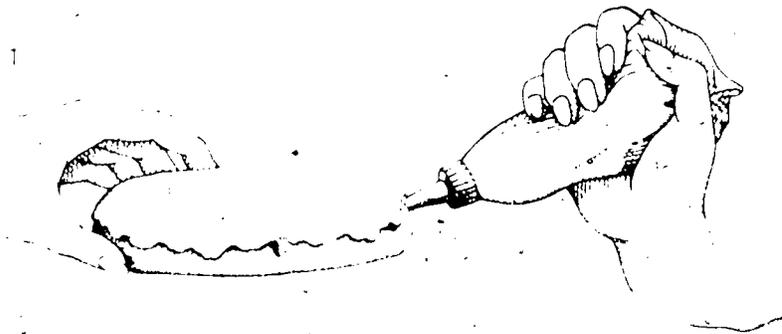
III. Procedure

- A. Place water, salt, and vegetable oil in saucepan.
- B. Bring mixture to a boil
- C. Add flour to mixture
- D. Stir constantly

JOB SHEET #5

- E. Stir until a thick smooth paste is formed without lumps
- F. Remove pan from range
- G. Place hot paste into mixing bowl
- H. Allow paste to cool
- I. Add one egg at a time
- J. Blend well after each egg is added
- K. Add baking powder and milk
- L. Blend until smooth
- M. Place batter on baking pan with pastry bag
- N. Bake at 415°F for 10-15 minutes
- O. Turn oven down to 375°F and bake for an additional 5-10 minutes
- P. Use pastry bag to fill eclairs with custard filling (Figure 1)

FIGURE 1



PASTRIES
UNIT XV

TEST

1. List the ingredients for pie crusts.
 - a.
 - b.
 - c.
 - d.
 - e.
2. Tell how to mix the pie crust.
3. Discuss qualities of pie fillings.
4. Arrange in order the steps for preparing canned fruit for pie filling. Place a "1" in front of the first step, a "2" in front of the second, and so on.
 - _____ a. Pour filling in pie shell
 - _____ b. Bake
 - _____ c. Place cornstarch in boiling syrup
 - _____ d. Drain fruit
 - _____ e. Place fruit in thickened syrup
5. Arrange in order the steps for placing the pie in the pan. Place a "1" in front of the first step, a "2" in front of the second, and so on.
 - _____ a. Roll each piece to even thickness
 - _____ b. Divide crust in two parts

- c. Place crust in pan
 - d. Shape each piece in a ball
 - e. Seal edges with fingers or fork
 - f. Place filling in crust
 - g. Place top crust on filling
6. Discuss turnover production.
7. Tell how to prepare puff pastry.
8. Distinguish between methods for preparing cream puff shells and eclair shells. Place a "CP" beside methods used for cream puff shells and an "E" beside those used for eclair shells. A blank may have more than one correct answer.
- a. Line pan with parchment paper
 - b. Place batter onto baking pan with spoon
 - c. Place batter onto baking pan using pastry bag and tip
 - d. Make rectangular shape
 - e. Dip spoon in milk and run around batter to make round shape
9. Evaluate pie crust.
10. Evaluate cherry pie filling.
11. Evaluate apple turnovers.
12. Evaluate cream puffs.
13. Evaluate eclairs.
14. Demonstrate the ability to:
- a. Prepare pie crust.
 - b. Prepare cherry pie filling.

- c. Prepare apple turnovers.
- d. Prepare cream puffs.
- e. Prepare eclairs.

(NOTE: If activities 9-14 have not been accomplished prior to the test, ask your instructor when they should be completed.)

PASTRIES
UNIT XV

ANSWERS TO TEST

1.
 - a. Fat or shortening
 - b. Salt
 - c. Water
 - d. Flour
 - e. Sugar
2.
 - a. Cut in shortening to flour
 - b. Mix gently when adding flour after adding water
 - c. Toss flour lightly after adding water
 - d. Add extra water and toss gently if dough is too firm or dry
3. Discussion should include:
 - a. Soft
 - b. Tender
 - c. Not runny
 - d. Bright in color
 - e. Not starchy
4.
 - a. 4
 - b. 5
 - c. 2
 - d. 1
 - e. 3
5.

a. 3
b. 1
c. 4
d. 2

e. 7
f. 5
g. 6

6. Discussion should include:
 - a. Dough is triangular shaped
 - b. Dough is baked on sheet pan
 - c. Dough is folded carefully and sealed
7.
 - a. Roll dough several times
 - b. Use a firm fat
 - c. Use ice water to cool the dough
 - d. Place dough in refrigerator before final rolling
 - e. Make holes on top of pastry to prevent blisters from forming
8.
 - a. CP, E
 - b. CP
 - c. E
 - d. E
 - e. CP
9. Evaluated to the satisfaction of the instructor
10. Evaluated to the satisfaction of the instructor
11. Evaluated to the satisfaction of the instructor
12. Evaluated to the satisfaction of the instructor
13. Evaluated to the satisfaction of the instructor
14. Performance skills evaluated to the satisfaction of the instructor

COOKIES, CAKES, AND ICINGS
UNIT XVI

UNIT OBJECTIVE

After completion of this unit, the student should be able to list types of cakes, cookies, and icings and the most important rules for cookies and cakes. He/she should be able to prepare cakes, cookies, and icings according to various methods. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. List types of cakes.
2. Discuss methods of cake preparation.
3. Arrange in order the steps in filling cake pans.
4. List types of icings.
5. Distinguish between ways to ice bakery goods.
6. List types of cookies.
7. Select from a list general rules for cookie production.
8. List the most important rules for cookies and cakes.
9. Tell how to ice cupcakes.
10. Demonstrate the ability to:
 - a. Prepare sponge cake using whipping method.
 - b. Prepare yellow cake using blending method.
 - c. Prepare yellow cake using creaming method.
 - d. Prepare sugar cookies.
 - e. Prepare white fudge frosting.
 - f. Prepare chocolate chip cookies.

COOKIES, CAKES, AND ICINGS
UNIT XVI

SUGGESTED ACTIVITIES

- I. Instructor:
 - A. Arrange for a baker to be guest speaker.
 - B. Arrange for resource person to give a demonstration on cake decorating.
 - C. Provide student with objective sheet.
 - D. Provide student with information and job sheets.
 - E. Discuss unit and specific objectives.
 - F. Discuss information sheet.
 - G. Demonstrate and discuss procedures outlined in job sheets.
 - H. Give test.
- II. Student:
 - A. Read objective sheet.
 - B. Study information sheet.
 - C. Demonstrate the ability to accomplish the procedures outlined in the job sheets.
 - D. Take test.

INSTRUCTIONAL MATERIALS

- I. Included in this unit:
 - A. Objective sheet
 - B. Information sheet
 - C. Job sheets
 1. Job Sheet #1 Prepare Sponge Cake Using Whipping Method
 2. Job Sheet #2 Prepare Yellow Cake Using Blending Method

3. Job Sheet #3-Prepare Yellow Cake Using Creaming Method
4. Job Sheet #4-Prepare Sugar Cookies
5. Job Sheet #5-Prepare White Fudge Frosting
6. Job Sheet #6-Prepare Chocolate Chip Cookies

D. Test

E. Answers to test

II. References:

- A. Terrell, Margaret. *Professional Food Preparation*. New York: John Wiley and Sons, 1971.
- B. Sultan, William J. *Elementary Baking*. New York: McGraw-Hill, 1969.

COOKIES, CAKES, AND ICINGS
UNIT XVI

INFORMATION SHEET

I. Types of cakes

- A. Butter
- B. Pound
- C. Foam

II. Methods of cake preparation

(NOTE: Grease on mixing bowl will cause cake to break down.)

A. Conventional

1. Sift flour
2. Cream shortening
3. Add sugar
4. Cream until light and fluffy
5. Add eggs in three equal parts
6. Add dry and wet ingredients alternately in four parts

(NOTE: Cake batter will not pour.)

B. Bread

1. Add flour, shortening, and leavening agent to bowl
2. Mix on low speed for three to five minutes
3. Add $\frac{1}{3}$ of liquid
4. Mix three to five minutes
5. Add eggs
6. Add remaining liquid ingredients
7. Mix three to five minutes

(NOTE: Cake batter will not pour.)

INFORMATION SHEET

C. Whipped

(NOTE: These cakes are light and spongy.)

1. Have eggs at room temperature
2. Fold flour carefully into the batter several times
3. Whip cake until whipping leaves creases in batter

D. Packaged mixes Follow manufacturer's directions

III Steps in filling cake pans

- A. Grease with softened shortening
- B. Dust with all purpose flour
- C. Turn pan over
- D. Tap on table
- E. Fill pans 1/2 2/3 full

(NOTE: Do not grease pans for foam cakes. Overfilling a pan with cake batter will cause the cake to run over sides of pan and collapse. Cool cake after baking. Cakes that stick tightly to the pan can be released by sliding a knife between the cake and pan. Cake pans may be filled by weight.)

1. Grease with shortening

2. Dust with flour

3. Turn pan over

4. Tap on table

5. Fill pans 1/2 2/3 full

6. Bake

7. Cool

8. Release

9. Frost

10. Store

INFORMATION SHEET

B. Thin icing

1. Pour icing on top of product
2. Work down the sides
3. Smooth off with spatula

VI. Types of cookies

A. Sugar

B. Ice box

C. Foam

D. Crisp

E. Soft

F. Chewy

G. Soft drop

1. Spooned

2. Bagged

H. Cut out or shortbread

VII. General rules for cookie production

A. Sift flour to remove lumps

B. Chill cookie dough before rolling

C. Carefully work leftover dough in with fresh dough

D. Roll salt cookie dough evenly

E. Roll ice cream evenly if necessary

F. Roll on cookies the same size

Bake cool on wire just done

Bake 1/2 the time cookies

A. Roll and cut before decorating

INFORMATION SHEET

VIII. Most important rules for cookies and cakes

- A. Read recipe
- B. Assemble ingredients
- C. FOLLOW RECIPE CAREFULLY

IX. How to ice cupcakes

- A. Spread icing on cupcake
- B. Form peak on top of cupcake
- C. Make design by turning icing or cake spatula in icing
- D. Give cupcake half turn

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COOKIES, CAKES, AND ICINGS
UNIT XVI

JOB SHEET #1 PREPARE SPONGE CAKE USING WHIPPING METHOD

I. Equipment

- A. Mixer
- B. Mixing bowl
- C. Wire whip
- D. Spatula
- E. Measuring cups
- F. Measuring spoons
- G. Sifter
- H. Cake rack
- I. Cake pan

II. Ingredients

(NOTE: These ingredients will yield four 8" layers.)

- A. Sugar, 1 c
- B. Salt, 1/2 t
- C. Eggs, 5

(NOTE: These eggs should be at room temperature.)

- D. Corn syrup, 1 T
- E. Hot water, 4 T
- F. Lemon rind, 1 t
- G. Cake flour, sifted, 2 c
- H. Baking powder, 1 t

III. Procedure

- A. Preheat oven to 375 F
- Grease and flour cake pan

JOB SHEET #1

- C. Remove eggs from refrigerator
 - D. Whip eggs till frothy
 - E. Add sugar, salt, and syrup
 - F. Beat until thick
 - G. Add rind and water
 - H. Stir gently
 - I. Sift flour and baking powder together
 - J. Add in three stages
 - K. Fold in gently with over and under motion
 - L. Be sure there are no lumps
 - M. Fill pans half full
 - N. Tap gently on table to level
 - O. Bake for 35 minutes or until golden brown
- (NOTE: The cooking rack in an oven should be evenly placed for even-baking.)
- P. Remove from oven
 - Q. Cool slightly
 - R. Turn upside down on rack

COOKIES, CAKES, AND ICINGS
UNIT XVI

JOB SHEET #2 PREPARE YELLOW CAKE USING BLENDING METHOD

I. Equipment

- A. Mixing bowl
- B. Mixing spoon
- C. Mixer
- D. Measuring spoons
- E. Measuring cups
- F. Sifter
- G. Cake rack
- H. Cake pan

II. Ingredients

(NOTE: These ingredients will yield two 9" layers.)

- A. Sugar, 1 1/2 c
- B. Salt, 1 t
- C. Shortening, 2/3 c
- D. Cake flour, 2 1/4 c
- E. Milk, 3/4 c
- F. Milk, 1/4 c
- G. Vanilla, 1 t
- H. Eggs, 2
- I. Baking powder, 3 t

III. Procedure

- A. Preheat oven to 375°F
- B. Grease and flour cake pans

JOB SHEET 2

- C. Remove eggs from cooler
- D. Sift sugar, salt, and cake flour in mixing bowl
- E. Add $\frac{3}{4}$ c milk and shortening
- F. Blend well
- G. Mix on medium speed for three minutes
- H. Scrape sides of bowl
- I. Add $\frac{1}{4}$ c milk and
- J. Mix until smooth
- K. Add one egg
- L. Blend well
- M. Add second egg and baking powder
- N. Blend well
- O. Place batter in pans
- P. Bake 25-30 minutes or until golden brown

(NOTE: Cake batter should pour easily and be smooth and soft. These cakes will be softer and springier than creamed cakes.)

COOKIES, CAKES, AND ICINGS
UNIT XVI

JOB SHEET #3 PREPARE YELLOW CAKE USING CREAMING METHOD

I. Equipment

- A. Mixing bowl
- B. Mixing spoon
- C. Mixer
- D. Measuring spoons
- E. Measuring cups
- F. Sifter
- G. Cake rack
- H. Cake pan

II. Ingredients

(NOTE: These ingredients will yield two 9" layers.)

- A. Sugar, 1 1/2 c
- B. Salt, 1 t
- C. Shortening, 3/4 c
- D. Eggs, 3
- E. Milk, 1 c
- F. Vanilla, 1 t
- G. Cake flour, 2 3/4 c
- H. Baking powder, 3 1/2 t

III. Procedure

- A. Preheat oven to 375°F
- B. Grease and flour cake pans
- C. Remove eggs from cooler

JOB SHEET #3

- D. Blend sugar, salt, and shortening until creamy and smooth
- E. Mix until soft and fluffy
- F. Scrape sides of bowl
- G. Add eggs separately
- H. Cream between each addition of eggs
- I. Sift flour and baking powder together
- J. Add flour mixture alternately with milk and vanilla in four parts
- K. Mix after each addition
- L. Mix until batter is smooth
- M. Fill pans half to 2/3 full
- N. Bake 25 30 minutes or until golden brown
- O. Test for doneness after cakes have turned golden brown

(NOTE: If the cake springs back after gently touching with finger, it is done. Do not move cakes in oven if they are soft or semiliquid. Do not open and shut or slam oven door during the baking process.)

COOKIES, CAKES, AND ICINGS
UNIT XVI

JOB SHEET #4-PREPARE SUGAR COOKIES

I. Equipment

- A. Mixing bowl
- B. Mixing spoons
- C. Measuring cups
- D. Rolling pin
- E. Cookie cutter
- F. Baking pans
- G. Flour sieve

II. Ingredients

(NOTE: These ingredients will yield five dozen 2" cookies.)

- A. Sugar, 1 c
- B. Salt, 1 t
- C. Shortening, $\frac{3}{4}$ c
- D. Corn syrup, 2 T
- E. Eggs, 2
- F. M... $\frac{1}{3}$ c
- G. Vanilla, 1 t
- H. Cake flour, sifted, 4 c
- I. Baking powder, $1\frac{1}{4}$ t
- J. Sugar, enough for dusting top of cookies

III. Procedure

- A. Blend sugar, salt, shortening, and corn syrup to a smooth soft paste
- B. Add one egg at a time

JOB SHEET #4

- C. Blend well after adding each egg
- D. Add milk and vanilla
- E. Stir gently
- F. Add flour and baking powder
- G. Fold in gently until all flour is absorbed
- H. Do not overmix
- I. Refrigerate dough for 24 hours
- J. Preheat oven to 375°
- K. Place flour on table
- L. Knead one half of dough
- M. Roll to 1/8" thickness
- N. Remove excess flour from top of dough
- O. Cut cookies with cutter
- P. Place on greased pans
- Q. Space 1.2" apart
- R. Bake at 375°F until golden brown
(NOTE: Do not overbake.)
- S. Dust sugar on cookies

COOKIES, CAKES, AND ICINGS
UNIT XVI

JOB SHEET #5 PREPARE WHITE FUDGE FROSTING

I. Equipment

- A. Measuring cups
- B. Double boiler
- C. Spoon
- D. Sauce pan
- E. Measuring spoons

II. Ingredients

(NOTE: These ingredients will yield icing for two 9" cakes.)

- A. Confectioner's sugar, 4 c
- B. Salt, dash
- C. Shortening, baker's, 1/2 c
- D. Water, hot, 1/3 c
- E. Vanilla, 1 t

III. Procedure

- A. Blend sugar, salt, and shortening to a smooth paste.
- B. Add water and vanilla.
- C. Blend till smooth.
- D. Use immediately or hold in double boiler.

(NOTE: If icing is too soft, add more sugar.)

COOKIES, CAKES, AND ICINGS
UNIT XVI

JOB SHEET #6-PREPARE CHOCOLATE CHIP COOKIES

I. Equipment

- A. Scales
- B. Cookie dishes
- C. Cookie bake sheets
- D. Mixer
- E. Spatula

II. Ingredients

(NOTE: These ingredients will yield 15 dozen cookies.)

- A. Brown sugar, 1# 8 oz
- B. Granulated sugar, 1# 8 oz
- C. Butter or shortening, 1# 8 oz
- D. Baking soda, 1/2 oz
- E. Salt, 1/2 oz
- F. Water, 1 oz
- G. Vanilla, 2 t
- H. Eggs, 8 oz
- I. Pastry flour, 2# 4 oz
- J. Chocolate chips, 1#
- K. Walnuts, chopped, 8 oz

III. Procedure

- A. Place sugars, salt, and butter or shortening in mixing bowl
- B. Cream together
- C. Add water, vanilla, and eggs

JOB SHEET #6

- D. Mix for two minutes on low
- E. Add flour, chips, walnuts, and baking soda
- F. Mix on low for two minutes
- G. Place on baking sheets using disher
- H. Bake at 350° for 12-15 minutes

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COOKIES, CAKES, AND ICINGS
UNIT XVI

TEST

1. List the types of cakes.
 - a.
 - b.
 - c.
2. Discuss methods of cake preparation.
 - a. Conventional
 - b. Blend
 - c. Whipped
 - d. Packaged mixes
3. Arrange in order the steps in filling cake pans. Place a "1" in front of the first step, a "2" in front of the second, and so on.
 - a. Dust with all-purpose flour
 - b. Fill pans $1/2$ - $2/3$ full
 - c. Grease with softened shortening
 - d. Tap on table
 - e. Turn pan over

4. List the types of icings.
- a.
 - b.
 - c.
5. Distinguish between ways to ice bakery goods. Place an "H" in front of the steps used with heavy icing and a "T" in front of those used with a thin icing.
- _____ a. Meet top and sides
 - _____ b. Pour icing on top of product
 - _____ c. Smooth off with spatula
 - _____ d. Ice sides
 - _____ e. Finish smoothly with warm water
 - _____ f. Work down the sides
 - _____ g. Ice top
6. List five types of cookies.
- a.
 - b.
 - c.
 - d.
 - e.
7. Select from the list below general rules for cookie production. Circle the letters of the correct answers.
- a. Never sift flour
 - b. Chill cookie dough before rolling
 - c. Never work leftover dough
 - d. Roll all cookie dough evenly
 - e. Portion cookies the same size
 - f. Bake cookies until just done
 - g. Partially bake thin cookies

8. List the most important rules for cookies and cakes.
 - a.
 - b.
 - c.
9. Tell how to ice cupcakes.
10. Demonstrate the ability to:
 - a. Prepare sponge cake using whipping method.
 - b. Prepare yellow cake using blending method.
 - c. Prepare yellow cake using creaming method.
 - d. Prepare sugar cookies.
 - e. Prepare white fudge frosting.
 - f. Prepare chocolate chip cookies.

(NOTE: If the above activities have not been accomplished prior to the test, ask the instructor when they should be completed.)

COOKIES, CAKES, AND ICINGS
UNIT XVI

ANSWERS TO TEST

1.
 - a. Butter
 - b. Pound
 - c. Foam
2. Discussion should include:
 - a. Conventional
 - 1) Sift flour
 - 2) Cream shortening
 - 3) Add sugar
 - 4) Cream until light and fluffy
 - 5) Add eggs in three equal parts
 - 6) Add dry and wet ingredients alternately in four parts
 - b. Blend
 - 1) Add flour, salt, shortening, and leavening agent to bowl
 - 2) Mix on low speed for three to five minutes
 - 3) Add 1/3 of liquid
 - 4) Mix three to five minutes
 - 5) Add eggs
 - 6) Add remaining liquid ingredients
 - 7) Mix three to five minutes
 - c. Whipped
 - 1) Have eggs at room temperature
 - 2) Fold flour carefully into the batter several times
 - 3) Whip cake until whipping leaves creases in batter
 - d. Packaged mixes Follow manufacturer's directions

- 3. a. 2
- b. 5
- c. 1
- d. 4
- e. 3

- 4. a. Flat or simple
- b. Creamed or fudge
- c. Combination

- 5. a. H
- b. T
- c. T
- d. H
- e. H
- f. T
- g. H

6. Any five of the following:

- a. Sugar
- b. Ice box
- c. Egg
- d. Crisp
- e. Soft
- f. Chewy
- g. Soft drop
 - 1) Spooned
 - 2) Bagged
- h. Cut out or shortbread

1.0

2.5

2.2

1.1

2.0

1.8

1.25

1.4

1.6

7. b, d, e, f, g
8. a. Read recipe
b. Assemble ingredients
c. FOLLOW RECIPE CAREFULLY
9. a. Spread icing on cupcake
b. Form peak on top of cupcake
c. Make design by turning icing on cake spatula in icing
d. Give cupcake half turn
10. Performance skills evaluated to the satisfaction of the instructor

SPICES AND FLAVORINGS
UNIT XVII

UNIT OBJECTIVE

After completion of this unit, the student should be able to list types of seasonings. The student should be able to select from a list seasoning techniques and list common seasonings used in commercial food production. This knowledge will be evidenced by a score of eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with spices and flavorings to the correct definitions.
2. List types of seasonings.
3. Discuss the uses of seasonings.
4. Select from a list seasoning techniques.
5. List guides for storing seasonings.
6. List common seasonings used in commercial food production.
7. Discuss different uses for spices.

SPICES AND FLAVORINGS
UNIT XVII

SUGGESTED ACTIVITIES

- I. Instructor:
 - A. Provide student with objective sheet.
 - B. Provide student with information and assignment sheets.
 - C. Discuss unit and specific objectives.
 - D. Discuss information and assignment sheets.
 - E. Give test.
- II. Student:
 - A. Read objective sheet.
 - B. Study information sheet.
 - C. Complete assignment sheet and turn in to instructor.
 - D. Take test.

INSTRUCTIONAL MATERIALS

- I. Included in this unit:
 - A. Objective sheet
 - B. Information sheet
 - C. Assignment Sheet #1--Discuss Different Uses for Spices
 - D. Test.
 - E. Answers to test
- II. References:
 - A. Rosengarten, Fredric, Jr. *The Book of Spices*. Wynnewood, Pennsylvania: Livingston Publishing Company, 1969.
 - B. Haines, Robert G. *Food Preparation for Hotels, Restaurants, and Cafeterias*. Chicago: American Technical Society, 1973.
 - C. *Handbook of Food Preparation*. Washington, D.C.: American Home Economics Association, 1971.

SPICES AND FLAVORINGS
UNIT XVII

INFORMATION SHEET

I. Terms and definitions

- A. Spice-Vegetable substance used to flavor food; pungent
- B. Herb-Parts of a plant used to flavor food; delicate
- C. Seasoning-Additive that enhances flavor of food
- D. Flavoring-Additive that gives flavor to food but is not a spice or herb
- E. Pungent-Strong in flavor and aroma
- F. Blends-One or more seasonings added together

Examples: Cinnamon sugar, chili powder, poultry seasoning

II. Types of seasonings

- A. Spice
- B. Herb
- C. Extract

Examples: Vanilla, almond

D. Acid

Examples: Vinegar, lemon juice

E. Synthetic

- 1. Substitute
 - a. Salt
 - b. Sugar
- 2. Coloring
- 3. Monosodium glutamate

(NOTE: Monosodium glutamate must be used with care.)

INFORMATION SHEET

I. Flavoring

Examples: Liquor, sauces

II. Uses of seasonings

A. Enhances flavor of food

(NOTE: Seasonings should not dominate with spice over spice or spice over food.)

B. Should be used in moderation

(NOTE: More seasoning can be added to foods; however, once too much seasoning has been added, it cannot be removed.)

III. Seasoning techniques

A. Follow recipe

B. Be aware of general guide for additional seasoning

1. Add 1/4 teaspoon per pound of meat
2. Add 1/4 teaspoon per pint of liquid

C. Know when to add seasoning

1. Add whole spices at beginning of cooking time
2. Add seeds, crushed spices, and flakes near end of cooking time
3. Add spices to uncooked foods while combining ingredients

IV. Grades for storing seasonings

A. Cool

B. Dry

C. Tightly covered

V. Common seasonings used in commercial food production

A. Absence

Examples: Pumpkin pie, broiled fish

B. Presence

Examples: Cookies, sweet rolls



INFORMATION SHEET

- C. Basil
Examples: Tomato dishes, vegetables
- D. Bay leaves
Examples: Stews, soups
- E. Caraway
Examples: Rye bread, sauerkraut, cabbage
- F. Celery seed
Examples: Cole slaw, potato salad
- G. Cinnamon
Examples: Baked apples, sweet doughs
- H. Cloves
Examples: Baked ham, fruit cake
- I. Cumin
Examples: Soups, cheese dishes
- J. Dill seed
Examples: Potato salad, green beans
- K. Garlic
Examples: Meat dishes, breads
- L. Mustard
Examples: Ham, cabbage
- M. Nutmeg
Examples: Baked goods, puddings
- N. Oregano
Examples: Tomato dishes, spicy foods, Italian and Mexican dishes
- O. Paprika
Examples: Garnish, salads

INFORMATION SHEET

P. Parsley

Examples: Garnish, meat, foods

Q. Poppy seed

Examples: Breads, rolls

R. Poultry seasoning

Examples: Poultry, dressing, meat, loaf

S. Rosemary

Examples: Lamb, pork

T. Sage

Examples: Pork, poultry

U. Sesame seed

Examples: Baked breads, fish

V. Thyme

Examples: Stews, soups

SPICES AND FLAVORINGS
UNIT XVII

ASSIGNMENT SHEET #1-DISCUSS DIFFERENT USES FOR SPICES

Choose one spice that you know very little about. Select an institutional magazine or recipe book and find all the recipes included that call for your one spice. Make a list of all of the recipe names. Discuss the ways the spice is used in the various recipes.

SPICES AND FLAVORINGS
UNIT XVII

TEST

1. Match terms on the right to the correct definitions on the left. Place the appropriate numbers in the blanks provided.

- | | |
|--|--------------|
| _____ a. Additive that enhances flavor of food | 1. Spice |
| _____ b. One or more seasonings added together | 2. Herb |
| _____ c. Vegetable substance used to flavor food; pungent | 3. Seasoning |
| _____ d. Parts of a plant used to flavor food; delicate | 4. Flavoring |
| _____ e. Strong in flavor and aroma | 5. Pungent |
| _____ f. Additive that gives flavor to food but is not a spice or herb | 6. Blends |

2. List four types of seasonings.

- a.
b.
c.
d.

3. Discuss the uses of seasonings.

4. Select from the list below seasoning techniques. Circle the letters of the correct answers.

- a. Add seeds, crushed spices, and flakes, at beginning of cooking times
- b. Add 1/4 teaspoon per pound of meat
- c. Add 1/2 teaspoon per pint of liquid
- d. Add 1/4 teaspoon per pint of liquid
- e. Use heavily
- f. Follow recipe

5. List the guides for storing seasonings.

- a.
- b.
- c.

6. List ten common seasonings used in commercial food production.

- a.
- b.
- c.
- d.
- e.
- f.
- g.
- h.
- i.
- j.

7. Discuss different uses for spices.

(NOTE: If the above activity has not been accomplished prior to the test, ask the instructor when it should be completed.)

SPICES AND FLAVORINGS
UNIT XVII

ANSWERS TO TEST

1.
 - a. 3
 - b. 6
 - c. 1
 - d. 2
 - e. 5
 - f. 4

2. Any four of the following:
 - a. Spice
 - b. Herb
 - c. Extract
 - d. Acid
 - e. Synthetic
 - 1) Substitute
 - a) Salt
 - b) Sugar
 - 2) Coloring
 - 3) Monosodium glutamate.
 - f. Flavoring

3. Discussion should include:
 - a. Enhances flavor of food
 - b. Should be used in moderation

4. b, d, f

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5.
 - a. Cool
 - b. Dry
 - c. Tightly covered
6. Any ten of the following:
 - a. Allspice
 - b. Anise
 - c. Basil
 - d. Bay leaves
 - e. Caraway
 - f. Celery seed
 - g. Cinnamon
 - h. Cloves
 - i. Cumin
 - j. Dill seed
 - k. Garlic
 - l. Mustard
 - m. Nutmeg
 - n. Oregano
 - o. Paprika
 - p. Parsley
 - q. Poppy seed
 - r. Poultry seasoning
 - s. Rosemary
 - t. Sage
 - u. Sesame seed
 - v. Thyme
7. Evaluated to the satisfaction of the instructor.

BREAKFAST COOKERY UNIT XV/II

UNIT OBJECTIVE

After completion of this unit, the student should be able to list unique features of the breakfast meal. The student should be able to arrange in order the steps in serving a breakfast meal and the proper production sequence for a breakfast meal. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. List unique features of the breakfast meal.
2. Discuss continental breakfast.
3. Arrange in order the steps in serving a breakfast meal.
4. List foods commonly prepared for the breakfast meal.
5. Discuss preparation for breakfast.
6. List common condiments.
7. Arrange in order the proper production sequence for a breakfast meal.

BREAKFAST COOKERY
UNIT XVIII

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide student with objective sheet.
- B. Provide student with information and assignment sheets.
- C. Discuss unit and specific objectives.
- D. Discuss information and assignment sheets.
- E. Give test.

II. Student:

- A. Read objective sheet.
- B. Study information sheet.
- C. Complete assignment sheet and turn in to instructor.
- D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objective sheet
- B. Information sheet
- C. Assignment Sheet #1--Arrange in Order Production Sequence for a Breakfast Meal
- D. Test
- E. Answers to test

II. References:

- A. Terrell, Margaret E. *Professional Food Preparation*. New York: John Wiley and Sons, 1971.
- B. Cornelius, Ethelwyn G. *Food Service Careers*. Peoria, Illinois: Chas. A. Bennett Company, Inc. 1974.

BREAKFAST COOKERY

UNIT XVIII

INFORMATION SHEET

I. Unique features of breakfast meal

- A. Food is cooked to order
- B. Food takes short amount of time to prepare
- C. Food should not be prepared in advance and held on steam table
(NOTE: The food loses quality and continues to cook.)
- D. Food must be served hot

(NOTE: The food will lose quality at room temperature and will lose appetite appeal.)

- E. Customers want to eat quickly

(NOTE: Breakfast is not a conversation meal and customers often have a limited time.)

- F. Many condiments are served
- G. Breakfast may be eaten any time of the day

II. Continental breakfast

- A. Is a light breakfast
 - 1. Fruit or juice
 - 2. Toast or pastry
 - 3. Coffee
- B. Requires no cooking
- C. Is becoming very popular
 - 1. Motels
 - 2. Hotels
 - 3. Restaurants

6.57

INFORMATION SHEET

III. Steps in serving a breakfast meal

- A. Fill water glass
- B. Present menu
- C. Pour coffee
- D. Serve fruit or juice
- E. Remove fruit or juice service
- F. Serve cereal
- G. Remove cereal service
- H. Serve breakfast plate
- I. Remove breakfast plate
- J. Continue to check water and coffee throughout meal

IV. Common breakfast foods

- A. Eggs
 1. Scrambled
 2. Fried
 3. Poached
 4. Hard or soft cooked
 5. Omelet
- B. Pancakes
- C. Waffles
- D. Bread
 1. Plain toast
 2. French toast
 3. Cinnamon toast
 4. Biscuit
 5. Muffin

INFORMATION SHEET

E. Potatoes Hash browns

F. Cereal

1. Hot

2. Cold

G. Fruit or juice

H. Entree

1. Bacon

2. Sliced ham

3. Sausage

a. Link

b. Patty

I. Pastry

1. Donut

2. Sweet roll

3. Coffee cake

J. Beverage

1. Milk

2. Hot tea

3. Coffee

4. Hot chocolate

V. Preparation for breakfast

A. Pre preparation

1. Break eggs

a. Scrambled Large container

b. Fried Individual cups

INFORMATION SHEET

- c. Omelet Individual cups
2. Prepare batters
 - a. Pancakes
 - b. Waffles
 - c. French toast mixture
3. Cook hot cereal
4. Portion fruits
5. Pan entrees
 - a. Place meat on pans for cooking
 - b. Place pans in oven

(NOTE: Meat may be panned in evening before breakfast. Meat may be cooked in oven, on grill, or in fryer. Some menus call for meats to be cooked to order.)

6. Warm plates

B. Timing

1. All food at proper temperature at service time
2. All customers at one table receive food at same time

C. Serving plates

1. Preheat to help keep food hot
2. Serve as soon as possible

VI. Common condiments

A. Soft or whipped margarine or butter

B. Syrup

C. Special

1. Nuts
2. Coconut
3. Powdered sugar

INFORMATION SHEET

D. Jelly

E. Jam

F. Gravy

G. Cream

H. Ketchup

(NOTE: The above condiments may be served with pancakes, waffles, French toast, bread, cereal, eggs, and the entree.)

BREAKFAST COOKERY
UNIT XVIIIASSIGNMENT SHEET #1--ARRANGE IN ORDER PRODUCTION
SEQUENCE FOR A BREAKFAST MEAL

Arrange in order the proper production sequence for this breakfast meal. Place a "1" in front of the first step, a "2" in front of the second, and so on.

- Make coffee
- Fry bacon - 10 minutes
- Prepare eggs - 4 minutes
- Pour juice
- Make toast - 2 minutes
- Plate bacon, eggs, toast
- Prepare hot cereal - 30 minutes

BREAKFAST COOKERY
UNIT XVIII

ANSWERS TO ASSIGNMENT SHEET

- 3 Make coffee
- 4 Fry bacon - 10 minutes
- 5 Prepare eggs - 4 minutes
- 3 Pour juice
- 6 Make toast - 2 minutes
- 7 Plate bacon, eggs, toast
- 2 Prepare hot cereal - 30 minutes

BREAKFAST COOKERY
UNIT XVIII

TEST

1. List five unique features of the breakfast meal.
 - a.
 - b.
 - c.
 - d.
 - e.
2. Discuss continental breakfast.
3. Arrange in order the steps in serving a breakfast meal. Place a "1" in front of the first step, a "2" in front of the second, and so on.
 - a. Serve fruit or juice
 - b. Pour coffee
 - c. Serve cereal
 - d. Serve breakfast plate
 - e. Fill water glass
 - f. Continue to check water and coffee throughout meal
 - g. Remove cereal service
 - h. Remove breakfast plate
 - i. Present menu
 - j. Remove fruit or juice service

4. List ten foods commonly prepared for the breakfast meal.

- a.
- b.
- c.
- d.
- e.
- f.
- g.
- h.
- i.
- j.

5. Discuss preparation for breakfast.

6. List five common condiments.

- a.
- b.
- c.
- d.
- e.

7. Arrange in order the proper production sequence for a breakfast meal.

(NOTE: If the above activity has not been accomplished prior to the test, ask your instructor when it should be completed.)

BREAKFAST COOKERY
UNIT XVIII

ANSWERS TO TEST

1. Any five of the following:
 - a. Food is cooked to order
 - b. Food takes short amount of time to prepare
 - c. Food should not be prepared in advance and held on steam table
 - d. Food must be served hot
 - e. Customers want to eat quickly
 - f. Many condiments are served
 - g. Breakfast may be eaten any time of the day

2. Discussion should include:
 - a. Is a light breakfast
 - 1) Fruit or juice
 - 2) Toast or pastry
 - 3) Coffee
 - b. Requires no cooking
 - c. Is becoming very popular
 - 1) Motels
 - 2) Hotels
 - 3) Restaurants

3.

a. 4	f. 10
b. 3	g. 7
c. 6	h. 9
d. 8	i. 2
e. 1	j. 5

4. Any ten of the following:

a. Eggs

- 1) Scrambled
- 2) Fried
- 3) Poached
- 4) Hard or soft cooked
- 5) Omelet

b. Pancakes

c. Waffles

d. Bread

- 1) Plain toast
- 2) French toast
- 3) Cinnamon toast
- 4) Biscuit
- 5) Muffin

e. Potatoes Hash browns

f. Cereal

- 1) Hot
- 2) Cold

g. Fruit or juice

h. Entree

- 1) Bacon
- 2) Sausage
 - a) Link
 - b) Patty
- 3) Sliced ham

i. Pastry

- 1) Donut
- 2) Sweet roll
- 3) Coffee cake

j. Beverage

- 1) Milk
- 2) Hot tea
- 3) Coffee
- 4) Hot chocolate

5. Discussion should include:

a. Pre-preparation

- 1) Break eggs
 - a) Scrambled - Large container
 - b) Fried - Individual cups
 - c) Omelet - Individual cups
- 2) Prepare batters
 - a) Pancakes
 - b) Waffles
 - c) French toast mixture
- 3) Cook hot cereal
- 4) Portion fruits
- 5) Pan entrees
 - a) Place meat on pans for cooking
 - b) Place pans in oven
- 6) Warm plates

- b. Timing
 - 1) All food at proper temperature at service time
 - 2) All customers at one table receive food at same time
 - c. Serving plate
 - 1) Preheat to help keep food hot
 - 2) Serve as soon as possible
6. Any five of the following:
- a. Soft or whipped margarine
 - b. Syrup
 - c. Special
 - 1) Nuts
 - 2) Coconut
 - 3) Powdered sugar
 - d. Jelly
 - e. Jam
 - f. Gravy
 - g. Cream
 - h. Ketchup
7. Evaluated to the satisfaction of the instructor

LEFTOVERS UNIT XIX

UNIT OBJECTIVE

After completion of this unit, the student should be able to list principles to observe when using leftovers. The student should be able to select from a list common noticeable spoilage signs and acceptable uses of leftovers. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. List principles to observe when using leftovers.
2. Select from a list common noticeable spoilage signs.
3. State the basic rules for using leftovers.
4. Select from a list acceptable uses of leftovers.
5. Discuss appearance of leftovers.
6. State rules for serving leftover items.
7. Discuss the use of meats as leftovers.
8. Discuss the use of poultry as leftovers.

LEFTOVERS
UNIT XIX

SUGGESTED ACTIVITIES

- I. Instructor:
 - A. Provide student with objective sheet.
 - B. Discuss unit and specific objectives.
 - C. Provide student with information sheet.
 - D. Make transparency.
 - E. Discuss information sheet.
 - F. Give test.
- II. Student:
 - A. Read objective sheet.
 - B. Study information sheet.
 - C. Take test.

INSTRUCTIONAL MATERIALS

- I. Included in this unit:
 - A. Objective sheet
 - B. Information sheet
 - C. Transparency master: TM 1--Food Danger Zone
 - D. Test
 - E. Answers to test
- II. References:
 - A. Terrell, Margaret E. *Professional Food Preparation*. New York: John Wiley and Sons, 1971.
 - B. Kelley, Vester G. *Food-Borne Illness*. Rocky Mount, North Carolina: Food Service Guides, 1973.

LEFTOVERS
UNIT XIX

INFORMATION SHEET

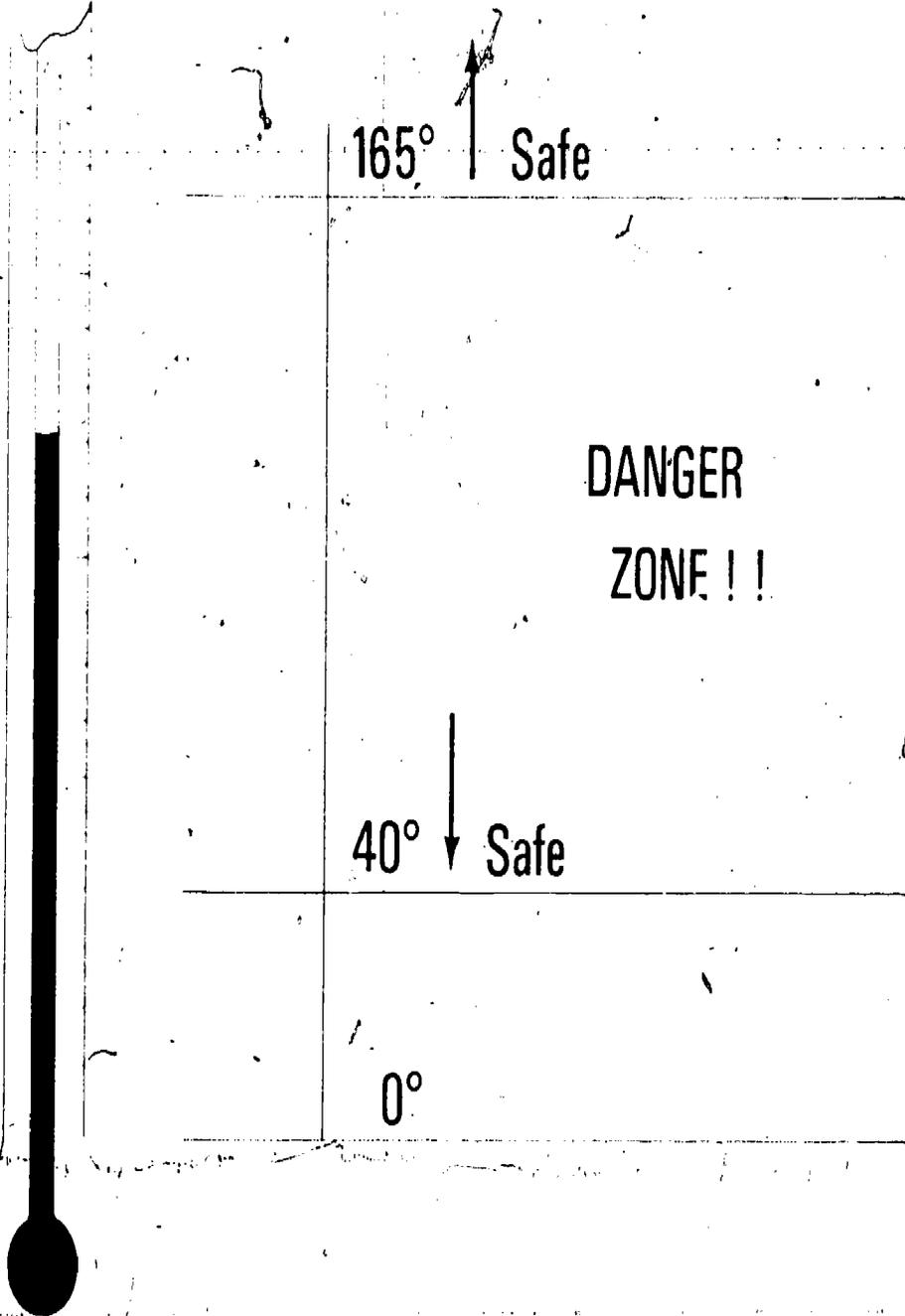
- I. Principles to observe when using leftovers
 - A. Bacteria increase with prolonged storage
 - B. Noticeable spoilage signs may not be present
 - C. Absence of spoilage signs does not guarantee safeness
 - D. Use of leftovers is not a good sanitary risk
 - E. Potentially hazardous foods should not be used as leftovers
- II. Common noticeable spoilage signs
 - A. Slime
 - B. Mold
 - C. Discoloration
 - D. Souring
- III. Basic rules for using leftovers
 - A. Use leftovers within 24 hours if refrigerated
 - B. Freeze immediately if possible
 - C. Discard if not used within 24 hours if not frozen
 - D. Throw it out when in doubt
- IV. Acceptable uses of leftovers
 - A. Stews
 - B. Soups
 - C. Salads
Examples: Chicken salad, turkey salad
 - D. Casseroles

INFORMATION SHEET

- E. Croutons
- F. Meat dressing
- G. Sandwiches
- V. Appearance of leftovers
 - A. Change appearance of original menu item
 - B. Do not re-serve in original form foods that have changed color, dried out, lost original texture, or have offensive odor
 - Examples: Corn, carrots, green peas, macaroni and cheese
 - C. Remove burned particles from previous cooking
 - D. Use minimum amount of handling
- VI. Rules for serving leftover items (Transparency 1)
 - A. Hot - Above danger zone (165°)
 - B. Cold - Below danger zone (40°)
- VII. Meats as leftovers
 - A. Chill cooked meat separately from juice and gravy
 - B. Slice meat if possible before cooling
 - C. Arrange meat slices in shallow pans
 - D. Cool quickly
 - E. Heat above danger zone before serving as a leftover
- VIII. Poultry as leftovers
 - A. Store poultry separately from gravy
 - B. Refrigerate quickly
 - C. Debone turkey before cooling
 - D. Heat above danger zone before serving as a leftover

(NOTE: Do not use foods the third time due to loss of quality, texture, and nutrition.)

FOOD DANGER ZONE



Heat above 165° or chill below 40°

LEFTOVERS
UNIT XIX

TEST

1. List four principles to observe when using leftovers.
 - a.
 - b.
 - c.
 - d.
2. Select from the list below the common noticeable spoilage signs.
 - a. Odor
 - b. Slime
 - c. Mold
 - d. Grease floating to top
 - e. Discoloration
 - f. Souring
3. State the basic rules for using leftovers.
 - a.
 - b.
 - c.
 - d.
4. Select from the list below acceptable uses of leftovers.
 - a. Stews
 - b. Casseroles
 - c. Meat dressing
 - d. 48-hour turkey salad
 - e. Pancakes
 - f. Sandwiches

5. Discuss the appearance of leftovers.

6. State the rules for serving leftover items.

a.

b.

7. Discuss the use of meats as leftovers.

8. Discuss the use of poultry as leftovers.

LEFTOVERS
UNIT XIX

ANSWERS TO TEST

1. Any four of the following:
 - a. Bacteria increase with prolonged storage
 - b. Noticeable spoilage signs may not be present
 - c. Absence of spoilage signs does not guarantee safeness
 - d. Use of leftovers is not a good sanitary risk
 - e. Potentially hazardous foods should not be used as leftovers
2. b, c, e, f
3.
 - a. Use leftovers within 24 hours if refrigerated
 - b. Freeze immediately if possible
 - c. Discard if not used within 24 hours if not frozen
 - d. Throw it out when in doubt
4. a, b, c, f
5. Discussion should include:
 - a. Change appearance of original menu item
 - b. Do not re-serve in original form foods that have changed color, dried out, lost original texture, or have offensive odor
 - c. Remove burned particles from previous cooking
 - d. Use minimum amount of handling
6.
 - a. Hot: Above danger zone (165°)
 - b. Cold: Below danger zone (40°)
7. Discussion should include:
 - a. Chill cooked meat separately from juice and gravy
 - b. Slice meat if possible before cooling

- c. Arrange meat slices in shallow pans
 - d. Cool quickly
 - e. Heat above danger zone before serving as leftover
8. Discussion should include:
- a. Store poultry separately from gravy
 - b. Refrigerate quickly
 - c. Debone turkey before cooling
 - d. Heat above danger zone before serving as a leftover

BEVERAGES
UNIT XX

UNIT OBJECTIVE

After completion of this unit, the student should be able to match terms associated with beverages to the correct definitions. He/she should be able to demonstrate the ability to prepare coffee and tea. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with beverages to the correct definitions.
2. Discuss the quality of coffee.
3. Select from a list rules for making coffee by the urn method:
4. State the proportions of tea and coffee to water.
5. Discuss convenience beverages.
6. Demonstrate the ability to:
 - a. Prepare coffee.
 - b. Prepare iced tea.

BEVERAGES
UNIT XX

SUGGESTED ACTIVITIES

I. Instructor:

- A. Have coffee distributor give demonstration on preparation of coffee.
- B. Provide student with objective sheet.
- C. Provide student with information and job sheets.
- D. Discuss unit and specific objectives.
- E. Discuss information sheet.
- F. Demonstrate and discuss procedures outlined in job sheets.
- G. Give test.

II. Student:

- A. Read objective sheet.
- B. Study information sheet.
- C. Demonstrate the ability to accomplish the procedures outlined in the job sheets.
- D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objective sheet
- B. Information sheet
- C. Job sheets
 1. Job Sheet #1-Prepare Coffee
 2. Job Sheet #2-Prepare Iced Tea
- D. Test
- E. Answers to test

II. References:

- A. Terrell, Margaret. *Professional Food Preparation*. New York: John Wiley and Sons, 1971.
- B. Nichols, H. L., Jr. *Cooking with Understanding*. Greenwich, Connecticut: North Castle Books, 1971.

BEVERAGES
UNIT XX

INFORMATION SHEET

I. Terms and definitions

- A. Caffeine Stimulant contained in coffee
- B. Chocolate squares-Roasted cocoa beans ground into a fine powder and pressed into cakes, usually with sugar
- C. Chocolate milk-Chocolate flavored milk made from whole milk
- D. Cocoa-Powdered chocolate from which about half the fat has been removed
- E. Coffee-Brewed drink made from the ground roasted coffee beans
- F. Decaffeinated coffee-Coffee made from beans which have had the caffeine extracted
- G. Demitasse-Small cup of black coffee served after dinner
- H. Frozen concentrate-Frozen drink product which has had part of the water removed
- I. Skim milk-Milk which contains almost no fat
- J. Tea-Drink brewed from dried leaves of the tea plant

II. Coffee quality

- A. Flavor
 - 1. Fresh, not stale
 - 2. Mellow, not bitter
 - 3. Hot, not warm
- B. Aroma-Pleasing
- C. Strength-Medium brown in color
- D. Clarity
 - 1. Clean
 - 2. No particles

INFORMATION SHEET

3. No oiliness
4. No cloudiness

III. Rules for making coffee by urn method

- A. Use clean equipment
- B. Use fresh cold water
- C. Use fresh coffee
- D. Store coffee in air-tight container
- E. Spread coffee evenly over filter
- F. Use correct proportions of coffee to water
- G. Remove grounds as soon as brewing is completed
- H. Draw off and repour about 1/3 of the coffee to mix the brew
- I. Never heat coffee above 185°F
- J. Never reuse coffee grounds
- K. Ripen coffee for ten minutes and serve immediately

IV. Proportions of tea and coffee to water

(NOTE: Follow manufacturer's or purveyor's directions.)

- A. Coffee One pound coffee/2 1/2 - 3 gal water
- B. Iced tea-2 oz tea/1 qt boiling water - 3 qt cold water

V. Convenience beverages

- A. Coffee
 1. Instant regular
 - a. Jars in machines
 - b. Individual packages
 2. Decaffeinated Packages

INFORMATION SHEET

B. Tea

1. Jars in machines
2. Individual bags

C. Hot chocolate

1. Jars in machines
 - a. Dry base
 - b. Liquid base
2. Individual packages

BEVERAGES
UNIT XX

JOB SHEET #1-PREPARE COFFEE

I. Equipment

- A. Coffee urn
- B. Filter

II. Ingredients

- A. Coffee
- B. Water

III. Procedure

(NOTE: There are many models of coffee equipment on the market. Read and follow the manufacturer's directions before using equipment.)

- A. Close valves
- B. Fill boiler to gauge level
- C. Turn off fill valve
- D. Turn heating unit to boil
- E. Place coffee in filter
- F. Place filter in holder
- G. Place holder in urn
- H. Press brew button
- I. Remove filter and holder when brewing is complete
- J. Draw off 1/3 of coffee
- K. Pour coffee in urn
- L. Serve

BEVERAGES
UNIT XX

JOB SHEET #2--PREPARE ICED TEA

- I. Equipments
 - A. Quart measure
 - B. Gallon measure
 - C. Tea cap
- II. Ingredients
 - A. Tea, 2 oz
 - B. Water, 1 gallon
- III. Procedure
 - A. Boil one quart of water
 - B. Put 2 oz tea in tea cap
 - C. Place tea in quart measure
 - D. Pour boiling water in tea
 - E. Let steep six minutes
 - F. Stir
 - G. Remove tea
 - H. Pour liquid in gallon measure
 - I. Add three quarts cold tap water
 - J. Serve

(NOTE: Tea may be held for four hours without losing flavor.)

BEVERAGES
UNIT XX

TEST

1. Match terms associated with beverages to the correct definitions. Place the correct numbers in the blanks provided.

- | | |
|---|-------------------------|
| _____ a. Chocolate flavored milk made from whole milk | 1. Caffeine |
| _____ b. Coffee made from beans which have had the caffeine extracted | 2. Chocolate squares |
| _____ c. Frozen drink product which has had part of the water removed | 3. Chocolate milk |
| _____ d. Stimulant contained in coffee | 4. Cocoa |
| _____ e. Powdered chocolate from which about half the fat has been removed | 5. Coffee |
| _____ f. Drink brewed from dried leaves of the tea plant | 6. Decaffeinated coffee |
| _____ g. Brewed drink made from the ground roasted coffee bean | 7. Demitasse |
| _____ h. Milk which contains almost no fat | 8. Frozen concentrate |
| _____ i. Small cup of black coffee served after dinner | 9. Skim milk |
| _____ j. Roasted cocoa beans ground into a fine powder and pressed into cakes, usually with sugar | 10. Tea |

2. Discuss the quality of coffee.

3. Select from the list below rules for making coffee by the urn method. Circle the letters of the correct answers.
 - a. Use clean equipment
 - b. Use fresh warm water
 - c. Use fresh coffee
 - d. Store coffee in freezer
 - e. Use same proportions of coffee to water
 - f. Remove grounds half way during brewing
 - g. Heat coffee to 210°F
 - h. Reuse coffee grounds only once
 - i. Ripen coffee for ten minutes and serve immediately
4. State the proportions of tea and coffee to water.
 - a. Coffee
 - b. Tea
5. Discuss convenience beverages.
6. Demonstrate the ability to:
 - a. Prepare coffee.
 - b. Prepare iced tea.

(NOTE: If the above activities have not been accomplished prior to the test, ask your instructor when they should be completed.)

5. Discussion should include:

a. Coffee

1) Instant regular

a) Jars in machines

b) Individual packages

2) Decaffeinated Packages

b. Tea

1) Jars in machines

2) Individual bags

c. Hot chocolate

1) Jars in machines

a) Dry base

b) Liquid base

2) Individual packages

6. Performance skills evaluated to the satisfaction of the instructor

TABLE SERVICE
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to demonstrate the ability to load and handle a tray; greet a customer, take order, and pick up order; and use arm service. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Define terms associated with table service.
2. Describe the types of service.
3. List the basic rules for table service.
4. Arrange in order the steps for serving breakfast.
5. Arrange in order the steps for serving lunch.
6. Arrange in order the steps for serving dinner.
7. List duties which are part of a waiter's/waitress's sidework.
8. Discuss customer relations.
9. Demonstrate the ability to:
 - a. Load and handle a tray.
 - b. Greet customer, take order, and pick up order.
 - c. Use arm service

TABLE SERVICE
UNIT I

SUGGESTED ACTIVITIES

- I. Instructor:
 - A. Provide student with objective sheet.
 - B. Provide student with information and job sheets.
 - C. Make transparencies.
 - D. Discuss unit and specific objectives.
 - E. Discuss information sheet.
 - F. Demonstrate and discuss procedures outlined in the job sheets.
 - G. Give test.
- II. Student:
 - A. Read objective sheet.
 - B. Study information sheet.
 - C. Demonstrate the ability to accomplish the procedures outlined in the job sheets.
 - D. Take test.

INSTRUCTIONAL MATERIALS

- I. Included in this unit:
 - A. Objective sheet
 - B. Information sheet
 - C. Transparency masters
 - 1. TM 1-Salad Served Before Entree
 - 2. TM 2-Salad Served with Entree
 - 3. TM 3-Entree Served with Side Dish
 - 4. TM 4 Dessert

D. Job sheets

1. Job Sheet #1--Load and Handle a Tray
2. Job Sheet #2--Greet a Customer, Take an Order, and Pick Up the Order
3. Job Sheet #3--Use Arm Service

E. Test

F. Answers to test

II. References:

- A. Axler, Bruce H. *Table Service Techniques*. Indianapolis: ITT Educational Publishing, 1974.
 - B. Dahmer, Sondra J., and Kahl, Kerri W. *The Waiter and Waitress Training Manual*. Chicago: *Institutions*/Volume Feeding Management, 1974.
 - C. Geis, Audrey J. *Hospitality Education: A Curriculum Manual*. Santa Fe: New Mexico State Department of Education, Vocational-Technical Division, 1973.
- III. Film--"The Smart Waitress." Available from the National Restaurant Association, 1530 North Lake Shore Drive, Chicago, Illinois 60610.

TABLE SERVICE
UNIT I

INFORMATION SHEET

- I. Terms and definitions
 - A. Station: Assigned group of tables or counter stools
 - B. Side stand (back bar): Designated place close to a station where things necessary for good service are kept
 - C. Sidework: Duties assigned the waiter/waitress in addition to table service
 - D. Menu Brochure: containing the items served by the restaurant
 - E. Cover Space: at a table or counter allotted to each customer
 - F. Tray jack: Folding stand on which to set a tray
- II. Types of service
 - A. American service
 1. Method
 - a. Full preparation and plating of food in the kitchen
 - b. Food served to guests from trays
 2. Advantages
 - a. Most rapid type of service
 - b. Less equipment required
 - c. Less personnel required
 3. Disadvantages
 - a. Less personal service
 - b. Less control of quality of service
 - B. Buffet service
 1. Method
 - a. Plates and containers of food arranged on serving carts or tables

INFORMATION SHEET

b. Customers serve themselves

2. Advantages

- a. Possibility for creative display of food
- b. Many customers prefer to serve themselves
- c. Less personnel required to serve a large number of customers

3. Disadvantages

- a. Less control of quantity of food taken by customer
- b. Less individual service

C. French service

1. Method

- a. Partial preparation of food in kitchen
- b. Food brought to table on trays or carts
- c. Preparation completed at the table and served by a team of waiters/waitresses

2. Advantages

- a. Excellent opportunity for showmanship
- b. Ultimate in personal service

3. Disadvantages

- a. Slow service
- b. Minimum of two waiters to serve one table
- c. Extremely expensive

D. Banquet service

1. Method

- a. Total preparation of food in kitchen
- b. Menu set for the whole group
- c. Food brought to table on trays

INFORMATION SHEET

2. Advantages

- a. Rapid service
- b. Fewer personnel required to serve large number of people
- c. Lower cost

3. Disadvantages

- a. Less personal service
- b. Large facilities required
- c. Less customer choice of items served

E. Russian service

1. Method

- a. Full preparation of food in kitchen
- b. Carried to table on large silver trays
- c. Transferred to plate at table

2. Advantages

- a. Fast service
- b. Less personnel required
- c. Better portion control

3. Disadvantage Purchasing and stocking of many serving pieces

III. Basic rules for table service

- A. Remember at all times to serve at the convenience of guest
- B. Place and remove all food items from the left of the customer
- C. Place and remove all beverages, including water, from the right of the customer
- D. Use the left hand to place and remove dishes when working at the left side of the customer and the right hand when working at the right side of the customer.

INFORMATION SHEET

- E. Place each dish on the table with fingers under the dish and the thumb on the upper edge
- F. Never reach in front of the customer or across one person to serve another
(NOTE: One exception is while serving people in a booth.)

G. Do not place soiled, chipped, or cracked glassware and china or bent or tarnished silverware before the customer

H. Place salad to the left of the fork unless served separately and then place it directly in front of the customer

I. Place cups and saucers to the right of the spoon with handle at five o'clock

J. Place beverage glasses to the right and slightly below the water glass

K. Do not remove cups and glasses from table when refilling them

L. Serve butter, cheese, and cut lemon with fork, NEVER with fingers

M. Serve hot foods hot and cold foods cold

N. Remove soiled dishes only when everyone at the table has finished
(NOTE: This will vary from operation to operation.)

O. Empty ashtrays continuously

(NOTE: When removing an ashtray from a table where customers are seated, always cover to keep ashes from flying.)

P. Handle silverware hygienically

Q. Be quick and be quiet

R. Place ticket face down by the host

S. Place ticket toward the center of the table if host is not known

T. Say thank you

IV. Breakfast service

A. Greet the customer with a glass of ice water, a smile, and a menu

B. Always serve coffee first if it has been ordered

INFORMATION SHEET

- C. Get all the information when taking the order and repeat it to the customer

Examples: Style and time for cooking eggs, white or dark toast

- D. Place order in the kitchen and relay all information as to how customer desires his food

- E. Analyze the customer's order to determine the number of courses and what will be needed to serve the meal

- F. Serve fresh fruit or juice first and remove soiled dishes before serving next course

- G. Serve cereal before the main course and remove soiled dishes

- H. Serve the main course

- I. Always serve proper accompaniments with each item

Examples: Cream with cereal, jam or jelly with toast, syrup with hot cakes

- J. Keep coffee and water refilled

- K. Clear the table, dishes from the cover

- L. Present the check

- M. Clear and reset cover after customer leaves

V. Luncheon service

(NOTE: Luncheon service normally requires greater speed than dinner service.)

- A. Become thoroughly acquainted with the menu of the day

Examples: Items that are ready to serve or prepared to order, time required for preparation, and any specials of the day

- B. Greet the customer with a glass of water, a smile, and a menu

- C. Take the order and repeat it to the customer

- D. Make suggestions if the opportunity arises

(NOTE: The water waitress can help to increase sales by suggestive selling.)

- E. Place the order in the kitchen

INFORMATION SHEET

- F. Serve soup or salad and then remove soiled dishes before serving the next course
- G. Time the courses
- H. Assemble the order
- I. Always serve the proper accompaniments with the meal
Examples: Hot bread and butter with plate lunch, ketchup with french fries
- J. Remove soiled dishes when customer has finished the main course
- K. Suggest dessert
- L. Keep beverages refilled at all times
- M. Present check
- N. Clear cover and reset after the customer leaves

VI. Serving dinner (Transparencies 1, 2, 3, and 4)

(NOTE: Dinner is normally a leisurely meal. The service should be excellent but not designed to rush the customer.)

- A. Become thoroughly acquainted with the menu and any of the house specialties

(NOTE: By knowing the menu the waiter/waitress can become a salesman.)

1. Information regarding preparation of food, such as sauces and foreign terms
 2. Any appetizers that are not included with dinner price
 3. Time required for preparation of certain foods
- B. Greet the customer with a glass of water, a smile, and a menu
 - C. Allow time for customer to look over menu before requesting order
 - D. Take the order
 - E. Make suggestions if the opportunity arises
 - F. Turn order in to kitchen

INFORMATION SHEET

- G. Serve appetizer if ordered and beverage
 - H. Remove soiled dishes and serve soup if ordered
 - I. Remove ~~soiled~~ dishes and serve salad
 - J. Remove soiled dishes and serve main course
 - K. Remove soiled dishes and serve dessert and coffee
 - L. Remove soiled dishes and refill beverages
 - M. Present check when it is apparent that no further service is desired
- (NOTE: Dinner service should always be of the highest quality.)

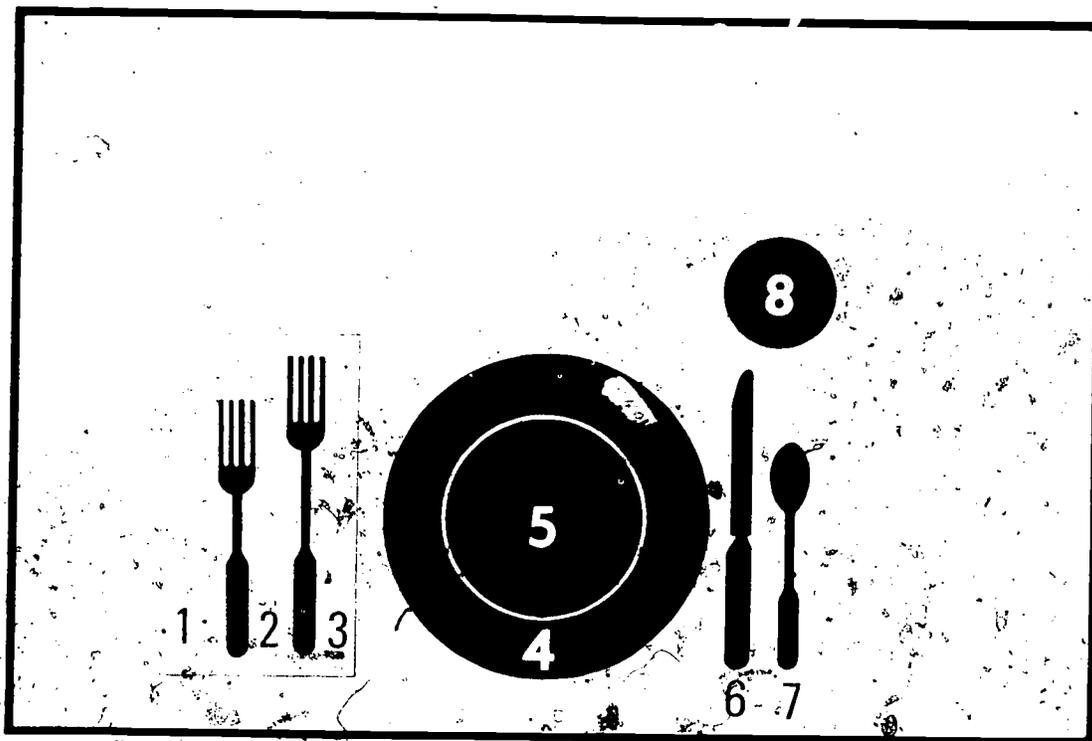
VII. Duties which are part of a waiter's/waitress's sidework

- A. Clean and fill sugar, salt, and pepper containers
- B. Clean and fill syrup, ketchup, and mustard containers
- C. Fold napkins
- D. Care for flowers and containers on tables in station
- E. Empty and clean all ashtrays
- F. Set up back bar or side stand
 - 1. One container each of knives, forks, and spoons with handles up
 - 2. Sauces, ketchup, and mustard
 - 3. Pitcher filled with ice water
 - 4. Dinner napkins
 - 5. Ashtrays
 - 6. Placemats or linens
 - 7. Clean, damp cloth for wiping tables
 - 8. Other items that may be needed

INFORMATION SHEET

- G. Reset tables as needed
 - H. Wipe off all chairs
 - I. Vacuum or sweep dining area unless done by another employee
- VII) Customer relations
- A. Do not argue with customer
 - B. Do not hesitate to admit a mistake
 - C. Attend to mistakes immediately and pleasantly
 - D. Control your temper and remain calm even when faced with a heated situation
 - E. Be patient at all times
 - F. Greet the customer with a smile
 - G. Talk in a pleasant and clear voice
 - H. Treat the customer courteously
 - I. Report problems that cannot be handled to supervisor
 - J. Be accessible to customer at all times

Salad Served before Entree



1. Napkin

2. Salad Fork

3. Dinner Fork

4. Underliner

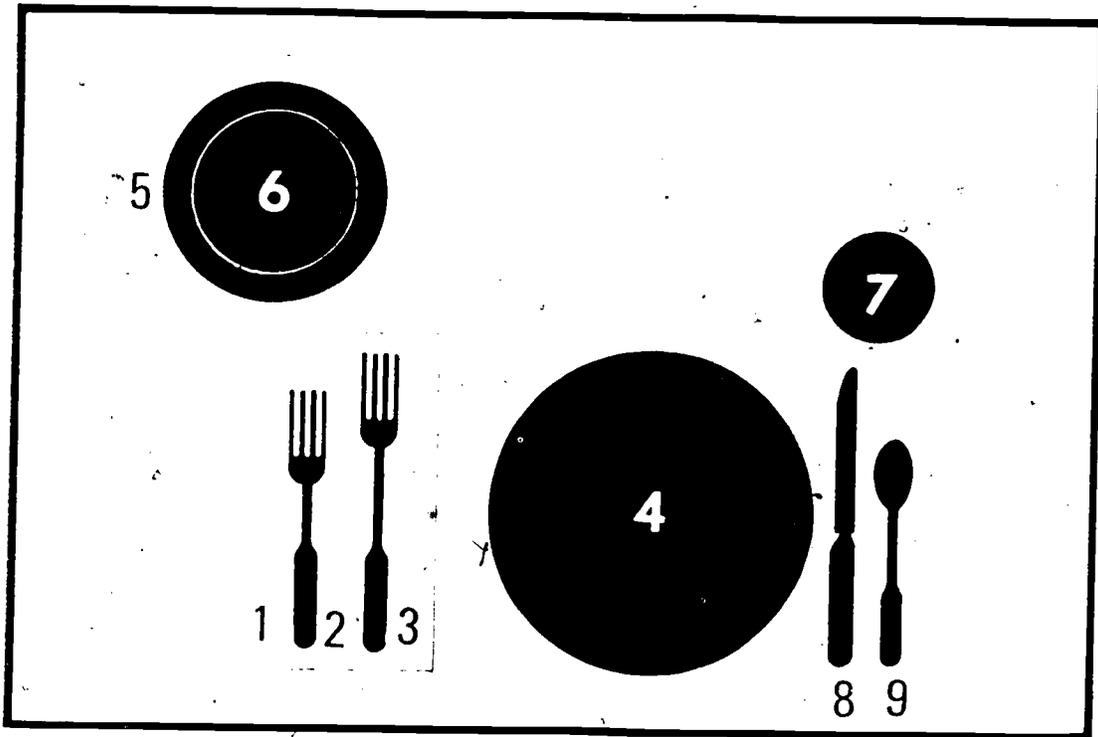
5. Salad Bowl

6. Dinner Knife

7. Teaspoon

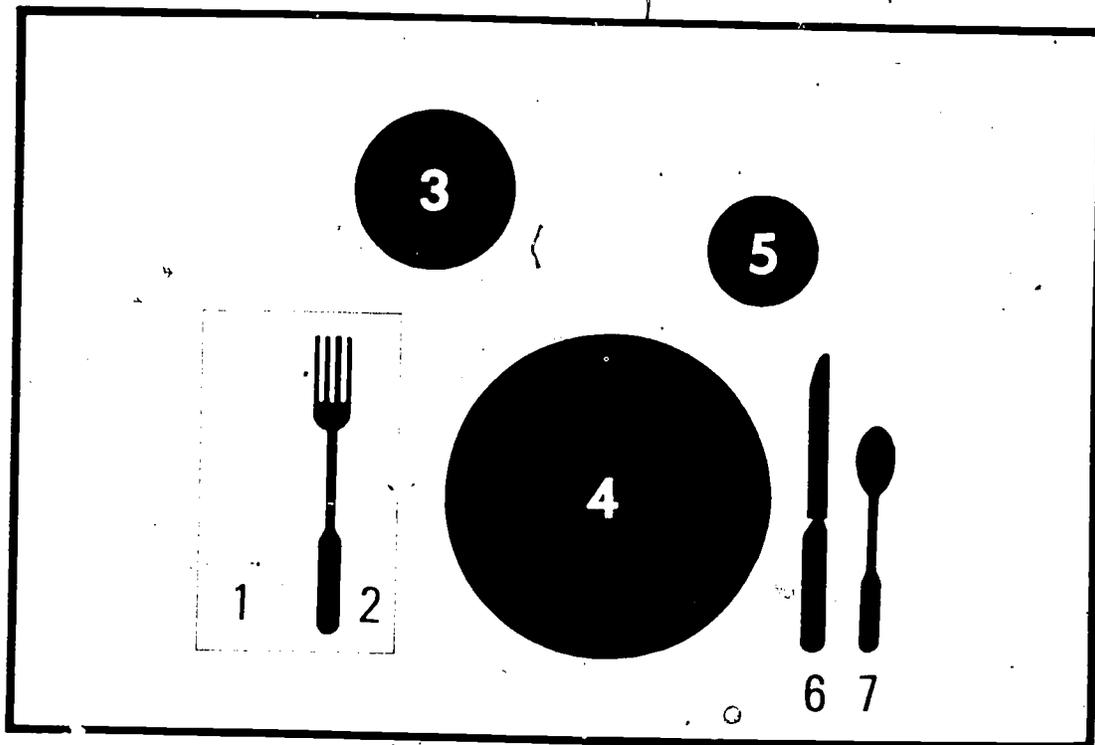
8. Water Glass

Salad Served with Entree



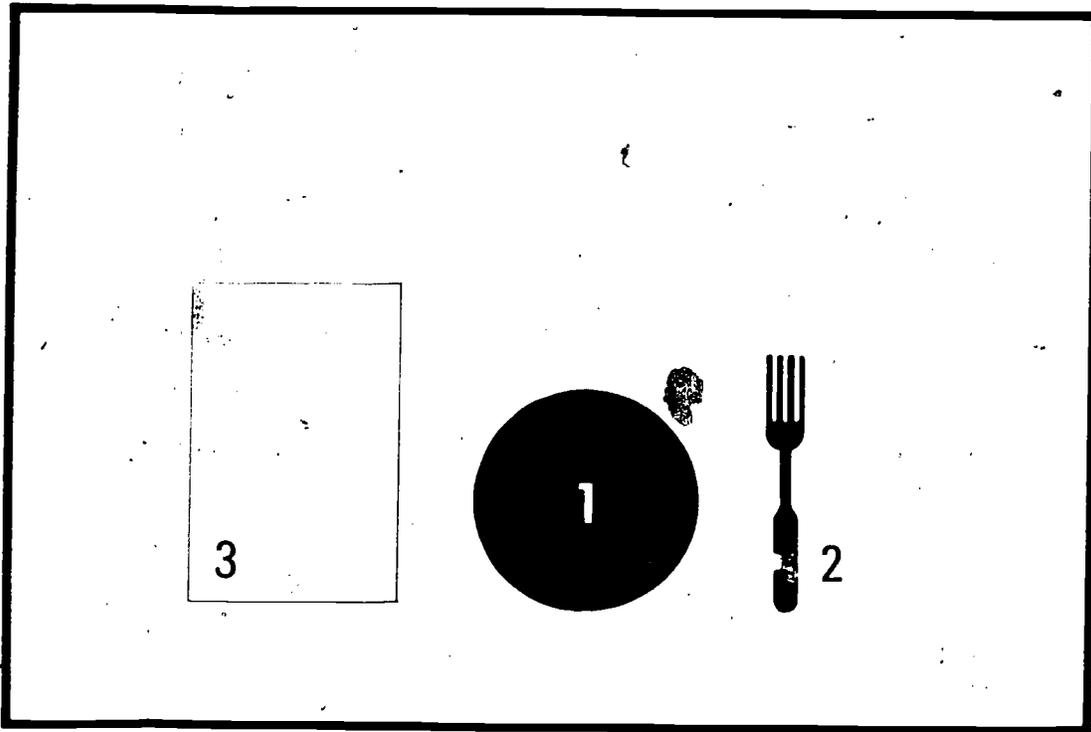
- | | |
|-----------------|-----------------|
| 1. Napkin | 6. Salad Bowl |
| 2. Salad Fork | 7. Water Glass |
| 3. Dinner Fork | 8. Dinner Knife |
| 4. Dinner Plate | 9. Teaspoon |
| 5. Underliner | |

Entree Served with Side Dish



1. Napkin
2. Dinner Fork
3. Monkey Dish
4. Dinner Plate
5. Water Glass
6. Dinner Knife
7. Teaspoon

Dessert



1. Dessert Plate

2. Dessert Fork

3. Napkin

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TABLE SERVICE
UNIT I

JOB SHEET #1: LOAD AND HANDLE A TRAY

I. Equipment

- A. Oval waiter's tray
- B. Dinner plates, 4
- C. Water glasses, 4
- D. Side dishes, 4
- E. Cups and saucers, 4
- F. Tray jack

II. Procedure

- A. Place heavier plates in center and lighter pieces toward the tray edges
- B. Be sure that the tray is loaded for balance
- C. Slightly bend knees
- D. Slide hand under the tray to the center
- E. Raise the tray using your leg muscles
(NOTE: If the tray is heavy, use your free hand to help raise it to the proper position.)
- F. Carry the tray shoulder high
(NOTE: The tray should not rest on your shoulder unless the tray is heavy.)
- G. Walk with a normal gait when carrying a tray
- H. Watch where you are going
(NOTE: Do not watch the tray.)
- I. Bend knees slightly and place the edge of the tray on the tray jack
- J. Slide tray onto tray jack gently with free hand

TABLE SERVICE
UNIT IJOB SHEET #2-GREET CUSTOMER, TAKE ORDER, AND
PICK UP ORDER

I. Equipment

- A. Menu
- B. Ticket pad and pencil
- C. Glass of water

II. Procedure

- A. Greet the guest pleasantly
- B. Determine the number of people to be seated
- C. Escort the guests to the table
(NOTE: Pull out chair for a woman if her escort does not.)
- D. Serve water
- E. Present menu
- F. Take order
- G. Make sure all necessary information has been recorded before leaving table

Example: How steaks are to be cooked

- H. Take order to kitchen and turn in
- I. Load order on tray
- J. Check order before leaving the kitchen.
 - 1. Correct and complete
 - 2. Food properly cooked
 - 3. Right quantity served
 - 4. Properly garnished
 - 5. Attractively plated
 - 6. No spilled food on edges of dishes

TABLE SERVICE
UNIT I

JOB SHEET #3 USE ARM SERVICE

I. Equipment

- A. Dinner plates, 4
- B. Water glasses, 4

II. Procedure

A. Plates

1. Place one plate between the thumb and the index finger of the right hand

(NOTE: Thumb should be on the outer rim of the plate.)

2. Place another plate with the index finger of the right hand on its rim and the other three fingers spread across the bottom of the plate
3. Place the third plate on the ridge formed by the top of the thumb and the side of the wrist
4. Pick up the last plate with the left hand
5. Put the plates down in the opposite order in which they were picked up

B. Glasses

1. Place one glass on edge on left hand using the thumb and index finger to hold it
2. Place second glass in palm of left hand using the little finger to balance it
3. Place third glass on the middle two fingers of the left hand
4. Pick the fourth glass up in the right hand
5. Put down the glasses in the opposite order in which they were picked up

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TABLE SERVICE
UNIT I

TEST

1. Define the terms below by writing the correct definitions in the spaces provided.
 - a. Station
 - b. Side stand (back bar)
 - c. Sidework
 - d. Menu
 - e. Cover
 - f. Tray jack
2. Describe two types of service.
3. List ten basic rules for table service.
 - a.
 - b.
 - c.
 - d.
 - e.

f.

g.

h.

i.

j.

4. Arrange in order the following steps for serving breakfast. Place a "1" in front of the first step, a "2" in front of the second, and so on.

_____ a. Analyze the customer's order to determine the number of courses and what will be needed to serve the meal

_____ b. Serve the main course

_____ c. Greet the customer with a glass of ice water, a smile, and a menu

_____ d. Place order in the kitchen and relay all information as to how customer desires his food

_____ e. Always serve coffee first if it has been ordered

_____ f. Serve fresh fruit or juice first and remove soiled dishes before serving next course

_____ g. Keep coffee and water refilled

_____ h. Clear and reset cover after customer leaves

_____ i. Serve cereal before main course and remove soiled dishes

_____ j. Clear the soiled dishes from the cover

_____ k. Present the check

_____ l. Get all the information when taking the order and repeat it to customer

_____ m. Always serve proper accompaniments with each item

5. Arrange in order the following steps for serving lunch. Place a "1" in front of the first step, a "2" in front of the second, and so on.

_____ a. Greet the customer with a glass of water, a smile, and a menu

_____ b. Clear cover and reset after the customer leaves

- _____ c. Take the order and repeat it to the customer
 - _____ d. Serve soup or salad and then remove soiled dishes before serving next course
 - _____ e. Suggest dessert
 - _____ f. Assemble the order
 - _____ g. Present check
 - _____ h. Remove soiled dishes when customer has finished the main course
 - _____ i. Become thoroughly acquainted with the menu of the day
 - _____ j. Make suggestions if the opportunity arises
 - _____ k. Keep beverages refilled at all times
 - _____ l. Place the order in the kitchen
 - _____ m. Time the courses
 - _____ n. Always serve the proper accompaniments with the meal
6. Arrange in order the following steps for serving dinner. Place a "1" in front of the first step, a "2" in front of the second, and so on.
- _____ a. Make suggestions if the opportunity arises
 - _____ b. Remove soiled dishes and refill beverages
 - _____ c. Greet the customer with a glass of water, a smile, and a menu
 - _____ d. Turn order in to kitchen
 - _____ e. Allow time for customer to look over menu before requesting order
 - _____ f. Serve appetizer if ordered and beverage
 - _____ g. Take the order
 - _____ h. Remove soiled dishes and serve main course
 - _____ i. Remove soiled dishes and serve soup if ordered
 - _____ j. Remove soiled dishes and serve salad
 - _____ k. Present check when it is apparent that no further service is desired

- _____ l. Become thoroughly acquainted with the menu and any of the house specialties
- _____ m. Remove soiled dishes and serve dessert and coffee
- 7. List five duties which are part of a waiter's/waitress's sidework.

 - a.
 - b.
 - c.
 - d.
 - e.
- 8. Discuss customer relations.

- 9. Demonstrate the ability to:

 - a. Load and handle a tray.
 - b. Greet customer, take order, and pick up order.
 - c. Use arm service.

(NOTE: If the above activities have not been accomplished prior to the test, ask your instructor when they should be completed.)

TABLE SERVICE
UNIT I

ANSWERS TO TEST

1.
 - a. Assigned group of tables or counter stools
 - b. Designated place close to a station where things necessary for good service are kept.
 - c. Duties assigned the waiter/waitress in addition to table service
 - d. Brochure containing the items served by the restaurant
 - e. Space at a table or counter allotted to each customer
 - f. Folding stand on which to set a tray

2. Description should include any two of the following types of service:
 - a. American service
 - 1) Method
 - a) Full preparation and plating of food in the kitchen
 - b) Food served to guests from trays
 - 2) Advantages
 - a) Most rapid type of service
 - b) Less equipment required
 - c) Less personnel required
 - 3) Disadvantages
 - a) Less personal service
 - b) Less control of quality of service
 - b. Buffet service
 - 1) Method
 - a) Plates and containers of food arranged on serving carts or tables
 - b) Customers serve themselves

- 2) Advantages
 - a) Possibility for creative display of food
 - b) Many customers prefer to serve themselves
 - c) Less personnel required to serve a large number of customers
- 3) Disadvantages
 - a) Less control of quantity of food taken by customer
 - b) Less individual service

c. French service

- 1) Method
 - a) Partial preparation of food in kitchen
 - b) Food brought to table on trays or carts
 - c) Preparation completed at the table and served by a team of waiters/waitresses
- 2) Advantages
 - a) Excellent opportunity for showmanship
 - b) Ultimate in personal service
- 3) Disadvantages
 - a) Slow service
 - b) Minimum of two waiters to serve one table
 - c) Extremely expensive

d. Banquet service

- 1) Method
 - a) Total preparation of food in kitchen
 - b) Menu set for the whole group
 - c) Food brought to table on trays
- 2) Advantages
 - a) Rapid service
 - b) Fewer personnel required to serve large number of people
 - c) Lower cost

3) Disadvantages

- a) Less personal service
- b) Large facilities required
- c) Less customer choice of items served

e. Russian service

1) Method

- a) Full preparation of food in kitchen
- b) Carried to table on large silver trays
- c) Transferred to plate at table

2) Advantages

- a) Fast service
- b) Less personnel required
- c) Better portion control

3) Disadvantage Purchasing and stocking of many serving pieces

3. Any ten of the following:

- a. Remember at all times to serve at the convenience of guest
- b. Place and remove all food items from the left of the customer
- c. Place and remove all beverages, including water, from the right of the customer
- d. Use the left hand to place and remove dishes when working at the left side of the customer and the right hand when working at the right side of the customer
- e. Place each dish on the table with fingers under the dish and the thumb on the upper edge
- f. Never reach in front of the customer or across one person to serve another
- g. Do not place soiled, chipped, or cracked glassware and china or bent or tarnished silverware before the customer
- h. Place salad to the left of the fork unless served separately and then place it directly in front of the customer

- Place cups and saucers to the right of the spoon with handle at five o'clock
- Place beverage glasses to the right and slightly below the water glass
- Do not remove cups and glasses from table when refilling them
- Serve butter, cheese, and cut lemon with fork. NEVER with fingers.
- Serve hot foods hot and cold foods cold
- Remove soiled dishes only when everyone at the table has finished
- Empty ashtrays continuously
- Handle silverware hygienically
- Be quick and be quiet
- Place ticket face down by the host
- Place ticket toward the center of the table if host is not known
- Say thank you

- | | | | |
|----|------|-------|-------|
| 4. | a. 5 | f. 6 | k. 12 |
| | b. 8 | g. 10 | l. 3 |
| | c. 1 | h. 13 | m. 9 |
| | d. 4 | i. 7 | |
| | e. 2 | j. 11 | |

- | | | | | |
|----|-------|-------|-------|------|
| 5. | a. 2 | e. 11 | i. 1 | m. 7 |
| | b. 14 | f. 8 | j. 4 | n. 9 |
| | c. 3 | g. 13 | k. 12 | |
| | d. 6 | h. 10 | l. 5 | |

- | | | | | |
|----|-------|-------|-------|-------|
| 6. | a. 5 | e. 3 | i. 8 | m. 11 |
| | b. 12 | f. 7 | j. 9 | |
| | c. 2 | g. 4 | k. 13 | |
| | d. 10 | h. 10 | l. 1 | |

7. Any five of the following:
 - a. Clean and fill sugar, salt, and pepper containers
 - b. Clean and fill syrup, ketchup, and mustard containers
 - c. Fold napkins
 - d. Care for flowers and containers on tables in station
 - e. Empty and clean all ashtrays
 - f. Set up back bar or side stand
 - 1) One container each of knives, forks, and spoons with handles up
 - 2) Sauces, ketchup, and mustard
 - 3) Pitcher filled with ice water
 - 4) Dinner napkins
 - 5) Ashtrays
 - 6) Placemats or linens
 - 7) Clean, damp cloth for wiping tables
 - 8) Other items that may be needed
 - g. Reset tables as needed
 - h. Wipe off all chairs
 - i. Vacuum or sweep dining area, unless done by another employee
8. Discussion should include:
 - a. Do not argue with customer
 - b. Do not hesitate to admit a mistake
 - c. Attend to mistakes immediately and pleasantly
 - d. Control your temper and remain calm even when faced with a heated situation
 - e. Be patient at all times
 - f. Greet the customer with a smile

- g. Talk in a pleasant and clear voice
 - h. Treat the customer courteously
 - i. Report problems that cannot be handled to supervisor
 - j. Be accessible to customer at all times
9. Performance skills evaluated to the satisfaction of the instructor

TABLE SETTING
UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to select from a list the duties of a bus person, describe the proper method for bussing tables, identify the flatware and china used in setting a table, and list basic rules for setting tables. He/she should be able to demonstrate the ability to fold napkins and set a common restaurant cover and dinner appetizer cover. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Select from a list the duties of a bus person.
2. Describe the proper method for bussing tables.
3. Identify the flatware and china used in setting tables.
4. List basic rules for setting a table.
5. Demonstrate the ability to:
 - a. Fold napkin by crown fold method.
 - b. Fold napkin by standard rectangular method.
 - c. Fold napkin by tent method.
 - d. Set a common restaurant cover.
 - e. Set a dinner appetizer cover.

TABLE SETTING
UNIT II

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide student with objective sheet.
- B. Provide student with information and job sheets.
- C. Make transparencies.
- D. Discuss unit and specific objectives.
- E. Discuss information sheets.
- F. Demonstrate and discuss procedures outlined in the job sheets.
- G. Give test.

II. Student:

- A. Read objective sheet.
- B. Study information sheet.
- C. Demonstrate the ability to accomplish the procedures outlined in the job sheets.
- D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objective sheet
- B. Information sheet
- C. Transparency masters
 1. TM 1--Common Restaurant Cover
 2. TM 2--Complete Breakfast Cover
 3. TM 3--Complete Luncheon Cover

4. TM 4--Dinner: Appetizer Cover
5. TM 5--Dinner: Salad Cover
6. TM 6--Complete Dinner Cover

D. Job sheets

1. Job Sheet #1--Fold Napkin by Crown Fold Method
2. Job Sheet #2--Fold Napkin by Standard Rectangular Method
3. Job Sheet #3--Fold Napkin by Tent Method
4. Job Sheet #4--Set a Common Restaurant Cover
5. Job Sheet #5--Set a Dinner Appetizer Cover

E. Test

F. Answers to test

II. References:

- A. Axler, Bruce H. *Table Service Techniques*. Indianapolis: ITT Educational Publishing, 1974.
- B. Dahmer, Sondra J., and Kahl, Kerri W. *The Waiter and Waitress Training Manual*. Chicago: *Institutions*/Volume Feeding Management, 1974.
- C. Geis, Audrey J. *Hospitality Education: A Curriculum Manual*. Santa Fe: New Mexico State Department of Education, Vocational-Technical Division, 1973.

TABLE SETTING
UNIT II

INFORMATION SHEET

I. Duties of a bus person

- A. Helps with the general cleaning of the dining area
- B. Keeps the sidestands and backbar stocked with linens, napkins, glasses, china, flatware, paper service, ice, and condiments
- C. Assists waiters/waitresses in carrying and loading food trays
- D. Removes soiled dishes from the tables and returns them to kitchen
- E. Collects and disposes of soiled linen
- F. Resets tables
- G. Assists in the arrangement of tables and chairs in dining room for special dinners
- H. Serves or refills water and coffee
- I. Serves or refills butter, rolls, and breads
- J. Works without unnecessary noise, such as the rattling of flatware
- K. Always uses proper serving techniques

Example: When customers are still seated, remove food dishes from the left

II. Bussing tables

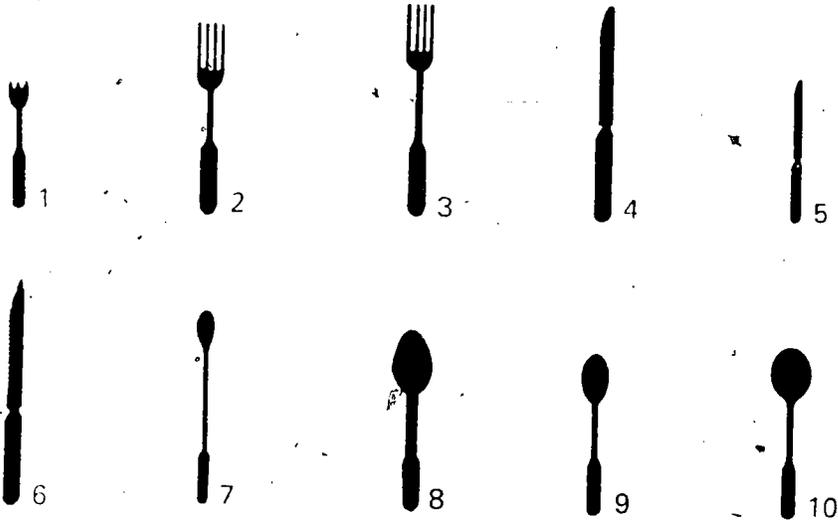
- A. Should be done as rapidly and as quietly as possible
- B. Cover bus tub or tray containing soiled dishes with a clean napkin or sidetowel when left in the dining area
- C. Place dishes and glasses in separate bus tubs to prevent breakage
- D. Remove tablecloth or placemats from table by folding so that crumbs will not fall on floor
(NOTE: Do not crumb table onto floor.)
- E. Clear table completely and wipe down

INFORMATION SHEET

- F. Check to make sure table and chairs are free of crumbs or spills
- G. Check to make sure floor around the table is clean
- H. Reset table properly for type of service
- I. Always handle the glasses, china, and flatware in such a way that food contact surfaces are not touched

III. Flatware and china used in setting tables

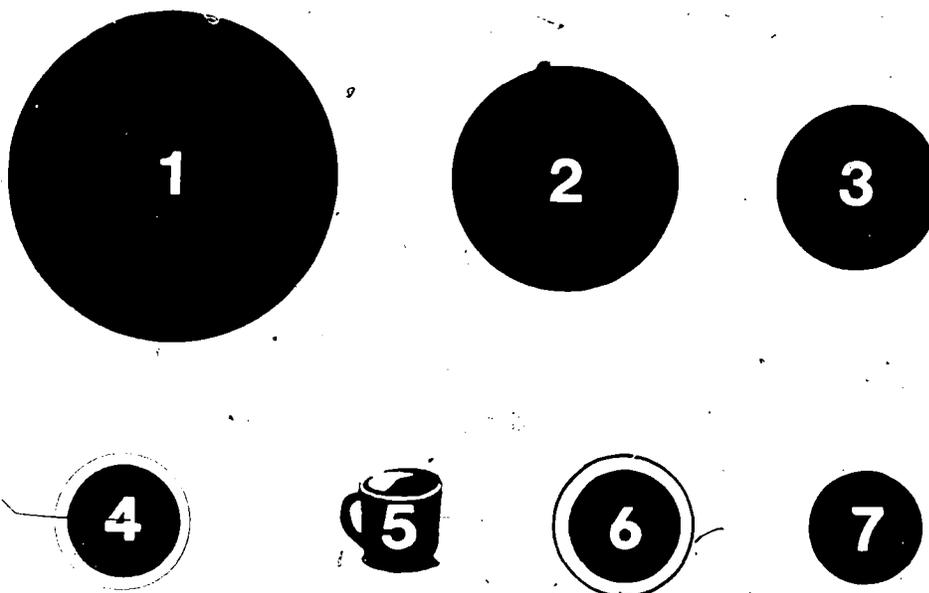
A. Flatware



- 1. Cocktail fork or oyster fork
- 2. Salad fork
- 3. Dinner fork
- 4. Dinner knife
- 5. Butter knife
- 6. Steak knife
- 7. Iced tea spoon or parfait spoon
- 8. Serving spoon
- 9. Teaspoon
- 10. Soup spoon

INFORMATION SHEET

B. China



- 1. Dinner plate
- 2. Salad or dessert plate
- 3. Butter plate
- 4. Soup or salad bowl
- 5. Coffee cup
- 6. Saucer
- 7. Monkey dish (fruit dish)

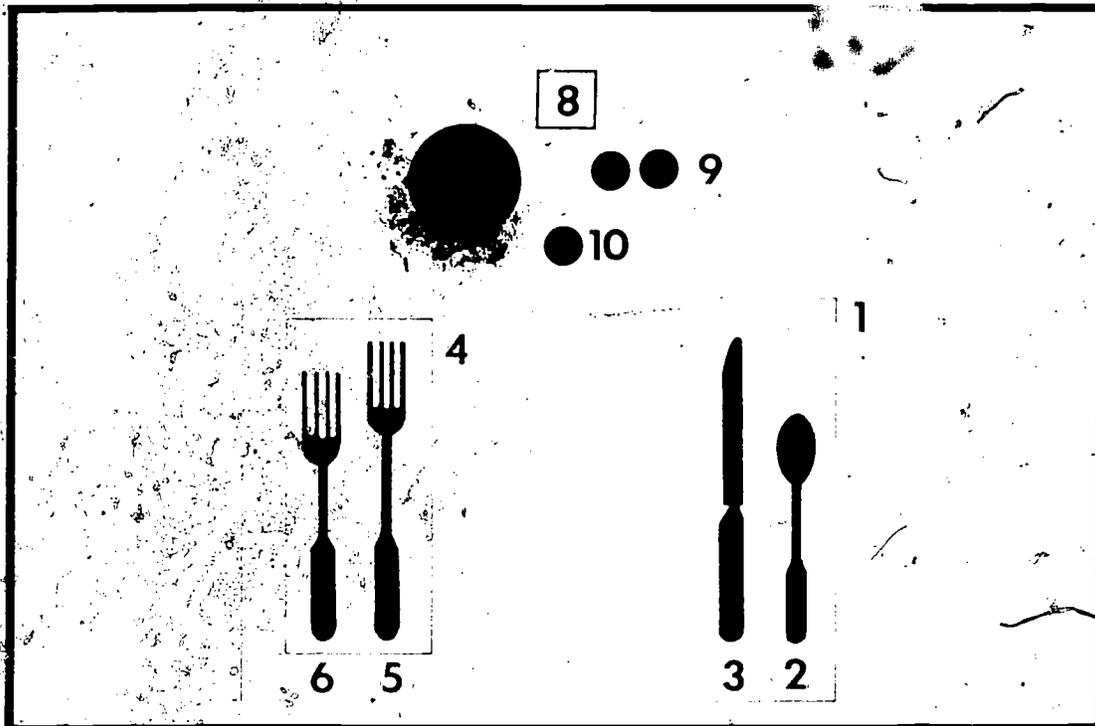
12. Directions for setting a table (Transparencies 1-6)

- a. Plates and bowls are put on the right side of the cover
- b. Forks should be placed with the cutting edge toward the plate
- c. Knives are put on the left side of the cover
- d. Spoons are placed in order of use starting from the outside fork, from the left side, and spoons from the right

INFORMATION SHEET

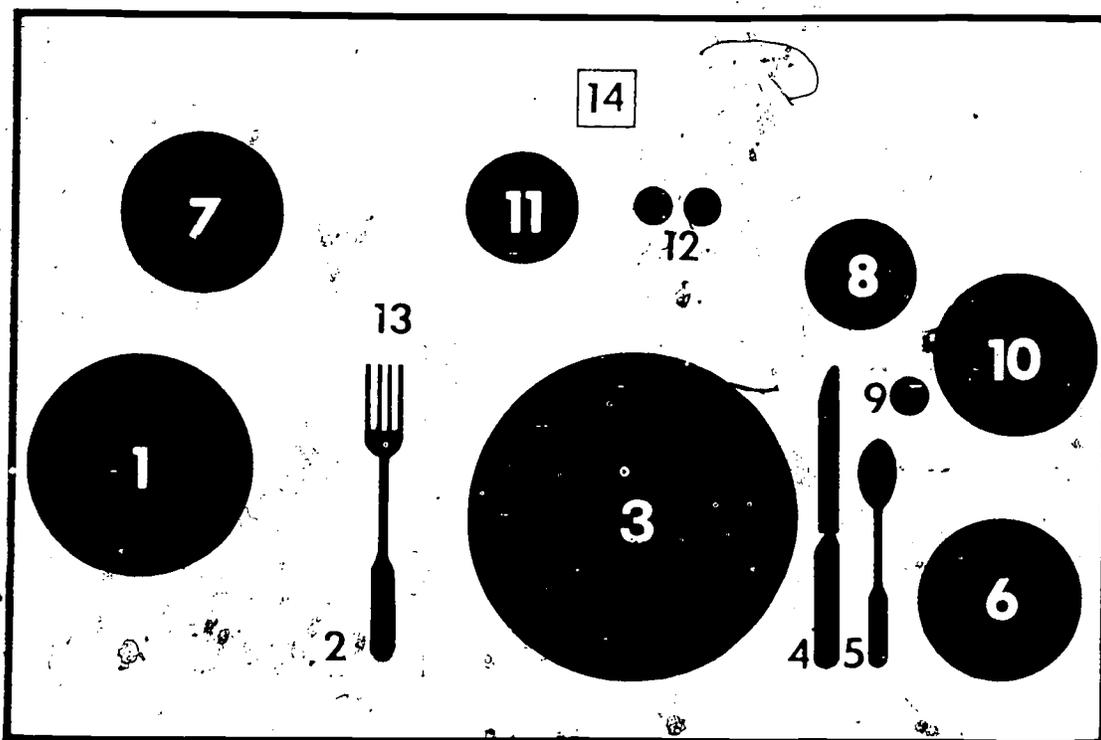
- E. Napkin is placed to the left of the forks, under the forks, or in the center of the cover
- F. Water glass is placed above the dinner knife
- G. Always replace china, glassware, and flatware that have water spots or dried foods on them
- H. Base of all flatware should be even at 1/4 to 2 inches from the edge of the table

Common Restaurant Cover



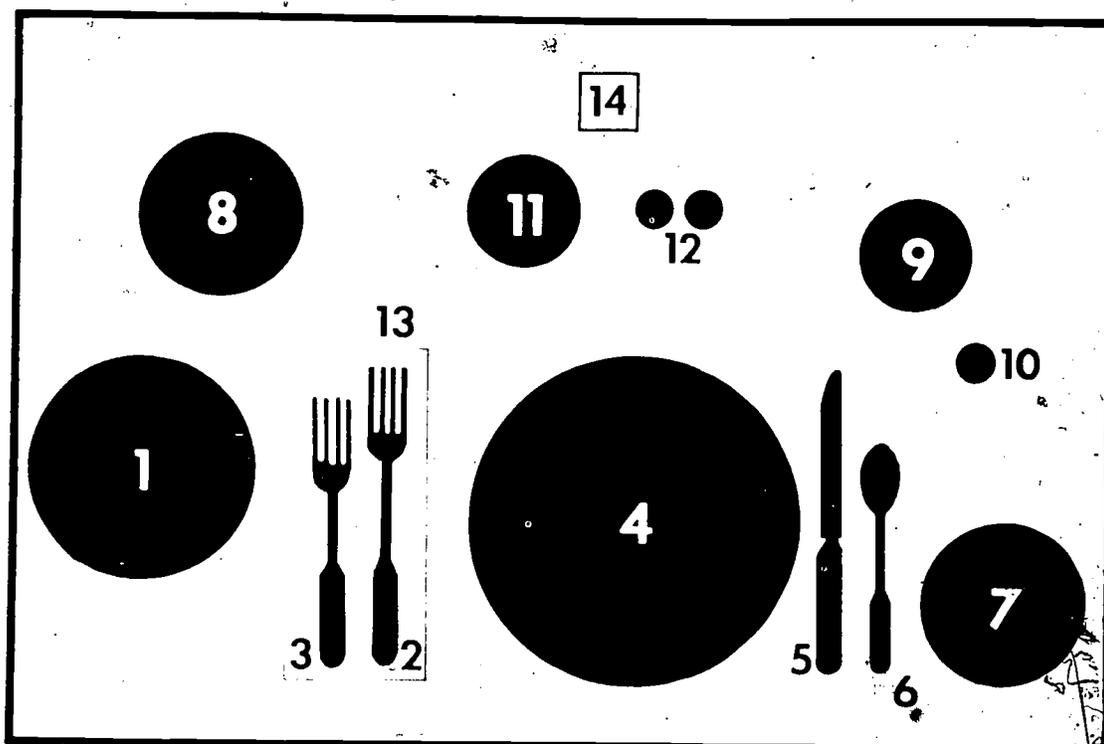
- 1. Place Mat
- 2. Teaspoon
- 3. Dinner Knife
- 4. Napkin
- 5. Dinner Fork
- 6. Salad Fork
- 7. Sugar Bowl or Rack
- 8. Ashtray
- 9. Salt and Pepper
- 10. Cream Pitcher

Complete Breakfast Cover



- | | |
|---------------------------|------------------------------|
| 1. Plate of Toast | 8. Water Glass |
| 2. Dinner Fork | 9. Creamer |
| 3. Breakfast Plate | 10. Coffee pot on Underliner |
| 4. Knife | 11. Sugar Bowl and Spoon |
| 5. Teaspoon | 12. Salt and Pepper Shakers |
| 6. Cup and Saucer | 13. Napkin |
| 7. Bread and Butter Plate | 14. Ashtray |

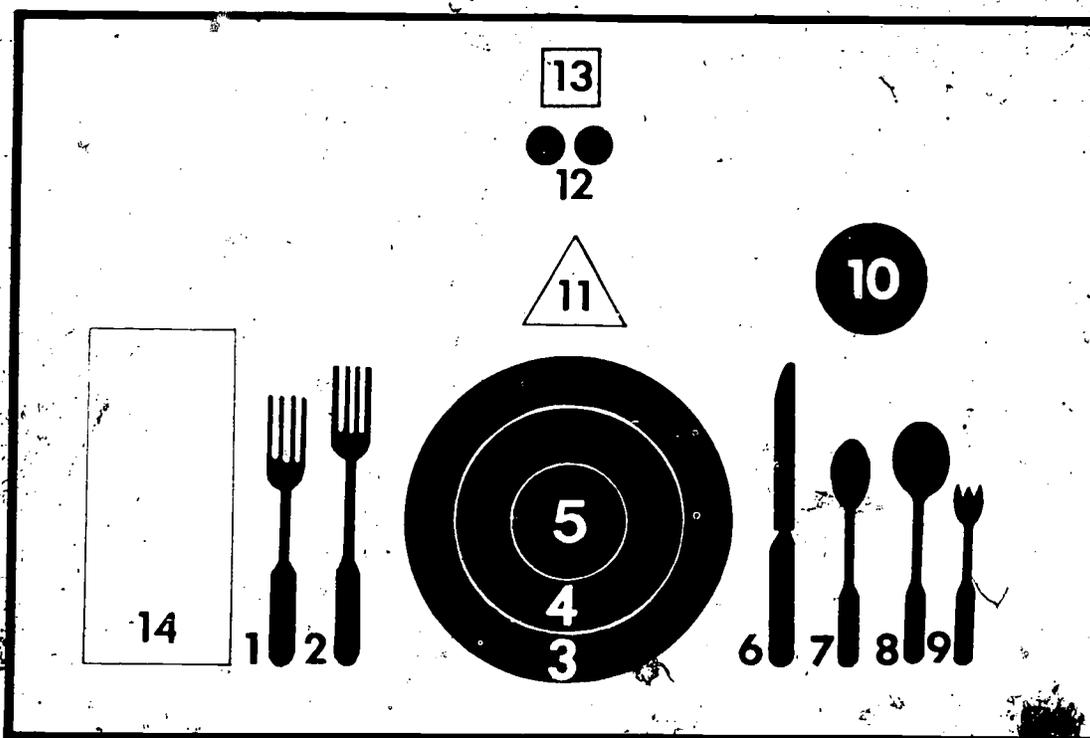
Complete Luncheon Cover



- | | |
|-------------------|-----------------------------|
| 1. Salad Plate | 8. Bread and Butter Plate |
| 2. Dinner Fork | 9. Water Glass |
| 3. Salad Fork | 10. Creamer |
| 4. Dinner Plate | 11. Sugar Bowl |
| 5. Dinner Knife | 12. Salt and Pepper Shakers |
| 6. Teaspoon | 13. Napkin |
| 7. Cup and Saucer | 14. Ashtray |

Dinner

Appetizer Cover



1. Salad Fork

2. Dinner Fork

3. Cover Plate

4. Underliner

5. Cocktail Glass

6. Dinner Knife

7. Teaspoon

8. Soup Spoon

9. Cocktail Fork

10. Water Glass

11. Napkin (Crown Fold)

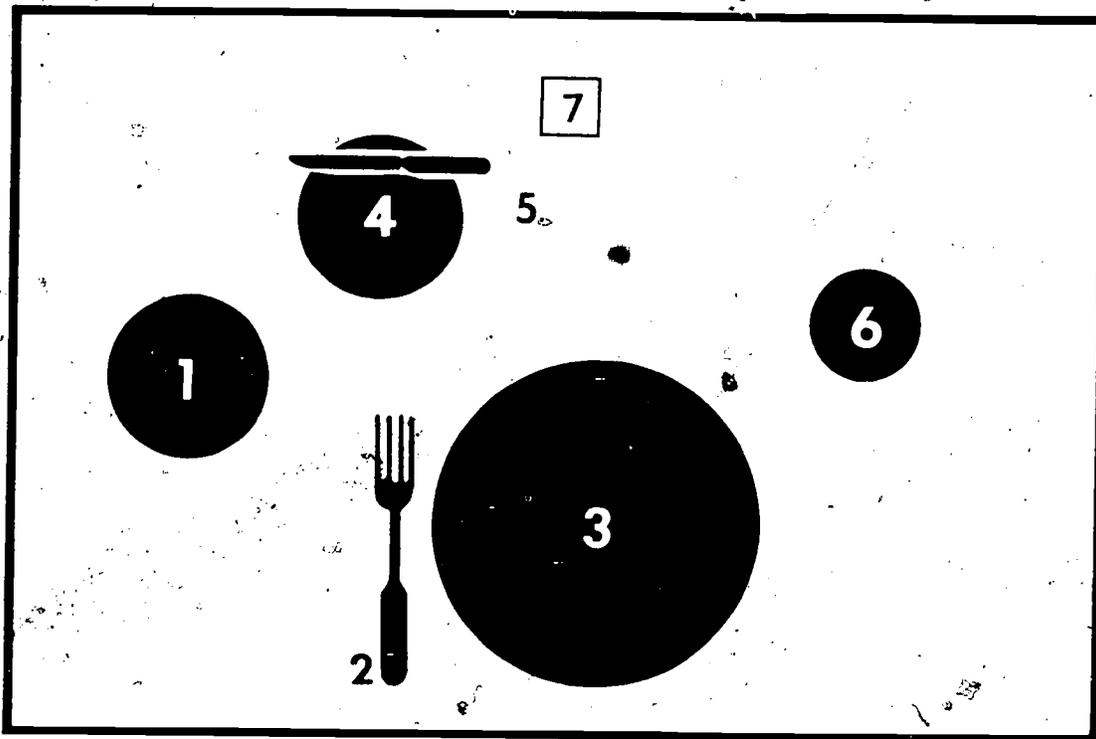
12. Salt and Pepper Shakers

13. Ashtray

14. Napkin

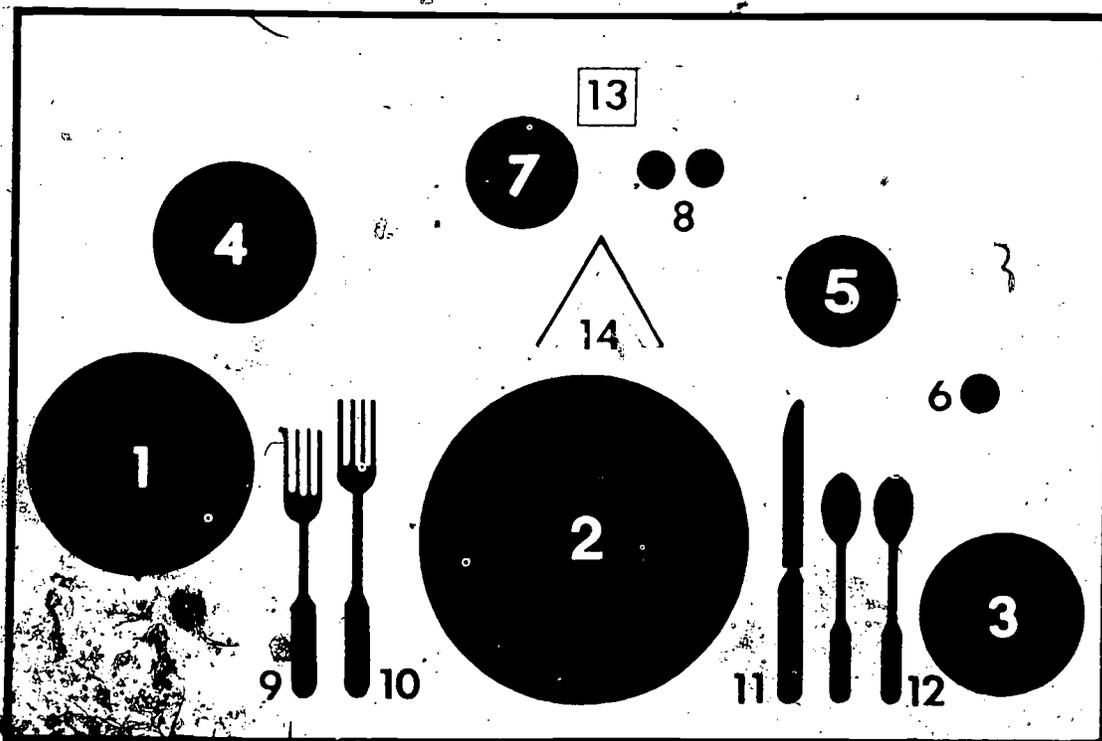
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Dinner Salad Cover



- | | |
|---------------------------|--------------------|
| 1. Plate of Wafers | 5. Butter Spreader |
| 2. Salad Fork | 6. Water Glass |
| 3. Salad Plate | 7. Ashtray |
| 4. Bread and Butter Plate | |

Complete Dinner Cover



- | | |
|---------------------------|----------------------------|
| 1. Salad Plate | 8. Salt and Pepper Shakers |
| 2. Dinner Plate | 9. Salad Fork |
| 3. Cup and Saucer | 10. Dinner Fork |
| 4. Bread and Butter Plate | 11. Dinner Knife |
| 5. Water Glass | 12. Teaspoons |
| 6. Creamer | 13. Ashtray |
| 7. Sugar Bowl | 14. Napkin (Tent Fold) |

TABLE SETTING
UNIT II

JOB SHEET #1 FOLD NAPKIN BY CROWN FOLD METHOD

- I. Materials Standard eighteen inch linen napkin
- II. Procedure:

A. Fold corner to corner (Figure 1)



FIGURE 1

B. Fold far corner to far corner (Figure 2)

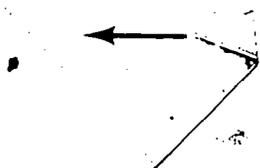


FIGURE 2

C. Fold far corner to far corner (Figure 3)

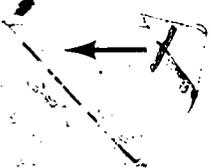


FIGURE 3

D. Fold left corner 3/4 way over (Figure 4)



FIGURE 4

E. Fold right corner 3/4 way over (Figure 5)



FIGURE 5

F. Stand up napkin in center of cover

TABLE SETTING
UNIT II

JOB SHEET #2 FOLD NAPKIN BY STANDARD
RECTANGULAR METHOD

I. Materials Standard eighteen inch linen napkin

II. Procedure

A. Fold napkin end to end (Figure 1)



FIGURE 1

B. Turn napkin over and fold left end of napkin over to right end (Figure 2)

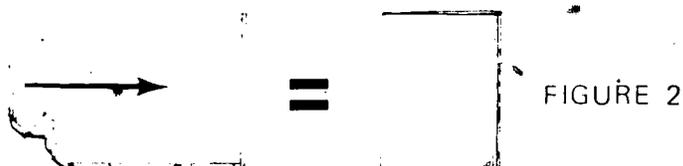


FIGURE 2

C. Fold napkin in half so that all loose pieces are at the bottom and on the right of the napkin (Figure 3)

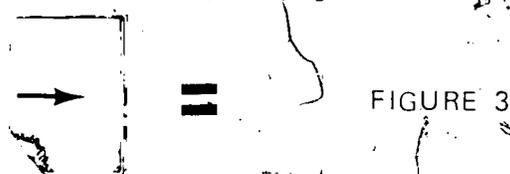


FIGURE 3

D. Place napkin to left of the forks, under the forks, or in the center of the cover.

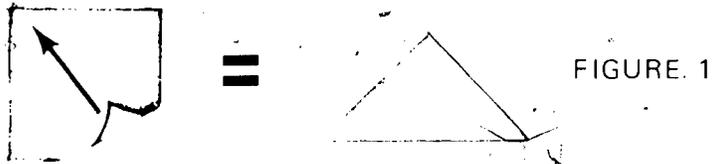
TABLE SETTING
UNIT II

JOB SHEET #3 FOLD NAPKIN BY TENT METHOD

I. Materials Standard eighteen inch linen napkin

II. Procedure

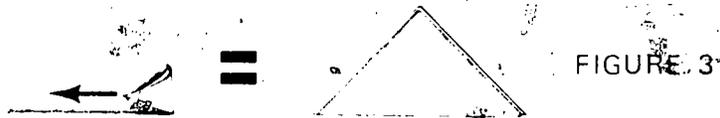
A. Fold corner to corner (Figure 1)



B. Fold far corner to far corner (Figure 2)



C. Fold far corner to far corner (Figure 3)



D. Fold far corner and stand in center of cover like a tent (Figure 4)



TABLE SETTING
UNIT II

JOB SHEET #4 SET A COMMON RESTAURANT COVER

I. Materials

- A. Table
- B. Placemat
- C. Teaspoon
- D. Dinner knife
- E. Napkin
- F. Salad fork
- G. Sugar bowl or rack
- H. Ashtray
- I. Dinner fork
- J. Salt and pepper shakers

II. Procedure

- A. Lay the placemat on the table 1/4" from the edge of the table.
- B. Place the napkin on the left side of the placemat with the bottom of the napkin even with the bottom of the placemat
(NOTE: The folded edge of the napkin should be on the right.)
- C. Place the dinner fork on the right side of the napkin with the base of the fork even with the bottom of the napkin.
- D. Place the salad fork to the left of the dinner fork with the base of the salad fork even with the base of the dinner fork.
- E. Place the teaspoon on the right edge of the placemat with the base of the teaspoon even with the bottom of the placemat.
- F. Place the dinner knife to the left and next to the teaspoon with the base of the dinner knife even with the base of the teaspoon.

JOB SHEET #4

- G. Place the ashtray in the center of the table
- H. Place the salt and pepper shakers on the right of the ashtray
- I. Place the sugar bowl on the left of the ashtray

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TABLE SETTING
UNIT II

JOB SHEET #5 SET A DINNER APPETIZER COVER

I. Materials

- A. Table
- B. Linen tablecloth
- C. Linen napkin (crown fold)
- D. Salad fork
- E. Dinner fork
- F. Cover plate
- G. Underliner plate (salad plate or butter plate)
- H. Cocktail glass
- I. Dinner knife
- J. Teaspoon
- K. Soup spoon
- L. Cocktail fork
- M. Water glass
- N. Salt and pepper shakers

II. Procedure

- A. Place tablecloth on table

(NOTE: Check to be sure it is free of wrinkles and hangs evenly on all sides.)

- B. Place the cover plate in the center of the cover and two inches from the edge of the table

(NOTE: A cover is normally 12 inches.)

- C. Place the salad fork at the left edge of the cover with the base two inches from the edge of the table

JOB SHEET #5

- D. Place the dinner fork to the right and next to the salad fork with the base of the dinner fork even with that of the salad fork.
- E. Place the cocktail fork on the right edge of the cover with the base two inches from the edge of the table.
- F. Place the soup spoon on the left and next to the cocktail fork with the base even with the cocktail fork.
- G. Place the teaspoon on the left of the soup spoon with the base even with the soup spoon.
- H. Place the dinner knife to the left of the teaspoon with the blade towards the plate and the base of the dinner knife even with that of the teaspoon.
(NOTE: The knife should be next to but not under the edge of the cover plate even if it means leaving the cover space.)
- I. Place the water glass at the top of the knife.
- J. Place the underliner plate on the cover plate.
- K. Place the cocktail glass on the underliner plate.
- L. Stand the napkin above the center of the cover plate.
- M. Place the salt and pepper shakers in the center of the table.



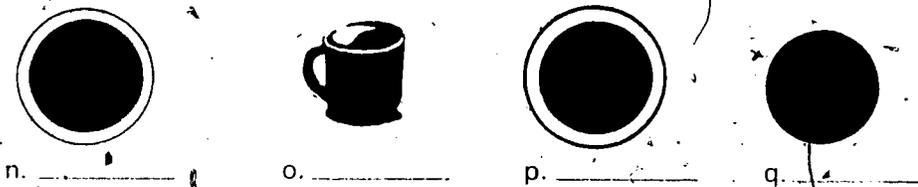
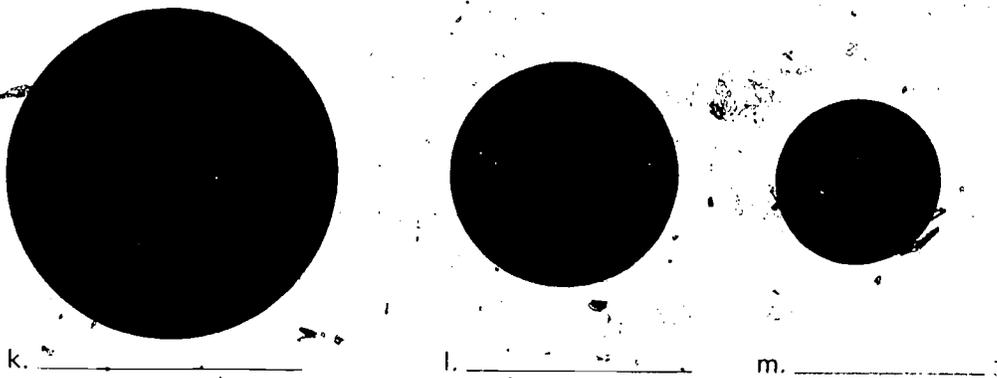
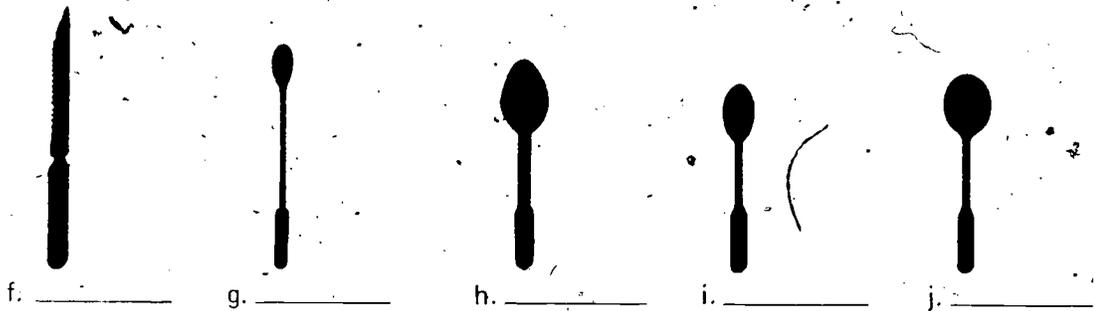
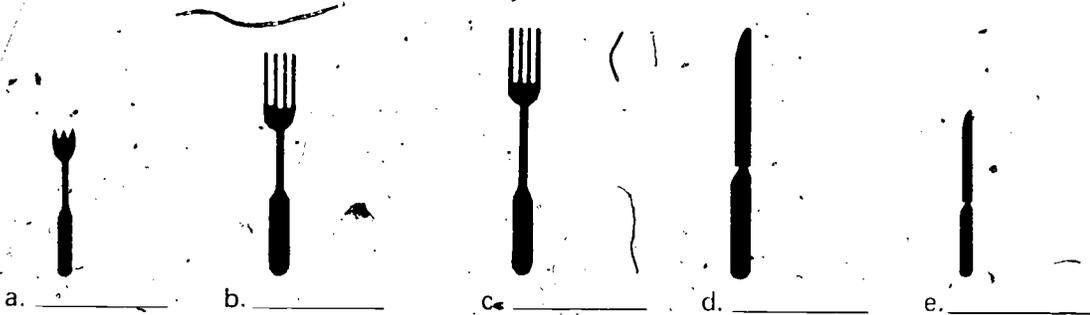
TABLE SETTING
UNIT II

TEST

1. Select from the list below the duties of a bus person. Circle the letters of the correct answers.
 - a. Removes soiled dishes from the tables and returns them to the kitchen
 - b. Greets the customers as they arrive
 - c. Collects and disposes of soiled linen
 - d. Serves or refills water and coffee
 - e. Takes the order
 - f. Assists waiters/waitresses in carrying and loading food trays
 - g. Serves the main course
 - h. Presents the ticket
 - i. Resets tables
 - j. Assists in the arrangement of tables and chairs in dining room for special dinners

2. Describe the proper method for bussing tables.

3. Identify the flatware and china pictured below by writing the correct names in the blanks provided.



4. List five basic rules for setting a table.
 - a.
 - b.
 - c.
 - d.
 - e.

5. Demonstrate the ability to:
 - a. Fold napkin by crown fold method.
 - b. Fold napkin by standard rectangular method.
 - c. Fold napkin by tent method.
 - d. Set a common restaurant cover.
 - e. Set a dinner appetizer cover.

(NOTE: If the above activities have not been accomplished prior to the test, ask your instructor when they should be completed.)

TABLE SETTING
UNIT II

ANSWERS TO TEST

1. a, c, d, f, i, j
2. Description should include:
 - a. Should be done as rapidly and as quietly as possible
 - b. Cover bus tub or tray containing soiled dishes with a clean napkin or sidetowel when left in the dining area
 - c. Place dishes and glasses in separate bus tubs to prevent breakage
 - d. Remove tablecloth or placemats from a table by folding so that crumbs will not fall on floor
 - e. Clear table completely and wipe down
 - f. Check to make sure table and chairs are free of crumbs or spills
 - g. Check to make sure floor around the table is clean
 - h. Reset table properly for type of service
 - i. Always handle the glasses, china, and flatware in such a way that food contact surfaces are not touched
3.

a. Cocktail fork or oyster fork	j. Soup spoon
b. Salad fork	k. Dinner plate
c. Dinner fork	l. Salad or dessert plate
d. Dinner knife	m. Butter plate
e. Butter knife	n. Soup or salad bowl
f. Steak knife	o. Coffee cup
g. Iced tea spoon or parfait spoon	p. Saucer
h. Serving spoon	q. Monkey dish (fruit dish)
i. Teaspoon	

4. Any five of the following:
 - a. Knives and spoons are put on the right side of the cover
 - b. Knife should be placed with the cutting edge toward the plate
 - c. Forks are put on the left side of the cover
 - d. Flatware is placed in order of use starting from the outside, forks from the left and knives and spoons from the right
 - e. Napkin is placed to the left of the forks, under the forks, or in the center of the cover
 - f. Water glass is placed above the dinner knife
 - g. Always replace china, glassware, and flatware that have water spots or dried foods on them
 - h. Base of all flatware should be even at 1/4 to 2 inches from the edge of the table
5. Performance skills evaluated to the satisfaction of the instructor

CASHIERING AND HOSTESSING
UNIT III

UNIT OBJECTIVE

After completion of this unit, the student should be able to discuss the duties of a host/hostess, discuss the methods and results of suggestive selling, select from a list the responsibilities of a cashier, and describe the proper attitude and appearance of a cashier. The student should be able to balance a cash box or cash register. He/she should be able to demonstrate the ability to write and add a ticket, take cash, and process a credit card sale. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Discuss the duties of a host/hostess.
2. Discuss the methods and results of suggestive selling.
3. Select from a list the responsibilities of a cashier.
4. Describe the proper attitude and appearance of a cashier.
5. Balance a cash box or cash register.
6. Demonstrate the ability to:
 - a. Write and add a ticket.
 - b. Take cash.
 - c. Process a credit card sale.

CASHIERING AND HOSTESSING
UNIT III

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide student with objective sheet.
- B. Provide student with information, assignment, and job sheets.
- C. Make transparency.
- D. Discuss unit and specific objectives.
- E. Discuss information and assignment sheets.
- F. Have students role play working as cashier and host/hostess if lab is not available.
- G. Plan a field trip to a restaurant which uses a host/hostess.
- H. Invite a representative of a restaurant association to speak on the honesty of a cashier.
- I. Invite a representative from a cash register company to give a demonstration concerning use of a cash register.
- J. Demonstrate and discuss procedures outlined in the job sheets.

(NOTE: Contact your local bank to arrange for imprint machine for Job Sheet #3.)

- K. Give test.

II. Student:

- A. Read objective sheet.
- B. Study information and assignment sheets.
- C. Demonstrate the ability to accomplish the procedures outlined in the job sheets.
- D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objective sheet
- B. Information sheet
- C. Transparency master: TM 1--Change Bank
- D. Assignment Sheet #1--Balance a Cash Box or Cash Register
- E. Answers to assignment sheet
- F. Job sheets
 - 1. Job Sheet #1--Write and Add a Ticket
 - 2. Job Sheet #2--Take Cash
 - 3. Job Sheet #3--Process a Credit Card Sale
- G. Test
- H. Answers to test

II. References:

- A. Crawford, H.W., and McDowell, M.C. *Math Workbook: Food Service Lodging*. Chicago: *Institutions/Volume Feeding Management*, 1971.
- B. Geis, Audrey J. *Hospitality Education: A Curriculum Manual*. Santa Fe: Vocational-Technical Division, New Mexico State Department of Education, 1973.

CASHIERING AND HOSTESSING
UNIT III

INFORMATION SHEET

I. Duties of a host/hostess

- A. Welcomes the customer
- B. Escorts customer to table
- C. Distributes customer load as evenly as possible in dining room
- D. Presents customer with the menu
- E. Supervises the operation of the dining room.
 - 1. Checks to make sure the dining area and dining area staff are prepared prior to customer's arrival
 - 2. Makes sure customer receives efficient service
 - 3. Checks with customer to make sure he/she is satisfied
 - 4. Makes sure dining room is properly cleaned after closing
- F. Offers a pleasant farewell to departing guests
- G. Is always pleasant both in appearance and personality
- H. Supervises training for waiters/waitresses
(NOTE: This will vary from establishment to establishment.)
- I. Assigns stations to waiters/waitresses
(NOTE: This will vary from establishment to establishment.)
- J. Trains waiters/waitresses in suggestive selling
(NOTE: This will vary from establishment to establishment.)

II. Suggestive selling

(NOTE: These also apply to the waiter/waitress.)

A. Methods

- 1. Suggest more expensive items

Example: When customer orders an item which comes in more than one size, suggest the large size

INFORMATION SHEET

2. Suggest the specialty of the house or specialty of the day as the menu is handed to customer
3. Suggest dishes that can be rapidly prepared when customer appears in a hurry
4. Suggest low calorie specials when customer is dieting
5. Be ready to offer a suggestion when customer is indecisive
6. Suggest desserts by specific names when customer finishes dinner

(NOTE: A restaurant's gross sales are increased not only by high ticket totals but also by an increase in satisfied customers. The right suggestion at the right time can create satisfied customers.)

B. Results

1. Better tips for the waiter/waitress
2. Increased profit for employer
3. Increased job security due to increased trade
4. Satisfied customers

III. Responsibilities of a cashier

A. Prior to opening

1. Totals cash on hand in change bank
2. Sets up cash register or cash box (Transparency 1)
3. Studies menu for prices

(NOTE: Combination of meal choices may reflect differences in prices.)

Example: Hamburger basket as opposed to hamburger and french fries

B. During serving time

1. Checks the waiter's/waitress's tickets for errors

INFORMATION SHEET

2. Takes cash from customer
3. Obtains proper verification of checks and credit cards according to house policy

C. After closing

1. Totals cash on hand
2. Balances cash box or cash register

(NOTE: In smaller restaurants, the positions of cashier and hostess are combined and the duties of both are carried out by one individual.)

3. Sorts tickets

Examples: Charge tickets, cash tickets

4. Files tickets

IV. Attitude and appearance of a cashier

- A. Well groomed and appropriately dressed
- B. Able to deal with customer pleasantly
- C. Clear, firm voice
- D. Concerned with the customer's right to correct charges
- E. Able to handle money rapidly and correctly
- F. Honest with both customer and employer

Change Bank

Twenty \$	Ten \$	Five \$	Two \$	One \$
.50	.25	.10	.05	.01

CASHIERING AND HOSTESSING
UNIT III

ASSIGNMENT SHEET #1--BALANCE A CASH BOX OR CASH REGISTER

After reading the instructions and balance sheet below, complete the balance sheet on the following page.

The cash box or register should have \$130.00 in it and there should be \$55.00 worth of totaled customer tickets. The student should count all the cash on hand and record the amount. The student should then total all the tickets or read the sales tape on the cash register and then subtract the amount of sales from the cash on hand. Compare the amount arrived at in your computations with the amount of cash that was in the cash box or register before any sales were received. If the two amounts are the same, the cash box balances.

Sample Balance Sheet

Original change bank = \$75.00

Total cash on hand after sales = \$130.00

Coins		Bills	
Half dollars	= \$15.50	Ones	= \$28.00
Quarters	= 19.00	Fives	= 25.00
Dimes	= 8.30	Tens	= 10.00
Nickles	= 3.50	Twenties	= 20.00
Pennies	= .70		
	<u>\$47.00</u>		
		+	\$83.00 = \$130.00

Total cash on hand \$130.00
Change bank 75.00
Total (cash sales) \$ 55.00

Total of customer tickets = \$ 55.00

Double check.
Change bank = \$ 75.00
Total of customer tickets = + 55.00
\$130.00

ASSIGNMENT SHEET #1

BALANCE SHEET

(NOTE: Assume the box balances.)

Original change bank = \$75.00

Total cash on hand after sales = _____ (1)

Coins

Half dollars	=	\$12.50
Quarters	=	7.25
Dimes	=	3.60
Nickels	=	2.95
Pennies	=	.23

\$ _____ (2)

Bills

Ones	=	\$21.00
Fives	=	10.00
Tens	=	20.00
Twenties	=	60.00

\$ _____ (3) = \$ _____ (4)

Total cash on hand \$ _____ (5)

Change bank -75.00

Total (cash sales) \$ _____ (6)

Total of customer tickets = _____ (7)

Double check Change bank = \$75.00

Total of customer tickets = + _____ (8)

\$ _____ (9)

CASHIERING AND HOSTESSING
UNIT III

ANSWERS TO ASSIGNMENT SHEET

1. \$137.53
2. \$ 26.53
3. \$111.00
4. \$137.53
5. \$137.53
6. \$ 62.53
7. \$ 62.53
8. \$ 62.53
9. \$137.53

CASHIERING AND HOSTESSING
UNIT III

JOB SHEET #1-WRITE AND ADD A TICKET.

I. Materials

- A. Pen or pencil
- B. Ticket pad
- C. Four students to play roles of customers
- D. Menu

II. Procedure

(NOTE: Student is to take a customer's order, write up the ticket, and add up the ticket.)

- A. Place initials or first name in the box marked Server (Figure 1)
- B. Put the ticket number in the box marked Check No. if not already numbered (Figure 1)

(NOTE: The two above steps should be completed before approaching the customer.)

- C. Ask customers if there are to be individual tickets or all on one ticket

(NOTE: For this job sheet all orders will be on one ticket.)

- D. Record number of persons on the ticket in the box marked Persons (Figure 1)
- E. Record the table number in the box marked Table No. (Figure 1)
- F. Start with one customer and work clockwise taking the customers' orders (Figure 1)

JOB SHEET #1

- G. Give each customer a number on the ticket in order to keep the tickets and the customers in order (Figure 1)

FIGURE 1

BOB'S STEAK HOUSE

Thank You

SERVER	PERSONS	TABLE NO.	CHECK NO.	AMOUNT
<i>Jew</i>	<i>4</i>	<i>5</i>	<i>102</i>	
① <i>Grilled Cheese</i>				
<i>FF</i>				
<i>Coke</i>				
② <i>Swiss Steak</i>				
<i>Mt. T.S.</i>				
<i>G. Beans</i>				
<i>iced Tea</i>				
③ <i>Chef Salad</i>				
<i>Cof.</i>				
④ <i>Apple Pie</i>				
<i>Milk</i>				
TAX				
TOTAL				

- H. Make sure tickets are legible
- I. Abbreviate on ticket whenever possible

(NOTE: Make sure the cook understands and easily recognizes the abbreviations used. See Figure 1.)

Examples: HB = Hamburger, T.S. = Tossed Salad, G. Beans = Green Beans, F.F. = French Fries

- J. Place the price of each item in the amount column opposite the item (Figure 2)
- K. Add all the prices listed in the amount column (Figure 2)
- L. Place the tax charged in the amount column opposite the word *tax* (Figure 2)

(NOTE: The server should have the basic tax charges memorized.)

JOB SHEET #1

M. Total the ticket (Figure 2)

FIGURE 2

BOB'S STEAK HOUSE			
<i>Thank You</i>			
SERVER	PERSONS	TABLE NO.	CHECK NO.
<i>JWS</i>	<i>4</i>	<i>9</i>	<i>102</i>
			AMOUNT
<i>① Grilled Cheese</i>			<i>55</i>
<i>FF</i>			<i>30</i>
<i>Coke</i>			<i>20</i>
<i>② Swiss Steak</i>			<i>1 55</i>
<i>M Pot T.S.</i>			
<i>2 Beans</i>			
<i>iced Tea</i>			<i>15</i>
<i>③ Chef Salad</i>			<i>90</i>
<i>Cof</i>			<i>10</i>
<i>④ Apple Pie</i>			<i>35</i>
<i>Milk</i>			<i>85</i>
			<i>4 35</i>
TAX			<i>17</i>
TOTAL			<i>4 52</i>

- N. Recheck all prices and addition
- O. Write "It has been a pleasure to serve you" and your name on the back of the ticket
- P. Present ticket to customer face down

CASHIERING AND HOSTESSING
UNIT III

JOB SHEET #2-TAKE CASH

I. Materials

- A. Cash box or change bank
- B. Ten dollar bill or proper substitute
- C. Guest ticket

II. Procedure

- A. Take guest ticket and money
- B. Glance over ticket for possible errors in price or addition
- C. Look at guest and state amounts of ticket and money

Example: "That will be five forty-six out of ten."

- D. Place ticket and money to one side of cash box or drawer
- E. Record sale on cash register
- F. Count out correct change from box or drawer

(NOTE: A cashier should be able to rapidly compute the amount of change without aid of pencil or paper.)

- G. Count change back to customer out loud beginning with the amount of the ticket

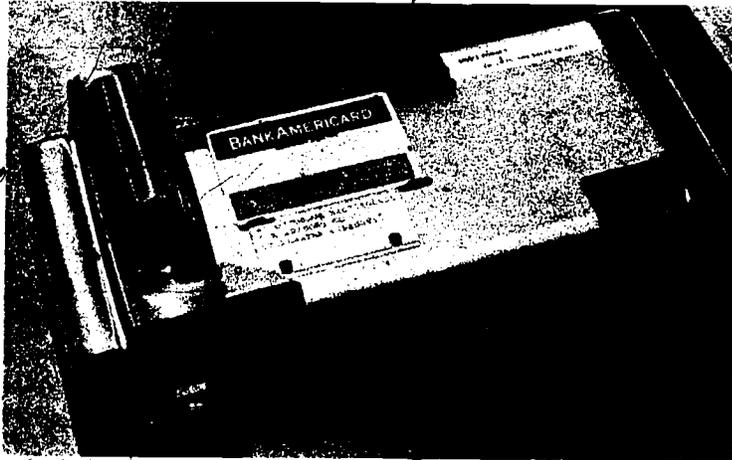
Example: "That will be five forty-six out of ten. Five forty-six, five forty-seven, five forty-eight, five forty-nine, five fifty, six dollars, seven, eight, nine, and ten dollars. Thank you."

- H. Hand bills to guest face up
- I. Thank the guest
- J. Place the money the guest has given in the cash box or drawer
- K. Shut cash box or drawer
- L. File guest ticket

JOB SHEET #3

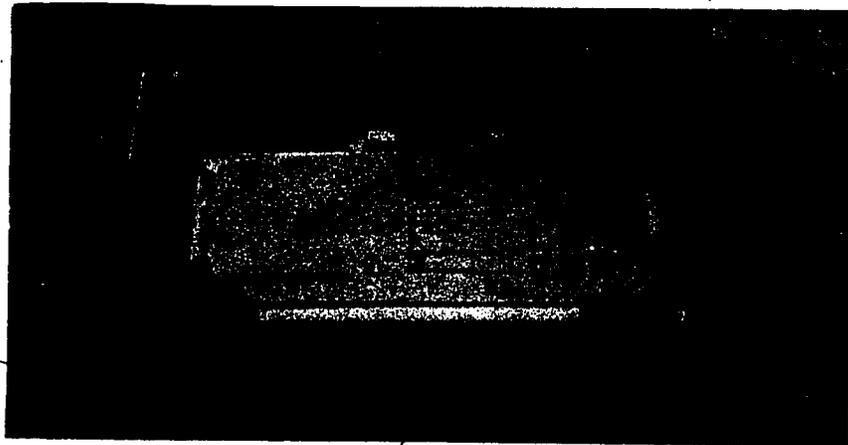
F. Place customer's credit card face up in slots on the machine (Figure 2)

FIGURE 2



G. Place sales slip face up in slots on machine and over face of credit card (Figure 3)

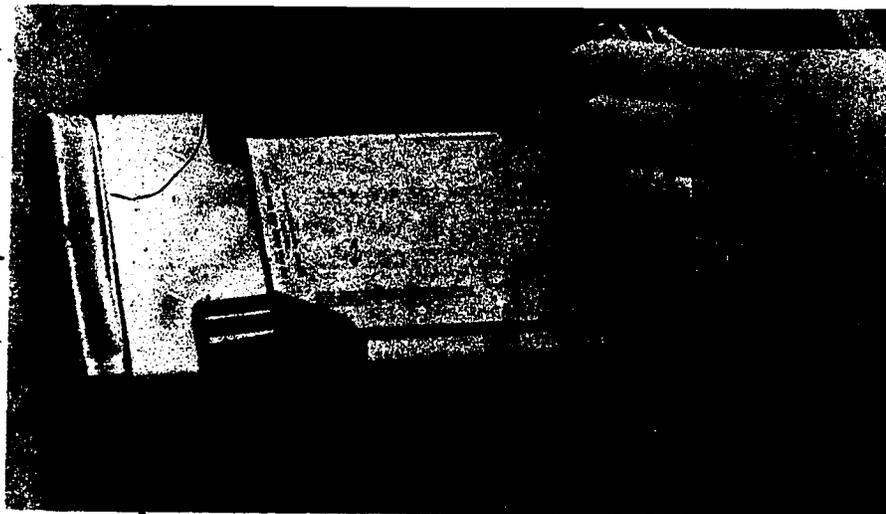
FIGURE 3



JOB SHEET #3

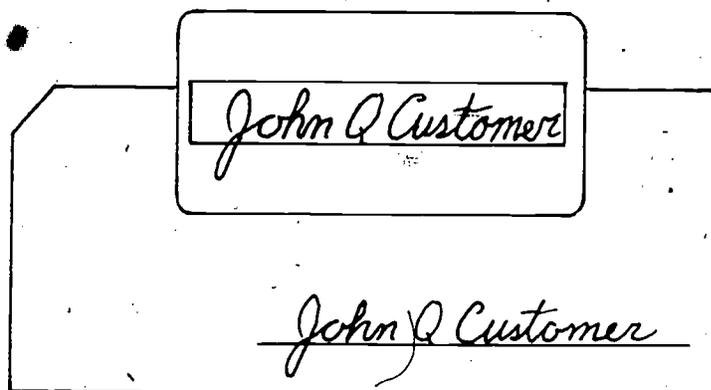
- H. Move imprinter handle completely across sales slip and then back to original position (Figure 4)

FIGURE 4



- I. Remove card and form from machine
- J. Obtain card holder's signature on sales slip, checking it against signature on card (Figure 5)

FIGURE 5



- K. Return card and customer's copy (top copy) of completed sales slip to customer
- L. Retain bank's copy (white tab card) of sales slip for deposit
- M. Keep other copy or copies for your own record

CASHIERING AND HOSTESSING
UNIT III

TEST

1. Discuss the duties of a host/hostess.

2. Discuss the methods and results of suggestive selling.

3. Select from the list below the responsibilities of a cashier. Circle the letters of the correct answers.
 - a. Sets up water glasses
 - b. Studies menu for prices
 - c. Presents ticket to customer
 - d. Writes menus
 - e. Totals cash on hand in change bank
 - f. Sets up cash register or cash box
 - g. Checks the waiter's/waitress's tickets for errors

 - h. Obtains proper verification of checks and credit cards according to house policy

- i. Serves customers
 - j. Sets up side stands
 - k. Takes cash from customer
 - l. Sets up tables
 - m. Balances cash box or cash register
 - n. Plans menu
4. Describe the proper attitude and appearance of a cashier.

5. Balance a cash box or cash register.

6. Demonstrate the ability to:

- a. Write and add a ticket.
- b. Take cash.
- c. Process a credit card sale.

(NOTE: If activities 5 and 6 have not been accomplished prior to the test, ask your instructor when they should be completed.)

CASHIERING AND HOSTESSING
UNIT III

ANSWERS TO TEST

1. Discussion should include:
 - a. Welcomes the customer
 - b. Escorts customer to table
 - c. Distributes customer load as evenly as possible in dining room
 - d. Presents customer with the menu
 - e. Supervises the operation of the dining room
 - 1) Checks to make sure the dining area and dining area staff are prepared prior to customer's arrival
 - 2) Makes sure customer receives efficient service
 - 3) Checks with customer to make sure he/she is satisfied
 - 4) Makes sure dining room is properly cleaned after closing
 - f. Offers a pleasant farewell to departing guests
 - g. Is always pleasant both in appearance and personality
 - h. Supervises training for waiters/waitresses
 - i. Assigns stations to waiters/waitresses
 - j. Trains waiters/waitresses in suggestive selling
2. Discussion should include:
 - a. Methods!
 - 1) Suggest more expensive items
 - 2) Suggest the specialty of the house or specialty of the day as the menu is handed to customer
 - 3) Suggest dishes that can be rapidly prepared when customer appears in a hurry
 - 4) Suggest low calorie specials when customer is dieting

- 5) Be ready to offer a suggestion when customer is indecisive
 - 6) Suggest desserts by specific names when customer finishes dinner
- b. Results
- 1) Better tips for waiter/waitress
 - 2) Increased profit for employer
 - 3) Increased job security due to increased trade
 - 4) Satisfied customers
3. b, e, f, g, h, k, m
4. Description should include:
- a. Well groomed and appropriately dressed
 - b. Able to deal with customer pleasantly
 - c. Clear, firm voice
 - d. Concerned with the customer's right to correct charges
 - e. Able to handle money rapidly and correctly
 - f. Honest with both customer and employer
5. Evaluated to the satisfaction of the instructor
6. Performance skills evaluated to the satisfaction of the instructor

**QUANTITY PURCHASING
UNIT I****UNIT OBJECTIVE**

After completion of this unit, the student should be able to list purchasing ethics and name types of purchasing. He/she should be able to tell how to purchase foods and discuss the most common pack sizes. He/she should be able to complete purchasing charts on amounts needed and amounts to order. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Discuss required information on packaged food labels.
2. Select from a list reasons for USDA inspection of meat.
3. Tell how to predict quantities to be purchased.
4. List purchasing ethics.
5. Name the types of purchasing.
6. Select from a list specifications for bidding.
7. List purchasing guides.
8. Discuss how to purchase foods.
9. Discuss the most common pack sizes.
10. Complete purchasing chart on amounts needed.
11. Complete purchasing chart on amounts to order.

**QUANTITY PURCHASING
UNIT I****SUGGESTED ACTIVITIES****I. Instructor:**

- A. Invite a guest speaker, preferably a canned goods purveyor, to speak on purchasing and give a can cutting demonstration.
- B. Ask purveyors for sample purchasing guides to use as handouts for students.
- C. Provide student with objective sheet.
- D. Provide student with information and assignment sheets.
- E. Discuss unit and specific objectives.
- F. Discuss information and assignment sheets.
- G. Give test.

II. Student:

- A. Read objective sheet.
- B. Study information sheet.
- C. Complete assignment sheets and turn in to instructor.
- D. Take test.

INSTRUCTIONAL MATERIALS**I. Included in this unit:**

- A. Objective sheet
- B. Information sheet
- C. Assignment sheets
 1. Assignment Sheet #1-Complete Purchasing Chart on Amounts Needed
 2. Assignment Sheet #2-Complete Purchasing Chart on Amounts to Order

D. Answers to assignment, sheets

E. Test

F. Answers to test

II. References:

A. Fowler, Sina Faye; West, Bessie Brooks; and Shugart, Grace S. *Food for 50*. New York: John Wiley and Sons, 1971.

B. Kotschevar, Lendal H. *Quantity Food Purchasing*. New York: John Wiley and Sons, 1961.

QUANTITY PURCHASING
UNIT I

INFORMATION SHEET

I. Required information on packaged food labels

- A. Name of food item
- B. Name and address of packer, manufacturer, or distributor
- C. Contents by count or measure
- D. No foreign language
- E. Specific names of ingredients in order of amount
- F. All dietary claims.

Examples: "No Sugar Added," "Salt Free," "Packed in Water"

- G. Terms "artificial" or "preservative" if present

II. Reasons for USDA inspection of meat

- A. Destroy unfit meat
- B. Require that meat be handled in a sanitary manner
- C. Require stamp of approval on meat
- D. Prevent use of harmful substances in meat
- E. Prevent false labeling

III. How to predict quantities to be purchased

- A. Knowledge of portions.
 1. Total number
 2. Portion size
- B. Accurate estimate of loss
 1. Preparation
 2. Cooking
 3. Portioning

INFORMATION SHEET

- C. Accurate portion control
- D. Accurate inventory control

IV. Purchasing ethics

- A. Be courteous
- B. Establish hours for purchasing, delivery, and issuing
- C. Be fair
- D. Compare purchases according to service, quality, and price
- E. Do not discuss business outside of the office
- F. Spend boss's money wisely

V. Types of purchasing

- A. Bid-Formal
- B. Open-Informal

VI. Specifications for bidding

- A. Name of product
- B. Quantity needed
- C. Grade
- D. Container size
- E. Specific quotes

Examples: Cream style or whole kernel yellow corn
Pineapple-Crushed or chunk

VII. Purchasing guides

- A. Use amounts called for in recipes
- B. Consider amount on hand or on estimated inventory
- C. Use estimated purchasing guides

Examples: 1 head of lettuce = 6-8 servings
1 #10 of WKY corn = 25 servings, 3-4 oz
25# of ground beef = 100 3 oz portions

(NOTE: These guides are readily available in quantity purchasing texts.)

INFORMATION SHEET

D. Use pars

(NOTE: Par is bringing the amount on hand up to a certain number.)

VIII. How to purchase food

A. Amount required - Inventory = Amount needed

Example: 3 cases at 6/#10 of green beans
 -2 #10 of green beans on hand

 =3 cases of green beans to purchase

B. Raise amount needed to a full case or lot to order

(NOTE: Some purveyors will break case lots.)

Example: If you need 3 #10 of carrots, you must order 1 case or
 6 #10 of carrots

IX. Most common pack sizes

A. Canned goods

1. 6/#10
2. #5
3. #202

B. Frozen goods

1. 2# box
2. 2 1/2# box
3. 20# bulk

C. Meat--Pound

D. Fresh fruits and vegetables

1. Box--Count
2. Pound
3. Head

QUANTITY PURCHASING
UNIT I

ASSIGNMENT SHEET #1--COMPLETE PURCHASING CHART
ON AMOUNTS NEEDED

Using the following guide complete this purchasing chart.

ITEM	AMOUNT REQUIRED	AMOUNT ON HAND	AMOUNT NEEDED
1. Corn	12 #10	3 #10	
2. Green beans	3 #10	3 #10	
3. Broccoli	10 2# boxes	6 2# boxes	
4. Green peas	20#	10#	
5. Carrots	9 #10	None	
6. Milk	9 gal	6 gal	
7. Corn meal	3#	6#	
8. Flour	3 oz	1#	
9. Frozen corn	40#	60#	
10. Corn on cob	96 count	13 count	
11. Ground beef	20#	9#	
12. Chicken	10	None	

QUANTITY PURCHASING
UNIT I

ASSIGNMENT SHEET #2--COMPLETE PURCHASING CHART
ON AMOUNTS TO ORDER

Complete the following chart using the information given. Order by the pack size. No broken packs can be ordered.

	AMOUNT REQUIRED	PACK	AMOUNT TO ORDER
1.	3 #10 of green beans	6/#10 case	
2.	9 #10 corn	6/#10 case	
3.	9# WKY corn	20# case	
4.	3 1/2 #10 carrots	6/#10 case	
5.	6 2# box broccoli	12/2# box case	
6.	23# ground beef	25# box	
7.	3 #10 mixed vegetables	6/#10 case	
8.	14 #10 beets	6/#10 case	
9.	2 #10 peppers	6/#10 case	
10.	9# flour	25# sack	
11.	33# corn meal	20# sack	
12.	12 heads lettuce	24 head case	

QUANTITY PURCHASING
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

- | | | | |
|----|------------|-----|----------|
| 1. | 9 #10 | 7. | 0 |
| 2. | 0 | 8. | 0 |
| 3. | 4 2# boxes | 9. | 0 |
| 4. | 10# | 10. | 83 count |
| 5. | 9 #10 | 11. | 11# |
| 6. | 3 gal | 12. | 10 |

Assignment Sheet #2

- | | | | |
|----|---------|-----|---------|
| 1. | 1 case | 7. | 1 case |
| 2. | 2 cases | 8. | 3 cases |
| 3. | 1 case | 9. | 1 case |
| 4. | 1 case | 10. | 1 sack |
| 5. | 1 case | 11. | 2 sacks |
| 6. | 1 box | 12. | 1 case |

QUANTITY PURCHASING
UNIT I

TEST

1. Discuss required information on packaged food labels.

2. Select from the list below reasons for USDA inspection of meat. Circle the letters of the correct answers.
 - a. Destroy unfit meat
 - b. Guarantee tenderness
 - c. Prevent use of harmful substances in meat
 - d. Prevent false labeling
 - e. Require that meat be handled in a sanitary manner

3. Tell how to predict quantities to be purchased.

4. List four purchasing ethics.
 - a.
 - b.
 - c.
 - d.

5. Name the types of purchasing.
 - a.
 - b.

6. Select from the list below specifications for bidding. Circle the letters of the correct answers.

- a. Name of product
- b. Quality needed
- c. Grade
- d. Container size
- e. Specific quotes
- f. Quantity needed

7. List the purchasing guides.

- a.
- b.
- c.
- d.

8. Discuss how to purchase foods.

9. Discuss the most common pack sizes.

10. Complete purchasing chart on amounts needed.

11. Complete purchasing chart on amounts to order.

(NOTE: If activities 10 and 11 have not been accomplished prior to the test, ask your instructor when they should be completed.)

QUANTITY PURCHASING
UNIT I

ANSWERS TO TEST

1. Discussion should include:
 - a. Name of food item
 - b. Name and address of packer, manufacturer, or distributor
 - c. Contents by count or measure
 - d. No foreign language
 - e. Specific names of ingredients in order of amount
 - f. All dietary claims
 - g. Terms "artificial" or "preservative" if present
2. a, c, d, e
3.
 - a. Knowledge of portions
 - 1) Total number
 - 2) Portion size
 - b. Accurate estimate of loss
 - 1) Preparation
 - 2) Cooking
 - 3) Portioning
 - c. Accurate portion control
 - d. Accurate inventory control
4. Any four of the following:
 - a. Be courteous
 - b. Establish hours for purchasing, delivery, and issuing
 - c. Be fair
 - d. Compare purchases according to service, quality, and price

- e. Do not discuss business outside of the office
- f. Spend boss's money wisely
5.
 - a. Bid--Formal
 - b. Open--Informal
6. a, c, d, e, f
7.
 - a. Use amounts called for in recipes
 - b. Consider amount on hand or on estimated inventory
 - c. Use estimated purchasing guides.
 - d. Use pars
8. Discussion should include:
 - a. Formula--Amount needed - Inventory = Amount to purchase
 - b. Raise amount needed to a full case or lot to order
9. Discussion should include:
 - a. Canned goods
 - 1) 6/#10
 - 2) #5
 - 3) #202
 - b. Frozen goods
 - 1) 2# box
 - 2) 2 1/2# box
 - 3) 20# bulk
 - c. Meat--Pound
 - d. Fresh fruits and vegetables
 - 1) Box--Count
 - 2) Pound
 - 3) Head
10. Evaluated to the satisfaction of the instructor
11. Evaluated to the satisfaction of the instructor

SEASONAL PURCHASING UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to discuss types of apples and their marketing seasons and tips for seasonal purchasing. He/she should be able to match common fruits and vegetables to the pack sizes and common fruits to their marketing seasons. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. List foods purchased seasonally.
2. Select from a list top grades in fresh produce.
3. Discuss types of apples and their marketing seasons.
4. Discuss types of tomatoes.
5. Discuss types of potatoes.
6. Match common fruits to their marketing seasons.
7. Identify common types of salad greens.
8. Discuss tips for seasonal purchasing.
9. Match common fruits and vegetables to the pack sizes.

SEASONAL PURCHASING
UNIT II

SUGGESTED ACTIVITIES

I. Instructor:

- A. Arrange for a tour to a produce purveyor.
- B. Arrange for guest speaker from a produce house to speak on seasons of fruits and vegetables.
- C. Have students keep charts on current prices of fruits and vegetables.
- D. Have students make chart on different grades of fruits and vegetables.
(NOTE: Information may be obtained from current professional magazines.)
- E. Provide student with objective sheet.
- F. Provide student with information sheet.
- G. Discuss unit and specific objectives.
- H. Discuss information sheet.
- I. Give test.

II. Student:

- A. Read objective sheet.
- B. Study information sheet.
- C. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objective sheet
- B. Information sheet
- C. Test
- D. Answers to test

II. References:

- A. Terrell, Margaret. *Professional Food Preparation*. New York: John Wiley and Sons, 1971.
- B. Kotschevar, Lendal H. *Quantity Food Purchasing*. New York: John Wiley and Sons, 1961.

SEASONAL PURCHASING
UNIT II

INFORMATION SHEET

- I. Foods purchased seasonally
 - A. Fresh fruits
 - B. Fresh vegetables
- II. Top grades in fresh produce
 - A. "Extra fancy"
 - B. "Fancy"
 - C. "Extra #1"
 - D. "Grade AA"
 - E. "Grade A"
 - F. "#1"
- III. Types of apples and their marketing seasons
 - A. Jonathan--September to May
(NOTE: These are good eaten raw or baked.)
 - B. McIntosh--September to March
(NOTE: These are good eaten raw or baked.)
 - C. Roman Beauty--November to May
(NOTE: These are fair if eaten raw but are excellent if baked.)
 - D. Delicious--September to April
(NOTE: These are excellent raw and poor if baked.)
- IV. Types of tomatoes
 - A. Immature green--No red or yellow color
 - B. Mature green--No red color
 - C. Turning--Trace of red or yellow color

INFORMATION SHEET

D. Pink--50% of surface is red

E. Firm ripe--Well reddened but not at complete ripeness

V. Types of potatoes

(NOTE: Fresh potatoes are usually available on the market throughout the year.)

A. Round white

1. Medium to large

2. Blunt ends

B. Round red

1. Round

2. Smooth surface

C. Long white

1. Large

2. Oval

D. Long russet

1. Oval

2. Large

VI. Common fruits and their marketing seasons

A. Bananas--All year

B. Berries--June to August

C. Navel oranges--November to June

D. Florida oranges--December to March

E. Grapefruit--November to June

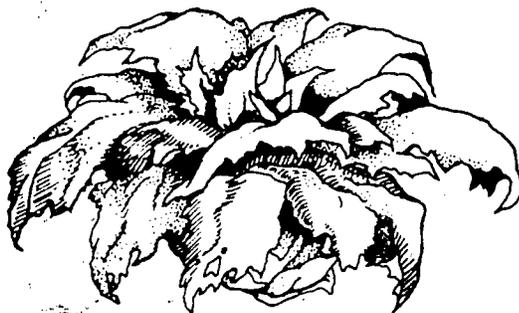
F. Grapes--May to February

G. Cantaloupes--July to October

H. Watermelon--June to September

INFORMATION SHEET

- I. Peaches--May to September
 - J. Pears--All year
 - K. Plums--July to September
- VII. Common types of salad greens
- A. Chicory



B. Endive

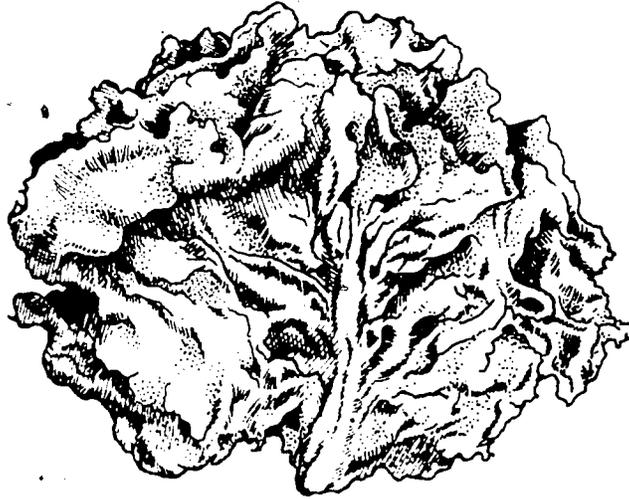


C. Iceberg



INFORMATION SHEET

D. Leaf



E. Romaine



F. Bibb



INFORMATION SHEET

VIII. Tips for seasonal purchasing

A. Purchase in season

1. Different areas of the country have different marketing seasons
2. Purchasing out of season will raise the price of the item

B. Purchase only the amount needed

(NOTE: Fresh fruits and vegetables perish quickly.)

IX. Common fruits and vegetables and their pack sizes

- A. Apples--113 or 88 count
- B. Bananas--40# box
- C. Concord grapes--6# basket
- D. Grapefruit--32 count
- E. Lemons--Pound
- F. Limes--Dozen
- G. Cantaloupes--45 count crate
- H. Oranges--88 count
- I. Peaches--20# lug
- J. Pears--120 count
- K. Plums--25 count
- L. Strawberries--24 qt crate or box
- M. Cabbage--25# or 50# sack
- N. Carrots--25# or 50# sack or 2# cello
- O. Celery--30# crate
- P. Iceberg lettuce--24 count box
- Q. Leaf lettuce--18#

INFORMATION SHEET

- R. Butterhead lettuce--24#
- S. Potatoes--100# sack/box or count
- T. Tomatoes--Count by lug
- U. Radishes--2# or 5# cello
- V. Onions--25# or 50# sack

SEASONAL PURCHASING
UNIT II

TEST

1. List foods purchased seasonally.
 - a.
 - b.
2. Select from the list below top grades in fresh produce. Circle the letters of the correct answers.
 - a. "Extra fancy"
 - b. "Good"
 - c. "Extra #1"
 - d. "Grade C"
 - e. "Grade A"
 - f. "#1"
 - g. "Prime"
3. Discuss types of apples and their marketing seasons.
4. Discuss types of tomatoes.

5. Discuss types of potatoes.

6. Match common fruits on the right to their marketing seasons on the left. Place the appropriate numbers in the blanks provided. A blank may have more than one correct answer.

_____ a. June to August

_____ b. December to March

_____ c. May to February

_____ d. All year

_____ e. July to October

_____ f. November to June

_____ g. May to September

_____ h. July to September

_____ i. June to September

1. Bananas

2. Berries

3. Navel oranges

4. Florida oranges

5. Grapefruit

6. Grapes

7. Cantaloupes

8. Watermelon

9. Peaches

10. Pears

11. Plums

7. Identify the common types of salad greens by placing the appropriate names in the blanks provided.



a. _____



b. _____



c. _____



d. _____



e. _____



f. _____

8. Discuss tips for seasonal purchasing.

9. Match the common fruits and vegetables on the right to the pack sizes. A blank may have more than one correct answer.

- | | |
|--------------------------------------|------------------------|
| _____ a. 113 or 88 count | 1. Apples |
| _____ b. Pound | 2. Bananas |
| _____ c. 24 qt crate or box | 3. Concord grapes |
| _____ d. Dozen | 4. Grapefruit |
| _____ e. 25# or 50# sack | 5. Lemons |
| _____ f. 88 count | 6. Limes |
| _____ g. 40# box | 7. Cantaloupes |
| _____ h. 20# lug | 8. Oranges |
| _____ i. 6# basket | 9. Peaches |
| _____ j. 32 count | 10. Pears |
| _____ k. 45 count crate | 11. Plums |
| _____ l. 120 count | 12. Strawberries |
| _____ m. 25 count | 13. Cabbage |
| _____ n. 30# crate | 14. Carrots |
| _____ o. 24# | 15. Celery |
| _____ p. 18# | 16. Iceberg lettuce |
| _____ q. 100# sack/box or count | 17. Leaf lettuce |
| _____ r. 24 count box | 18. Butterhead lettuce |
| _____ s. 2# or 5# cello | 19. Potatoes |
| _____ t. Count by lug | 20. Radishes |
| _____ u. 25# or 50# sack or 2# cello | 21. Tomatoes |
| | 22. Onions |

SEASONAL PURCHASING
UNIT II

ANSWERS TO TEST

1.
 - a. Fresh fruits
 - b. Fresh vegetables
2. a, c, e, f.
3. Discussion should include:
 - a. Jonathan--September to May
 - b. McIntosh--September to March
 - c. Roman Beauty--November to May
 - d. Delicious--September to April
4. Discussion should include:
 - a. Immature green--No red or yellow color
 - b. Mature green--No red color
 - c. Turning--Trace of red or yellow color
 - d. Pink--50% of surface is red
 - e. Firm ripe--Well reddened but not at complete ripeness
5. Discussion should include:
 - a. Round white
 - 1) Medium to large
 - 2) Blunt ends
 - b. Round red
 - 1) Round
 - 2) Smooth surface
 - c. Long white
 - 1) Large
 - 2) Oval

d. Long russet

1) Oval

2) Large

- 6. a. 2 f. 3, 5
- b. 4 g. 9
- c. 6 h. 11
- d. 1, 10 i. 8
- e. 7

- 7. a. Endive
- b. Chicory
- c. Romaine
- d. Leaf
- e. Iceberg
- f. Bibb

8. Discussion should include:

a. Purchase in season

1) Different areas of the country have different marketing seasons

2) Purchasing out of season will raise the price of the item

b. Purchase only the amount needed

- 9. a. 1 g. 2 m. 11 s. 20
- b. 5 h. 9 n. 15 t. 21
- c. 12 i. 3 o. 18 u. 14
- d. 6 j. 4 p. 17
- e. 13, 22 k. 7 q. 19
- f. 8 l. 10 r. 16

PRE-PREPARED ITEMS
UNIT III

UNIT OBJECTIVE

After completion of this unit, the student should be able to list types of pre-prepared items and advantages and disadvantages of purchasing these items. The student should be able to compare costs of fresh and pre-prepared beef stew and spaghetti. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. List types of purchasable pre-prepared items.
2. List advantages of purchasing pre-prepared items.
3. Select from a list disadvantages of purchasing pre-prepared items.
4. Discuss common pre-prepared items used in commercial food service.
5. List rules for purchasing pre-prepared foods.
6. Compare costs of fresh and pre-prepared beef stews.
7. Compare costs of fresh and pre-prepared spaghettis.

PRE-PREPARED ITEMS
UNIT III

SUGGESTED ACTIVITIES

- I. Instructor:
- A. Contact food purveyor to demonstrate cooking pre-prepared entrees and to speak on cost analysis of convenience foods.
 - B. Provide student with objective sheet.
 - C. Provide student with information and assignment sheets.
 - D. Discuss unit and specific objectives.
 - E. Discuss information and assignment sheets.
 - F. Give test.
- II. Student:
- A. Read objective sheet.
 - B. Study information sheet.
 - C. Complete assignment sheets and turn in to instructor.
 - D. Take test.

INSTRUCTIONAL MATERIALS

- I. Included in this unit:
- A. Objective sheet
 - B. Information sheet
 - C. Assignment sheets
 1. Assignment Sheet #1--Compare Costs of Beef Stews
 2. Assignment Sheet #2--Compare Costs of Spaghetthis
 - D. Answers to assignment sheets
 - E. Test
 - F. Answers to test

II. References:

- A. Kotschevar, Lendal H. *Quantity Food Purchasing*. New York: John Wiley and Sons, 1961.
- B. West, Bessie Brooks; Wood, Levelle; Harger, Virginia F. *Food Service in Institutions*. New York: John Wiley and Sons, 1966.

PRE-PREPARED ITEMS
UNIT III

INFORMATION SHEET

I. Types of purchasable pre-prepared items

- A. Frozen
- B. Canned
- C. Dehydrated

II. Advantages of purchasing pre-prepared items

- A. Saves labor costs
- B. Produces consistent quality control
- C. Reduces space needed for preparation
- D. Reduces space needed for storage
- E. Reduces chance for spoilage
- F. Allows more variety in menu

III. Disadvantages of purchasing pre-prepared items

- A. Raises food cost
- B. Limits variety in menu
- C. Has less "homemade cooking" taste and flavor
- D. Requires extra cooking equipment

Examples: Convection ovens, microwave ovens, steam jacketed kettles

IV. Common pre-prepared items used in commercial food service

A. Bakery

Mixes

a. Cakes

b. Breads

c. Brownies

INFORMATION SHEET

2. Frozen
 - a. Cakes
 - b. Pies
 - c. Breads
 - d. Pie shells
 - e. Pastries
 3. Canned
 - a. Pie fillings
 - b. Puddings
- B. Salads
1. Mixes
 - a. Salad dressings
 - b. Dehydrated vegetables
 2. Frozen
 - a. Fruit salads
 - b. Vegetable salads
 3. Canned
 - a. Fruit mixes
 - b. Vegetable salads
 4. Dehydrated
 - a. Gelatins
 - b. Meat extenders
- C. Entrees and vegetables
1. Frozen
 - a. Entrees
 - b. Vegetable dishes

INFORMATION SHEET

2. Canned
 - a. Entrees
 - b. Mixes
 3. Seasoning packages
 4. Dehydrated
 - a. Extenders
 - b. Entrees
- V. Rules for purchasing pre-prepared foods (Assignment Sheets #1 and #2)
- A. Calculate food cost
 - B. Calculate number of servings per case
 - C. Calculate size of servings per case
 - D. Check storage
 - E. Check quality
 - F. Check tastefulness
 - G. Check availability

PRE-PREPARED ITEMS
UNIT III

ASSIGNMENT SHEET #1--COMPARE COSTS OF BEEF STEWS

Calculate the cost of beef stew made from fresh meat and the cost of convenience beef stew. Compare and discuss the food cost difference.

Fresh Beef Stew

Beef = \$20.00
Misc = \$14.00
Recipe yield =
100 3-oz portions

Convenience Beef Stew

4 boxes/case = \$43.00/case
25 3-oz portions/box

	Fresh Beef Stew	Convenience Beef Stew
Figure total cost	1.	3.
Figure cost/3-oz portion	2.	4.

PRE-PREPARED ITEMS
UNIT III

ASSIGNMENT SHEET #2--COMPARE COSTS OF SPAGHETTIS

Calculate the cost of spaghetti made with fresh meat and the cost of convenience spaghetti. Compare and discuss the food cost difference.

(NOTE: The difference will be in cost per ounce of spaghetti not in the cost per portion.)

Fresh	Convenience
Recipe yield = 100 6-oz portions	4 boxes/case = \$56.40/case
Total cost = \$61.90	20 4-oz portions/box

	Fresh meat	Convenience
Figure total cost	1.	3.
Figure cost per ounce	2.	4.

PRE-PREPARED ITEMS
UNIT III

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

1. \$34.00
2. \$.34
3. \$43.00
4. \$.43

Assignment Sheet #2

1. \$61.90
2. \$.103/oz
3. \$56.40
4. \$.176/oz

PRE-PREPARED ITEMS
UNIT III

TEST

1. List the types of purchasable pre-prepared items.
 - a.
 - b.
 - c.
2. List five advantages of purchasing pre-prepared items.
 - a.
 - b.
 - c.
 - d.
 - e.
3. Select from the list below disadvantages of purchasing pre-prepared items. Circle the letters of the correct answers.
 - a. Lowers food cost
 - b. Raises food cost
 - c. Gives more variety in menu
 - d. Requires less cooking equipment
 - e. Requires extra cooking equipment
 - f. Limits variety in menu
4. Discuss common pre-prepared items used in commercial food service.

5. List four rules for purchasing pre-prepared foods.
 - a.
 - b.
 - c.
 - d.
6. Compare costs of fresh and pre-prepared beef stews.
7. Compare costs of fresh and pre-prepared spaghettis.

(NOTE: If activities 7 and 8 have not been accomplished prior to the test, ask your instructor when they should be completed.)

PRE-PREPARED ITEMS
UNIT III

ANSWERS TO TEST

1.
 - a. Frozen
 - b. Canned
 - c. Dehydrated
2. Any five of the following:
 - a. Saves labor costs
 - b. Produces consistent quality control
 - c. Reduces space needed for preparation
 - d. Reduces space needed for storage
 - e. Reduces chance for spoilage
 - f. Allows more variety in menu
3. b, e, f
4. Discussion should include:
 - a. Bakery
 - 1) Mixes
 - a) Cakes
 - b) Breads
 - c) Brownies
 - 2) Frozen
 - a) Cakes
 - b) Pies
 - c) Breads
 - d) Pie shells
 - e) Pastries

- 3) Canned
 - a) Pie fillings
 - b) Puddings
- b. Salads
 - 1) Mixes
 - a) Salad dressings
 - b) Dehydrated vegetables
 - 2) Frozen
 - a) Fruit salads
 - b) Vegetable salads
 - 3) Canned
 - a) Fruit mixes
 - b) Vegetable salads
 - 4) Dehydrated
 - a) Gelatins
 - b) Meat extenders
- c. Entrees and vegetables
 - 1) Frozen
 - a) Entrees
 - b) Vegetable dishes
 - 2) Canned
 - a) Entrees
 - b) Mixes
 - 3) Seasoning packages
 - 4) Dehydrated
 - a) Extenders
 - b) Entrees

5. Any four of the following:
 - a. Calculate food cost
 - b. Calculate number of servings per case
 - c. Calculate size of servings per case
 - d. Check storage
 - e. Check quality
 - f. Check tastefulness
 - g. Check availability
6. Evaluated to the satisfaction of the instructor
7. Evaluated to the satisfaction of the instructor

INVENTORY STANDARDS AND CONTROLS UNIT IV

UNIT OBJECTIVE

After completion of this unit, the student should be able to list reasons for proper receiving, storage, inventory, and issuing. He/she should be able to list types of inventories and discuss inventory information requirements. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. List reasons for proper receiving, storage, inventory, and issuing.
2. State the purpose of inventory.
3. Select from a list methods for controlling inventories.
4. List types of inventories.
5. Discuss inventory information requirements.
6. List the "musts" of inventories.
7. List reasons for checking food delivery with invoice.
8. Complete an inventory chart.

INVENTORY STANDARDS AND CONTROLS UNIT IV

SUGGESTED ACTIVITIES

- I. Instructor:
 - A. Collect samples of inventories to show the class different types of inventories.
 - B. Have a guest speaker to talk on food computer inventories.
 - C. Hand out food prices for assignment sheet.
 - D. Provide student with objective sheet.
 - E. Provide student with information and assignment sheets.
 - F. Discuss unit and specific objectives.
 - G. Discuss information and assignment sheets.
 - H. Give test.
- II. Student:
 - A. Read objective sheet.
 - B. Study information sheet.
 - C. Complete assignment sheet and turn in to instructor.
 - D. Take test.

INSTRUCTIONAL MATERIALS

- I. Included in this unit:
 - A. Objective sheet
 - B. Information sheet
 - C. Assignment Sheet #1--Complete Inventory Chart
 - D. Test
 - E. Answers to test

II. References:

- A. Fowler, Sina Faye; West, Bessie Brooks; and Shugart, Grace S. *Food for 50*. New York: John Wiley and Sons, 1971.
- B. Kotschevar, Lendal H. *Quantity Food Purchasing*. New York: John Wiley and Sons, 1961.

INVENTORY STANDARDS AND CONTROLS
UNIT IV

INFORMATION SHEET

- I. Reasons for proper receiving, storage, inventory, and issuing
 - A. Safety of food
 - B. Sanitation of facilities
 - C. Sensible arrangement of food
 - D. Security of food
- II. Purpose of inventory--Control of food cost
- III. Methods for controlling inventories
 - A. Keep storeroom locked
 - B. Check refrigerators and temperatures daily
 - C. Check orders frequently
 - D. Check production sheets frequently
 - E. Check inventory frequently
 - F. Check freezers daily
- IV. Types of inventories
 - A. Spot check
(NOTE: This type of inventory is done on the spur of the moment.)
 - B. Daily
 - C. Weekly
 - D. Monthly
 - E. Perpetual
(NOTE: This is a running inventory. Perpetual inventories are done on paper or cards. However, they must be checked frequently against a physical inventory.)

INFORMATION SHEET

V. Inventory information requirements

A. Physical information

1. Quantity
2. Item
3. Price
4. Unit
5. Extension

B. Department

C. Location

VI. "Musts" of inventories

A. Accurate count

B. Correct price

C. Correct extensions

(NOTE: Extensions = quantity of food x unit price.)

Example:	1 #10 of corn	=	\$1.60
	3 #10 on hand extension	=	\$4.80

VII. Reasons for checking food delivery with invoice

- A. Correct amount of food
- B. Correct pack sizes of food
- C. Correct price per unit
- D. Correct price extension

INVENTORY STANDARDS AND CONTROLS
UNIT IV

TEST

1. List the reasons for proper receiving, storage, inventory, and issuing.
 - a.
 - b.
 - c.
 - d.
2. State the purpose of inventory.
3. Select from the list below methods for controlling inventories. Circle the letters of the correct answers.
 - a. Keep storeroom locked
 - b. Check refrigerators weekly
 - c. Check freezers daily
 - d. Check production sheets frequently
 - e. Check inventory frequently
 - f. Never check orders
4. List four types of inventories.
 - a.
 - b.
 - c.
 - d.
5. Discuss the inventory information requirements.

6. List the "musts" of inventories.
 - a.
 - b.
 - c.
7. List four reasons for checking food delivery with invoice.
 - a.
 - b.
 - c.
 - d.
8. Complete an inventory chart.

(NOTE: If the above activity has not been accomplished prior to the test, ask the instructor when it should be completed.)

INVENTORY STANDARDS AND CONTROLS
UNIT IV

ANSWERS TO TEST

1.
 - a. Safety of food
 - b. Sanitation of facilities
 - c. Sensible arrangement of food
 - d. Security of food
2. Control of food cost
3. a, c, d, e
4. Any four of the following:
 - a. Spot check
 - b. Daily
 - c. Weekly
 - d. Monthly
 - e. Perpetual
5. Discussion should include:
 - a. Physical information
 - 1) Quantity
 - 2) Item
 - 3) Price
 - 4) Unit
 - 5) Extension
 - b. Department
 - c. Location
6.
 - a. Accurate count
 - b. Correct price
 - c. Correct extensions

7.
 - a. Correct amount of food
 - b. Correct pack sizes of food
 - c. Correct price per unit
 - d. Correct price extension
8. Evaluated to the satisfaction of the instructor

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NUTRITION
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to discuss the importance of nutrition in menu planning and the nutritional responsibilities of the menu planner. He/she should be able to write nutritionally sound breakfast, lunch, and dinner menus. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms related to nutrition to the correct definitions.
2. Discuss the importance of nutrition in menu planning.
3. List special menu planning situations.
4. Discuss nutritional responsibilities of a menu planner.
5. List the basic four food groups.
6. Complete a chart on nutrients and their sources.
7. Select from a list guidelines for incorporating nutrition in a menu.
8. Write a nutritionally sound breakfast menu.
9. Write a nutritionally sound lunch menu.
10. Write a nutritionally sound dinner menu.

NUTRITION UNIT J

SUGGESTED ACTIVITIES

- I. Instructor:
 - A. Provide student with objective sheet.
 - B. Provide student with information and assignment sheets.
 - C. Discuss unit and specific objectives.
 - D. Discuss information and assignment sheets.
 - E. Invite a local dietitian to speak to the class.
 - F. Give test.
- II. Student:
 - A. Read objective sheet.
 - B. Study information sheet.
 - C. Complete assignment sheets.
 - D. Take test.

INSTRUCTIONAL MATERIALS

- I. Included in this unit:
 - A. Objective sheet
 - B. Information sheet
 - C. Assignment sheets
 1. Assignment Sheet #1--Write a Breakfast Menu
 2. Assignment Sheet #2--Write a Lunch Menu
 3. Assignment Sheet #3--Write a Dinner Menu
 - D. Test
 - E. Answers to test
- II. Reference--*Commercial Foods: Production and Management*. Stillwater: Oklahoma State Department of Vocational and Technical Education, 1971.

NUTRITION
UNIT I

INFORMATION SHEET

I. Terms and definitions

- A. Nutrition--Study of foods and their relation to health
- B. Nutrient--Chemical compound found in food
- C. Diet--Food and drink consumed each day
- D. Basic four food groups--Guide that separates foods into four nutrition groups to help plan meals

II. Importance of nutrition in menu planning

- A. Creates a menu which gives the customer an opportunity to have a nutritious meal
- B. Helps ensure variety

III. Special menu planning situations

- A. Type A lunch--School lunch programs
- B. Hospital food service--Special diet requirements
- C. Contract school feeding--Dormitories in colleges

IV. Nutritional responsibilities of a menu planner

- A. Include on each menu items which contain the basic nutrients
- B. Utilize items from the four food groups
- C. Have enough nutritious choices in a variety of forms so customers can have appetizing and nutritious meals

(NOTE: This may not be possible in a specialty establishment due to lack of variety in menu.)

- D. Offer nutritious meals in an appetizing and flavorful combination

V. Basic four food groups

- A. Dairy or milk group

Examples: Milk, cheese, ice cream, and all foods made from milk

INFORMATION SHEET

B. Meat group

Examples: Meat, poultry, fish, eggs, cheese, peanut butter, dry beans, dry peas

C. Vegetable and fruit group

Examples: All vegetables and all fruits

D. Bread and cereal group

Examples: All breads, cereals, all products made with whole grain or enriched flour, and all pasta products

VI. Nutrients and their sources

(NOTE: See following page for chart.)

VII. Guidelines for incorporating nutrition in menus (Assignment Sheet #1)

A. Use the basic four food groups as a guide

B. Utilize items which offer the highest nutritional value

C. Include foods that are low in fat content as well as those high in fat content

Examples: Fish, pork

D. Include a variety of preparation methods

(NOTE: Be careful not to offer all fried foods.)

E. Include dishes which contain a number of nutrients in an appetizing manner

Example: Tossed salad

F. Include a variety of fruits and vegetables, both raw and cooked

NUTRIENTS AND THEIR SOURCES
SOURCES

NUTRIENTS

PROTEIN	Meat, fish, poultry, eggs, cheese, cereal & bread, milk, nuts, dried peas & beans
CARBOHYDRATE	Breads, cereals, any food containing sugar, starchy vegetables, any food containing flour
FAT	Fats on meat, butter & margarine, milk & cream, nuts, salad oils, cooking fats
VITAMINS	
Vitamin A	Liver, egg yolk, butter, whole milk, cream, yellow fruits, yellow vegetables, green fruits, green vegetables
Vitamin B	Meats, potatoes, whole or enriched grain bread & cereals, eggs, dried beans & peas
Vitamin B ₂	Meats, fish, poultry, eggs, dairy products
Vitamin C	Citrus fruits, tomatoes, raw cabbage, cantaloupe, strawberries, green peppers, potatoes
Niacin	Meats, fish, poultry, dairy products, whole grain bread & cereal
Vitamin D	Milk fortified with vitamin D, eggs
MINERALS	
Calcium	Dairy products, deep green leafy vegetables
Phosphorous	Milk, eggs, liver
Iron	Liver, egg yolk, lean meat, whole grain bread & cereal, green leafy vegetables
Iodine	Seafood, iodized salt

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NUTRITION
UNIT I

ASSIGNMENT SHEET #1-WRITE A BREAKFAST MENU

Write a breakfast menu which includes one entree, one meat, two beverages, and a bread.
Be sure the menu is nutritionally sound. Use the information sheet as a guide.

NUTRITION
UNIT I

ASSIGNMENT SHEET #2-WRITE A LUNCH MENU

Write a lunch menu which includes one entree, two vegetables, salad, bread, and dessert. Be sure the menu is nutritionally sound. Use the information sheet as a guide.

NUTRITION
UNIT I

ASSIGNMENT SHEET #3-WRITE A DINNER MENU

Write a dinner menu which includes one appetizer, one entree, salad, two vegetables, bread, dessert, and beverage. Be sure menu is nutritionally sound. Use the information sheet as a guide.

NUTRITION
UNIT I

TEST

1. Match the terms on the right to the correct definitions by placing the appropriate numbers in the blanks provided.

- | | |
|---|---------------------------|
| _____ a. Chemical compound found in food. | 1. Diet |
| _____ b. Guide that separates foods into four nutrition groups to help plan meals | 2. Nutrition |
| _____ c. Study of foods and their relation to health | 3. Basic four food groups |
| _____ d. Food and drink consumed each day | 4. Nutrient |

2. Discuss the importance of nutrition in menu planning.

3. List special menu planning situations.

- a.
b.
c.

4. Discuss nutritional responsibilities of a menu planner.

5. List the basic four food groups:

- a.
b.
c.
d.

NUTRIENTS AND THEIR SOURCES

6. Complete the chart below on nutrients and their sources.

NUTRIENTS	PROTEIN	Meat, _____, poultry, eggs, _____, cereal & bread, milk, nuts, dried peas & beans
	CARBOHYDRATE	_____, cereals, any food containing sugar, _____, any food containing flour
	FAT	Fats on meat, butter & margarine, _____, _____, salad oils, cooking fats
	VITAMINS	
	Vitamin A	_____, egg yolk, butter, _____, cream, yellow fruits, yellow vegetables, green fruits, green vegetables
	Vitamin B	Meats, _____, whole or enriched grain bread & cereals, eggs, _____
	Vitamin B ₂	_____, fish, _____, eggs, dairy products
	Vitamin C	Citrus fruits, _____, raw cabbage, cantaloupe, _____, green peppers, potatoes
	Niacin	Meats, _____, poultry, dairy products, _____
	Vitamin D	
	MINERALS	
	Calcium	
	Phosphorous	_____, eggs, _____
	Iron	Liver, _____, lean meat, whole grain bread & cereal, _____
Iodine		

7. Select from the list below guidelines for incorporating nutrition in a menu. Place an "X" in the appropriate blanks.
- a. Include only raw fruits and vegetables
 - b. Use the basic four food groups as a guide
 - c. Include a variety of preparation methods
 - d. Include only foods that are low in fat content
8. Write a nutritionally sound breakfast menu.
9. Write a nutritionally sound lunch menu.
10. Write a nutritionally sound dinner menu.

(NOTE: If activities 8-10 have not been accomplished prior to the test, ask your instructor when they should be completed.)

NUTRITION
UNIT I

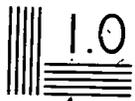
ANSWERS TO TEST

1.
 - a. 4
 - b. 2
 - c. 2
 - d. 1
2. Discussion should include:
 - a. Creates a menu which gives the customer an opportunity to have a nutritious meal
 - b. Helps ensure variety
3.
 - a. Type A lunch--School lunch programs
 - b. Hospital food service--Special diet requirements
 - c. Contract school feeding--Dormitories in colleges
4. Discussion should include:
 - a. Include on each menu items which contain the basic nutrients
 - b. Utilize items from the four food groups
 - c. Have enough nutritious choices in a variety of forms so customers can have appetizing and nutritious meals
 - d. Offer nutritious meals in an appetizing and flavorful combination
5.
 - a. Dairy or milk group
 - b. Meat group
 - c. Vegetable and fruit group
 - d. Bread and cereal group

NUTRIENTS AND THEIR SOURCES

SOURCES

NUTRIENTS	PROTEIN	Meat, fish, poultry, eggs, cheese, cereal & bread, milk, nuts, dried peas & beans
	CARBOHYDRATE	Breads, cereals, any food containing sugar, starchy vegetables, any food containing flour
	FAT	Fats on meat, butter & margarine, milk & cream, nuts, salad oils, cooking fats
	VITAMINS	
	Vitamin A	Liver, egg yolk, butter, whole milk, cream, yellow fruits, yellow vegetables, green fruits, green vegetables
	Vitamin B	Meat, potatoes, whole or enriched grain bread & cereals, eggs, dried beans & peas
	Vitamin B ₂	Meats, fish, poultry, eggs, dairy products
	Vitamin C	Citrus fruits, tomatoes, raw cabbage, cantaloupe, strawberries, green peppers, potatoes
	Niacin	Meats, fish, poultry, dairy products, whole grain bread & cereal
	Vitamin D	Milk fortified with vitamin D, eggs
	MINERALS	
	Calcium	Dairy products, deep green leafy vegetables
Phosphorous	Milk, eggs, liver	
Iron	Liver, egg yolk, lean meat, whole grain bread & cereal, green leafy vegetables	
Iodine	Seafood, iodized salt	



2.5

2.2



2.0

1.8



1.4

1.6

7. b, c
8. Evaluated to the satisfaction of the instructor
9. Evaluated to the satisfaction of the instructor
10. Evaluated to the satisfaction of the instructor

PLANNING MENUS
UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to match terms associated with planning menus to the correct definitions. He/she should be able to list the goals of menu planning, the rules for menu format, and the guidelines for planning menus. The student should be able to discuss factors to consider when planning a menu and the methods for giving a menu variety. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with planning menus to the correct definitions.
2. List the goals of menu planning.
3. Discuss factors to consider when planning a menu.
4. List rules for menu format.
5. Discuss methods for giving a menu variety.
6. List guidelines for planning menus.

PLANNING MENUS
UNIT II

SUGGESTED ACTIVITIES

I. Instructor:

- A. Prepare a display of sample menus collected by yourself and by students. Try to have different kinds and shapes of menus. Let students study the menus as they study the information sheet. Discuss why some menus are more appealing than others.
- B. Provide student with objective sheet.
- C. Provide student with information and assignment sheets.
- D. Discuss unit and specific objectives.
- E. Have students collect ideas for new and different ways of preparing foods and then include them in menu planning.

(NOTE: Use trade magazines as a source.)

- F. Invite a chef from your area to give a talk on planning menus.
- G. Invite an advertising specialist from your area to talk on menu merchandising.
- H. Discuss information and assignment sheets.
- I. Give test.

II. Student:

- A. Read objective sheet.
- B. Study information sheet and sample menus.
- C. Complete assignment sheet.
- D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objective sheet
- B. Information sheet

- C. Assignment Sheet #1--Correct a Menu
- D. Answers to assignment sheet
- E. Test
- F. Answers to test

II. References:

- A. Haines, Robert G. *Food Preparation for Hotels, Restaurants, and Cafeterias*. Chicago: American Technical Society, 1971.
- B. Fowler, Sina Faye; Shugart, Grace; and West, Bessie. *Food for Fifty*. New York: John Wiley and Sons, Inc., 1971.

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PLANNING MENUS
UNIT II

INFORMATION SHEET

I. Terms and definitions

- A. A la carte Foods on the menu which are listed and priced separately
- B. Cycle menus Menus which are planned for a period of one, two, three, four, or five weeks and then used again
- C. Entree Main course of a meal
- D. Format General makeup or arrangement of the menu
- E. Espagnole sauce Brown sauce
- F. Au gratin potatoes Potatoes baked in a cheese sauce
- G. Potatoes O'Brien Hash browns with diced green pepper and pimiento added
- H. Squaw bread Flat, fried bread

II. Goals of menu planning

- A. Adequate nutrition
- B. Appetite appeal
- C. Customer satisfaction
- D. Cost control

III. Factors to consider when planning a menu

A. Related to customer

- 1. Age of customers
- 2. Occupation of majority of customers
- 3. Climate and season
- 4. Regional preferences

Examples

Grits are served with breakfast in the South
hash browns are preferred with breakfast in the
Midwest

INFORMATION SHEET

5. Flavor and appearance of food
6. Variety of food and price
7. Income range of clientele

B. Related to management

1. Type of food service establishment
2. Number to be served
3. Equipment available
4. Skill and number of employees
5. Distribution of work
6. Season of the year
7. Leftovers
8. Cost control

IV. Menu format

A. Presentation of items

1. Easy to understand
2. Simple to read
3. Clearly priced

B. Appearance

1. Lettering should be easy to read
2. Main items should stand out
3. Total appearance of menu should reflect theme or atmosphere of the establishment

V. Methods for giving a menu variety

A. Color

1. Take advantage of the natural color of foods
2. Utilize colors which go well together

INFORMATION SHEET

3. Make sure color combinations have eye appeal
4. Use more than one color on a menu

Example: Everything should not be white, green, or yellow but a combination of two or more colors

- B. Flavor Menu should have a combination of bland and highly seasoned foods

(NOTE: Bland foods have little flavor. Highly seasoned foods have a lot of flavor.)

- C. Shape and size

1. Foods naturally have different shapes

Examples: Round peas, long and slender green beans

2. Foods can be prepared to have different shapes

Examples: Shredded, sliced, and cubed

3. Variety of shapes and sizes adds interest and is more pleasing to the eye

- D. Temperature

1. Some hot foods should be included on the menu

2. Some cold foods should be included on the menu

- E. Texture

1. Menu should contain some crunchy foods

2. Menu should contain some soft foods

VI. Guidelines for planning menus (Assignment Sheet #1)

- A. Vary preparation methods for foods

Example: Do not have all fried foods, all baked foods, or all creamed foods

- B. Avoid overuse of sauces on menu

Example: Swiss steak with scalloped potatoes and creamed peas

INFORMATION SHEET

C. Avoid repetition of ingredients

Example: Carrot and raisin salad, glazed carrots, Yankee Pot Roast with vegetables, and carrot cake

D. Avoid duplication of dishes in the same week

E. Avoid continuous repetition from one week to the next.

(NOTE: This will vary from one establishment to another.)

F. Utilize seasonal foods

Example: Fresh peaches for peach shortcake

G. Utilize traditional holiday foods

Examples: Pumpkin pie for Thanksgiving and baked ham for Easter

H. Strive for a pleasing combination of complementary flavors, not a barrage of conflicting and independent flavors

PLANNING MENUS
UNIT II

ASSIGNMENT SHEET #1-CORRECT A MENU

Read each of the menus listed below and state what is wrong with each one.

1. Roast Beef w/ Espagnole Sauce
 Au Gratin Potatoes Broccoli w/ Cheese Sauce
 Hot Vienna Bread Potato Salad
 Cheese Cake

2. Baked Dover Sole w/ Drawn Butter
 Mashed Potatoes Buttered Cauliflower
 Cottage Cheese Fresh French Bread
 w/ Pear Salad
 Angel Food Cake w/ Lemon Sauce

3. Southern Fried Chicken
 Potatoes O'Brien Fresh Fried Squash
 Tossed Salad w/ Squaw Bread
 Choice of Dressing
 Fresh Pecan Pie

PLANNING MENUS
UNIT II

ANSWERS TO ASSIGNMENT SHEET

1. a. Overuse of sauces on menu.
b. Repetition of ingredients (cheese)
2. a. Too much of one color (white)
b. Too much soft food
3. Too much fried food.

PLANNING MENUS
UNIT II

TEST

1. Match the terms on the right to the correct definitions by placing the appropriate numbers in the blanks provided.

- | | |
|---|-----------------------|
| _____ a. Menus which are planned for a period of one, two, three, four, or five weeks and then used again | 1. Espagnole sauce |
| _____ b. General makeup or arrangement of the menu | 2. A la carte |
| _____ c. Hash browns with diced green pepper and pimienta added | 3. Au gratin potatoes |
| _____ d. Brown sauce | 4. Cycle menus |
| _____ e. Flat, fried bread | 5. Squaw bread |
| _____ f. Foods on the menu which are listed and priced separately | 6. Entree |
| _____ g. Potatoes baked in a cheese sauce | 7. Format |
| _____ h. Main course of a meal | 8. Potatoes O'Brien |

2. List the goals of menu planning.

- a.
b.
c.
d.

3. Discuss factors to consider when planning a menu.

4. List the rules for menu format.

a. Presentation of items

1)

2)

3)

b. Appearance

1)

2)

3)

5. Discuss methods for giving a menu variety.

6. List five guidelines for planning menus.

a.

b.

c.

d.

e.

PLANNING MENUS
UNIT II

ANSWERS TO TEST

1.
 - a. 4
 - b. 7
 - c. 8
 - d. 1
 - e. 5
 - f. 2
 - g. 3
 - h. 6
2.
 - a. Adequate nutrition
 - b. Appetite appeal
 - c. Customer satisfaction
 - d. Cost control
3. Discussion should include:
 - a. Related to customer
 - 1) Age of customers
 - 2) Occupation of majority of customers
 - 3) Climate and season
 - 4) Regional preferences
 - 5) Flavor and appearance of food
 - 6) Variety of food and price
 - 7) Income range of clientele
 - b. Related to management
 - 1) Type of food service establishment
 - 2) Number to be served
 - 3) Equipment available
 - 4) Skill and number of employees
 - 5) Distribution of work

- 6) Season of the year
 - 7) Leftovers
 - 8) Cost control
4. a. Presentation of items
 - 1) Easy to understand
 - 2) Simple to read
 - 3) Clearly priced
 - b. Appearance
 - 1) Lettering should be easy to read
 - 2) Main items should stand out
 - 3) Total appearance of menu should reflect theme or atmosphere of the establishment
5. Discussion should include:
 - a. Color
 - 1) Take advantage of the natural color of foods
 - 2) Utilize colors which go well together
 - 3) Make sure color combinations have eye appeal
 - 4) Use more than one color on a menu
 - b. Flavor Menu should have a combination of bland and highly seasoned foods
 - c. Shape and size
 - 1) Foods naturally have different shapes
 - 2) Foods can be prepared to have different shapes
 - 3) Variety of shapes and sizes adds interest and is more pleasing to the eye
 - d. Temperature
 - 1) Some hot foods should be included on the menu
 - 2) Some cold foods should be included on the menu

e. Texture

- 1) Menu should contain some crunchy foods
- 2) Menu should contain some soft foods

6. Any five of the following:

- a. Vary preparation methods for foods
- b. Avoid overuse of sauces on menu
- c. Avoid repetition of ingredients
- d. Avoid duplication of dishes in the same week
- e. Avoid continuous repetition from one week to the next
- f. Utilize seasonal foods
- g. Utilize traditional holiday foods
- h. Strive for a pleasing combination of complementary flavors, not a barrage of conflicting and independent flavors

CATERING
UNIT III

UNIT OBJECTIVE

After completion of this unit, the student should be able to match terms related to catering to definitions and discuss the difference between operating a catering service and operating a restaurant. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms related to catering to the correct definitions.
2. Discuss the differences between operating a catering service and operating a restaurant.
3. List the basic characteristics of a banquet hall caterer.
4. Select from a list the basic characteristics of an off-premise caterer.
5. List the basic characteristics of a mobile unit caterer.
6. Discuss specialty catering.

CATERING
UNIT III

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide student with objective sheet.
- B. Provide student with information sheet.
- C. Discuss unit and specific objectives.
- D. Discuss information sheet.
- E. Invite a local caterer to speak to the students about the business.
- F. Arrange a tour of a local caterer's establishment.
- G. Give test.

II. Student:

- A. Read objective sheet.
- B. Study information sheet.
- C. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objective sheet
- B. Information sheet
- C. Test
- D. Answers to test

- II. Reference-Weiss, Edith, and Weiss, Hal. *Catering Handbook*. Rochelle Park, New Jersey: Hayden Book Company, Inc., 1971.

CATERING UNIT III

INFORMATION SHEET

I. Terms and definitions

- A. Catering service. Furnishes a wide variety of food for many functions in whatever location is necessary.
- B. Restaurant. Eating establishment that sells food in a specific location with set hours and menu.
- C. Banquet hall caterer. Facility with banquet hall, other public rooms, kitchen, and office.
- D. Off premise caterer. Facility with only a kitchen and office.
- E. Mobile unit caterer. Facility with kitchen and mobile units.
- F. Banquet hall. Room large enough to accommodate many people for a meal or meeting.
- G. Mobile unit. Specially designed truck in which food can be transported and sold.

(NOTE: Normally refrigeration units, displays shelves, and coffee urns are built into the mobile unit.)

II. Differences in catering and restaurant operation

A. Catering operation

1. Menu dictated by customer.
2. Time specified by customer.
3. Type of service may vary from hors d'oeuvres to full meal.
4. Food usually served at location specified by customer.
5. Type of service specified by customer.
6. Price per meal will vary with number of people served and the distance food is hauled.
7. Service offered must be flexible enough to serve wide variety of customer needs.

INFORMATION SHEET

B Restaurant operation

1. Set menu
2. Set number of hours that restaurant serves
3. Food served only on the premises or carried out by customer
4. Type of service set to match menu
5. Price of each meal is set and does not vary with number of people
6. Restaurant operation normally tries to satisfy only limited portion of customer needs

(NOTE: A restaurant does not vary its menu, serving hours, or location for service like a caterer does.)

III. Banquet hall caterer

- A. Large rooms in which to serve private parties, wedding receptions, and other large functions
- B. Available public address system
- C. Dressing rooms for brides and fashion shows
- D. Kitchen adequately equipped to serve maximum number of guests
- E. Staff large enough to serve maximum number that can be seated
- F. Most serving done on the caterer's premises

IV Off premise caterer

- A. Kitchen without banquet rooms
- B. All serving off the caterer's premises.
- C. Extremely flexible menu to fit variety of serving facilities
- D. Highly trained staff that performs well in unfamiliar surroundings
- E. Adequate vehicles for transportation of food and supplies
- F. Take out and delivery service only

INFORMATION SHEET

- V. Mobile unit caterer
- A. Transports food in specially designed trucks
 - B. Driver of truck usually does selling
 - C. Specializes in snack type foods
 - D. Services primarily factories and train and bus stations
 - E. Has all food individually wrapped
- VI. Specialty caterer
- A. One type of service only
Example: Wedding reception
 - B. Staff trained for the special service of the establishment
 - C. Most serving done off premises
 - D. Kitchen facilities match type of service offered

CATERING
UNIT III

TEST

Match the terms on the right to the correct definitions on the left. Place the correct numbers in the blanks provided.

- | | |
|--|-------------------------|
| _____ a. Furnishes a wide variety of food for many functions in whatever location is necessary | 1. Banquet hall |
| _____ b. Eating establishment that sells food in a specific location with set hours and menu | 2. Off-premise caterer |
| _____ c. Facility with only kitchen and office | 3. Catering service |
| _____ d. Facility with kitchen and mobile units | 4. Banquet hall caterer |
| _____ e. Room large enough to accommodate many people for a meal or meeting | 5. Mobile unit caterer |
| _____ f. Specially designed truck in which food can be transported and sold | 6. Restaurant |
| _____ g. Facility with banquet hall, other public rooms, kitchen, and office | 7. Mobile unit |

2. Discuss the differences between operating a catering service and operating a restaurant.

3. List three basic characteristics of a banquet hall caterer.

- a.
- b.
- c.

4. Select from the following list the basic characteristics of an off-premise caterer. Circle the letters of the correct answers.

- a. Take-out and delivery service only
- b. Set menu
- c. Highly trained staff that performs well in unfamiliar surroundings
- d. One type of service only
- e. Kitchen without banquet rooms
- f. Adequate vehicles for transportation of food and supplies

5. List the basic characteristics of a mobile-unit caterer.

- a.
- b.
- c.
- d.
- e.

6. Discuss specialty catering.

CATERING
UNIT III

ANSWERS TO TEST

1.
 - a. 3
 - b. 6
 - c. 2
 - d. 5
 - e. 1
 - f. 7
 - g. 4

2. Discussion should include:
 - a. Catering operation
 - 1) Menu dictated by customer
 - 2) Time specified by customer
 - 3) Type of service may vary from hors d'oeuvres to full meal
 - 4) Food usually served at location specified by customer
 - 5) Type of service specified by customer
 - 6) Price per meal will vary with number of people served and distance food is hauled
 - 7) Service offered must be flexible enough to serve wide variety of customer needs
 - b. Restaurant operation
 - 1) Set menu
 - 2) Set number of hours that restaurant serves
 - 3) Food served only on the premises or carried out by customer
 - 4) Type of service set to match menu
 - 5) Price of each meal is set and does not vary with number of people
 - 6) Restaurant operation normally tries to satisfy only limited portion of customer needs

3. Any three of the following:
 - a. Large rooms in which to serve private parties, wedding receptions, and other large functions
 - b. Available public address system
 - c. Dressing rooms for brides and fashion shows
 - d. Kitchen adequately equipped to serve maximum number of guests
 - e. Staff large enough to serve maximum number that can be seated
 - f. Most serving done on the caterer's premises
4. a, e, f
5.
 - a. Transports food in specially designed trucks
 - b. Driver of truck usually does selling
 - c. Specializes in snack type foods
 - d. Services primarily factories and train and bus stations
 - e. Has all food individually wrapped
6. Discussion should include:
 - a. One type of service only
 - b. Staff trained for the special service of the establishment
 - c. Most serving done off-premises
 - d. Kitchen facilities match type of service offered

COSTING
UNIT IV

UNIT OBJECTIVE

After completion of this unit, the student should be able to figure the cost of a recipe. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with costing to the correct definitions.
2. Discuss the reasons for costing recipes.
3. List the items included in the cost of a meal.
4. Arrange in order the steps for costing a recipe.
5. Discuss how to decide a menu price.

COSTING UNIT IV

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide student with objective sheet.
- B. Provide student with information and assignment sheets.
- C. Discuss unit and specific objectives.
- D. Discuss information and assignment sheets.
- E. Give students menus and have them cost the recipes used in the menu.

(NOTE: Instructor should furnish current market prices.)

F. Give test.

II. Student:

- A. Read objective sheet.
- B. Study information sheet.
- C. Complete assignment sheet.
- D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objective sheet
- B. Information sheet
- C. Assignment Sheet #1--Cost a Recipe
- D. Test
- E. Answers to test

- II. Reference--Crawford, H. W., and McDowell, M. C. *Math Workbook: Food Service/Lodging*. Chicago: *Institutions/Volume Feeding Management*, 1971.

COSTING
UNIT IX

INFORMATION SHEET

I. Terms and definitions

- A. Cost of recipe--Total cost of all items in a recipe
- B. Item--Unit or a separate thing
- C. Market price--Price paid for an item
- D. Market unit--Size of an item as it is purchased

Examples: One case of six #10 cans; 1# of hamburger

- E. Unit price--Cost of a certain amount

Examples: Price by the pound, price by the case

- F. Extension price--Price of the amount used in a recipe
- G. Mark-up--Difference between the selling price and the raw food cost
- H. Per portion cost--Cost of each serving
- I. Menu price--Price charged to the customer

II. Reasons for costing recipes

- A. Controls food costs by giving advanced information on costs of dishes prepared
- B. Acts as basis for deciding menu price

III. Items included in the cost of a meal

- A. Food
- B. Labor
- C. Supplies other than food

Examples: Paper products, cleaning supplies

- D. Overhead

Examples: Rent, maintenance

- E. Percentage of profit

INFORMATION SHEET

- IV. Costing recipes (Assignment Sheet #1)
- A. Cost each ingredient separately
 - B. Total the cost of all ingredients
 - C. Divide the total cost by the number of servings for the per portion cost
- V. Menu price
- A. Figure total food cost of item
(NOTE: When standardized recipes are used the per portion cost is the food cost.)
 - B. Multiply food costs by percentage of mark-up
 - C. Add food cost and mark-up together for menu price
 - D. Multiply cost of food by 2.5% to arrive at menu price with 40% food cost

COSTING
UNIT IV

ASSIGNMENT SHEET #1--COST A RECIPE

Find the cost of each ingredient separately. Total the cost of all ingredients to get the total recipe cost. Divide the total cost by the number of portions to find the per portion cost.

Example:

Item: Meat loaf
Yield: 50 portions

Standard recipe no. 22
Cost per portion \$.29

<u>Ingredients</u>	<u>Quantity</u>	<u>Market price</u>	<u>Extension price</u>
Ground beef	12 lbs	\$1.09 per lb	\$13.08
Slightly beaten egg	6	.83 per doz	.415
Minced onion	12 oz	.30 per lb	.228
Salt	2 oz.	.19 per lb	.024
Pepper	1 oz	2.50 per lb	.156
Beef stock	1 gal	.60 per gal	.60
Bread crumbs	1 lb	No charge	
Total cost			\$14.503
Per portion cost			.29

Problem:

(NOTE: Market prices should be furnished by instructor.)

Item: Hungarian goulash
Yield: 50 portions

Standard recipe no. 20
Cost per portion _____

<u>Ingredients</u>	<u>Quantity</u>	<u>Market price</u>	<u>Extension price</u>
Boned chuck, 1 in. cubes	17 lbs 8 oz		
Oil	1 cup		
Onions, minced	5 lbs		
Garlic, minced	2 oz		
Paprika	6 oz		
Flour	12 oz		
Salt	2 oz		
Tomato paste	1 #10 can		
Light stock	2 qt		
Total cost			_____
Per portion cost			_____

COSTING
UNIT IV

TEST

1. Match the terms on the right to the correct definitions on the left. Place the appropriate numbers in the blanks provided.

- | | |
|---|---------------------|
| _____ a. Total cost of all items in a recipe | 1. Item |
| _____ b. Cost of a certain amount | 2. Extension price |
| _____ c. Unit or a separate thing | 3. Market unit |
| _____ d. Size of an item as it is purchased | 4. Mark-up |
| _____ e. Difference between the selling price and the raw food cost | 5. Menu price |
| _____ f. Price paid for an item | 6. Unit price |
| _____ g. Price charged to the customer | 7. Market price |
| _____ h. Price of the amount used in a recipe | 8. Per portion cost |
| _____ i. Cost of each serving | 9. Cost of recipe |

2. Discuss the reasons for costing recipes.

3. List the items included in the cost of a meal.

- a.
- b.
- c.
- d.
- e.

4. Arrange in order the steps for costing a recipe.
 - _____ a. Total the cost of all ingredients
 - _____ b. Cost each ingredient separately
 - _____ c. Divide the total cost by the number of servings for the per portion cost

5. Discuss how to decide a menu price.

COSTING
UNIT IV

ANSWERS TO TEST

1.

a.	9	f.	7
b.	6	g.	5
c.	1	h.	2
d.	3	i.	8
e.	4		
2. Discussion should include:
 - a. Controls food costs by giving advanced information on costs of dishes prepared
 - b. Acts as a basis for deciding menu price
3.
 - a. Food
 - b. Labor
 - c. Supplies other than food
 - d. Overhead
 - e. Percentage of profit
4.
 - a. 2
 - b. 1
 - c. 3
5. Discussion should include:
 - a. Figure total food cost of item
 - b. Multiply food costs by percentage of mark-up
 - c. Add food cost and mark-up together for menu price
 - d. Multiply cost of food by 2.5% to arrive at a menu price with 40% food cost

SCHEDULING
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to interview a food service manager about scheduling. The student should be able to discuss the different phases of scheduling involved in food service. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with scheduling to their correct definitions.
2. Discuss the scheduling of employees.
3. List guides for scheduling food preparation/personnel.
4. Select from a list controlling factors of incoming stock.
5. Discuss the scheduling of special parties.
6. Interview a food service manager about scheduling.

SCHEDULING
UNIT I

SUGGESTED ACTIVITIES

- I. Instructor:
 - A. Provide student with objective sheet.
 - B. Provide student with information and assignment sheets.
 - C. Discuss unit and specific objectives.
 - D. Discuss information and assignment sheets.
 - E. Invite a food service manager to speak to the class about scheduling in food service.
 - F. Assign each student one week in which the student will work with the instructor on the schedules for student personnel, food preparation, and purchasing.
 - G. Give test.
- II. Student:
 - A. Read objective sheet.
 - B. Study information sheet.
 - C. Complete assignment sheet.
 - D. Take test.

INSTRUCTIONAL MATERIALS

- I. Included in this unit:
 - A. Objective sheet
 - B. Information sheet
 - C. Assignment Sheet #1-Interview a Food Service Manager
 - D. Test
 - E. Answers to test

References:

- A. Harger, Virginia F.; West, Bessie Brooks; and Wood, Leslie. *Food Service in Institutions*. 4th ed. New York: John Wiley and Sons, Inc., 1966.
- B. Knoll, Anne Powell. *Food Service Management: A Human Relations Approach*. New York: McGraw-Hill Book Co., 1976.
- C. Coffman, James P. *Introduction to Professional Food Service*. Chicago: *Institutions/Volume Feeding Management*, 1971.

SCHEDULING
UNIT I

INFORMATION SHEET

I. Terms and definitions:

- A. Work schedule Detailed outline telling employee what job is to be done and when and how long it should take
- B. Working conditions Type of equipment and facilities with which the employee is involved

(NOTE: The condition and type of facilities and equipment of a food service establishment affect the time necessary to complete jobs.)

- C. Shelf life How long a food item can be stored before becoming unusable
- D. Peak period Time times of day when the customer load is greatest as indicated by register reading or planned functions
- E. Slack period Time times of day when customer load is light and full staff is not necessary

II. Scheduling of employees (Assignment Sheet #1)

- A. Organize employee work load consistently

Example: During peak periods employee work schedule is primarily composed of customer service duties; during slack periods employee work schedule should consist of preparation work for next peak period or special functions

- B. Decide number of employees needed

- 1. Analyze jobs to be done

Example: Are the jobs complex and time consuming or are they simple and done fairly rapidly?

- 2. Analyze working conditions

Example: Must the tossed salad be prepared by hand or is mechanical equipment available?

- 3. Analyze probable efficiency of employee

INFORMATION SHEET

4. Consider method of preparation

Example: It takes longer to prepare fifty individual casseroles than it does to prepare one bulk casserole that is portioned at time of service

5. Consider quantity of food needed
6. Consider special parties
7. Avoid duplication of duties

- C. Decide number of hours each employee will work

1. Coordinate the days off for each employee so that all positions are full when needed
2. Consider pertinent labor regulations
3. Coordinate work schedules so that all employees receive proper break times without leaving a work station empty when needed

III. Guides for scheduling food preparation/personnel

- A. Distribute work load so that employees have plenty to do but are not overloaded
- B. Utilize long-range menu planning to plan work schedules efficiently
- C. Utilize pre-preparation to minimize last minute rush
- D. Consider the preparation time of each dish when scheduling
- E. Determine the holding ability of each dish as a guide for scheduling preparation

IV. Controlling factors of incoming stock

- A. Usage rate for each item
- B. Shelf life of each item
- C. Storage space available
- D. Availability of product

INFORMATION SHEET

V. Scheduling special parties

- A. Coordinate parties so that kitchen work load is not excessive
- B. Consider availability of personnel
- C. Analyze serving time and clean-up time when scheduling parties back to back

SCHEDULING
UNIT I

TEST

1. Match the terms on the right to the correct definitions by placing the appropriate numbers in the blanks provided.

_____ a. Time/times of day when customer load is light and full staff is not necessary

_____ b. Type of equipment and facilities with which the employee is involved

_____ c. Time/times of day when the customer load is greatest as indicated by register reading or planned functions

_____ d. Detailed outline telling employee what job is to be done and when and how long it should take

_____ e. How long a food item can be stored before becoming unusable

1. Work schedule
2. Slack period
3. Shelf life
4. Working conditions
5. Peak period

2. Discuss the scheduling of employees.

3. List three guides for scheduling food preparation/personnel.

a.

b.

c.

4. Select from the following list the controlling factors of incoming stock. Circle the letters of the correct answers.
- a. Availability of product
 - b. Distribution of work load
 - c. Holding ability of a prepared dish
 - d. Shelf life of each item
 - e. Storage space available
 - f. Analysis of working conditions
 - g. Usage rate for each item
5. Discuss the scheduling of special parties.
6. Interview a food service manager about scheduling.

(NOTE: If the above activity has not been accomplished prior to the test, ask your instructor when it should be completed.)

SCHEDULING
UNIT I

ANSWERS TO TEST

1.
 - a. 2
 - b. 4
 - c. 5
 - d. 1
 - e. 3
2. Discussion should include:
 - a. Organize employee work load consistently
 - b. Decide number of employees needed
 - 1) Analyze jobs to be done
 - 2) Analyze working conditions
 - 3) Analyze probable efficiency of employee
 - 4) Consider method of preparation
 - 5) Consider quantity of food needed
 - 6) Consider special parties
 - 7) Avoid duplication of duties
 - c. Decide number of hours each employee will work
 - 1) Coordinate the days off for each employee so that all positions are full when needed
 - 2) Consider pertinent labor regulations
 - 3) Coordinate work schedules so that all employees receive proper break times without leaving a work station empty when needed
3. Any three of the following:
 - a. Distribute work load so that employees have plenty to do but are not overloaded

- b. Utilize long-range menu planning to plan work schedules efficiently
 - c. Utilize pre-preparation to minimize last minute rush
 - d. Consider the preparation time of each dish when scheduling
 - e. Determine the holding ability of each dish as a guide for scheduling preparation
4. a, d, e, g
 5. Discussion should include:
 - a. Coordinate parties so that kitchen work load is not excessive
 - b. Consider availability of personnel
 - c. Analyze serving time and clean-up time when scheduling parties back to back
 6. Evaluated to the satisfaction of the instructor

FOOD PREPARATION/SERVICE SUPERVISION
UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to discuss the guides for quality control, control of employee-customer relations, and control of employee-employee relationships. The student should be able to list duties of a food service supervisor and guides for cost control. He/she should be able to select from a list guides for portion control. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. List duties of a food service supervisor.
2. Discuss guides for quality control.
3. Select from a list guides for portion control.
4. List guides for cost control.
5. Discuss guides for control of employee-customer relations.
6. Discuss guides for control of employee-employee relationships.

FOOD PREPARATION/SERVICE/SUPERVISION
UNIT II

SUGGESTED ACTIVITIES

- I. Instructor:
 - A. Provide student with objective sheet.
 - B. Provide student with information sheet.
 - C. Discuss unit and specific objectives.
 - D. Discuss information sheet.
 - E. Invite a food service supervisor in the area to speak to the students about the job of a supervisor.
 - F. Give test.
- II. Student:
 - A. Read objective sheet.
 - B. Study information sheet.
 - C. Take test.

INSTRUCTIONAL MATERIALS

- I. Included in this unit:
 - A. Objective sheet
 - B. Information sheet
 - C. Test
 - D. Answers to test
- II. References:
 - A. Harger, Virginia F.; West, Bessie Brooks; and Wood, Leslie. *Food Service in Institutions*. 4th ed. New York: John Wiley and Sons, Inc., 1966.

- B. Knoll, Anne Powell. *Food Service Management: A Human Relations Approach*. New York: McGraw-Hill Book Co., 1976.
- C. Coffman, James P. *Introduction to Professional Food Service*. Chicago: *Institutions/Volume Feeding Management*, 1971.

FOOD PREPARATION/SERVICE SUPERVISION
UNIT II

INFORMATION SHEET

- I. Duties of food service supervisor
 - A. Ensure quality control
 - B. Ensure portion control
 - C. Institute cost controls
 - D. Establish good employee-customer relations
 - E. Establish good employee-employee relationships
- II. Guides for quality control
 - A. Institute training program for all employees
 1. Instruction in proper storage of all items
 2. Instruction in proper handling of food items, both prepared and fresh
 3. Instruction in proper method for completion of the employee's job or jobs.
 - B. Ensure use of standardized recipes
 - C. Develop an orderly purchasing system
 - D. Conduct personal inspections and samplings of food served at regular intervals
 - E. Conduct personal inspections of anything affecting the serving of food
 - F. Encourage employees to have pride in their work
- III. Guides for portion control
 - A. Institute training program for all employees
 1. Instruction in amount of each item to be served
 2. Instruction in use of proper serving equipment and utensils

Examples: Portion scoops, portion control scales
 - B. Ensure use of standardized recipes
 - C. Conduct personal inspections of the portions served

INFORMATION SHEET

IV. Guides for cost control

- A. Develop an effective menu planning system
- B. Develop an orderly purchasing system
- C. Utilize standardized recipes
- D. Develop pricing system which truly reflects needs of establishment
- E. Utilize proper storage techniques
- F. Develop an efficient labor organization
- G. Establish pilferage, waste controls
- H. Create an effective training program for employees

(NOTE: Eliminating waste caused by improperly trained personnel will more than pay for the cost of a training program.)

V. Guides for control of employee-customer relations

- A. Institute effective employee training program
 - 1. Instruction in proper service
 - 2. Instruction in proper attitude
 - 3. Instruction in all aspects of human relations
- B. Conduct personal inspections of the service customers are receiving
- C. Be readily available to help employee in difficult situations with customer
- D. Encourage employees to take pride in the service given

VI. Guides for control of employee-employee relationships

- A. Institute training program in human relations
- B. Be readily available to help settle disagreements between employees
- C. Encourage employees to have respect for each other's positions
- D. Establish an atmosphere of teamwork
- E. Strive to be aware of problems that arise between employees

FOOD PREPARATION/SERVICE SUPERVISION
UNIT II

TEST

1. List the duties of a food service supervisor.
 - a.
 - b.
 - c.
 - d.
 - e.
2. Discuss the guides for quality control.
3. Select from the following list the guides for portion control. Circle the letters of the correct answers.
 - a. Institute training program for all employees
 - b. Develop an orderly purchasing system
 - c. Conduct personal inspections of the portions served
 - d. Develop an efficient labor organization
 - e. Ensure use of standardized recipes

4. List six guides for cost control.

a.

b.

c.

d.

e.

f.

5. Discuss the guides for control of employee-customer relations.

6. Discuss the guides for control of employee-employee relationships.

FOOD PREPARATION/SERVICE SUPERVISION
UNIT II

ANSWERS TO TEST

1.
 - a. Ensure quality control
 - b. Ensure portion control
 - c. Institute cost controls
 - d. Establish good employee-customer relations
 - e. Establish good employee-employee relationships
2. Discussion should include:
 - a. Institute training program for all employees
 - 1) Instruction in proper storage of all items
 - 2) Instruction in proper handling of food items, both prepared and fresh
 - 3) Instruction in proper method for completion of the employee's job or jobs
 - b. Ensure use of standardized recipes
 - c. Develop an orderly purchasing system
 - d. Conduct personal inspections and samplings of food served at regular intervals
 - e. Conduct personal inspections of anything affecting serving of food
 - f. Encourage employees to have pride in their work
3. a, c, e
4. Any six of the following:
 - a. Develop an effective menu planning system
 - b. Develop an orderly purchasing system
 - c. Utilize standardized recipes
 - d. Develop pricing system which truly reflects needs of establishment

- e. Utilize proper storage techniques
- f. Develop an efficient labor organization
- g. Establish pilferage/waste controls
- h. Create an effective training program for employees

Discussion should include:

- a. Institute effective employee training program
 - 1) Instruction in proper service
 - 2) Instruction in proper attitude
 - 3) Instruction in all aspects of human relations
- b. Conduct personal inspections of the service customers are receiving
- c. Be readily available to help employee in difficult situations with customer
- d. Encourage employees to take pride in the service given

6. Discussion should include:

- a. Institute training program in human relations
- b. Be readily available to help settle disagreements between employees
- c. Encourage employees to have respect for each other's positions
- d. Establish an atmosphere of teamwork
- e. Strive to be aware of problems that arise between employees

PERSONNEL RELATIONSHIPS
UNIT III

UNIT OBJECTIVE

After completion of this unit, the student should be able to complete an employee evaluation. He/she should be able to select from a list ways to show interest in employees, when grievance problems most often occur, employee needs, and advantages of a performance evaluation. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Select from a list employee needs.
2. Select from a list ways to show interest in employees.
3. Tell how to work with the individual employee.
4. Discuss maintaining discipline.
5. List the "sins" of reprimanding.
6. Select from a list common types of grievance problems.
7. List hints for solving a complaint.
8. Select from a list advantages of a performance evaluation.
9. Complete an employee evaluation.

PERSONNEL RELATIONSHIPS
UNIT III

SUGGESTED ACTIVITIES

- I. Instructor:
 - A. Arrange for guest speaker to talk on personnel relationships.
 - B. Provide student with objective sheet.
 - C. Provide student with information and assignment sheets.
 - D. Discuss unit and specific objectives.
 - E. Discuss information and assignment sheets.
 - F. Give test.
- II. Student:
 - A. Read objective sheet.
 - B. Study information sheet.
 - C. Complete assignment sheets.
 - D. Take test.

INSTRUCTIONAL MATERIALS

- I. Included in this unit:
 - A. Objective sheet
 - B. Information sheet
 - C. Assignment sheets
 1. Assignment Sheet #1--Employee Evaluation
 2. Assignment Sheet #2--Employee Needs
 - D. Test
 - E. Answers to test

II. References:

- A. Harger, Virginia F.; West, Bessie Brooks; and Wood, Leslie. *Food Service in Institutions*. -4th ed. New York: John Wiley and Sons, Inc., 1966.
- B. Knoll, Anne Powell. *Food Service Management: A Human Relations Approach*. New York: McGraw-Hill Book Co., 1976.

PERSONNEL RELATIONSHIPS
UNIT III

INFORMATION SHEET

- I. Employee needs (Assignment Sheet #2)
 - A. Appreciation of work done
 - B. Sympathetic understanding of personal problems
 - C. Good wages
 - D. Job security
 - E. Promotion and growth in the company
 - F. Good working conditions
 - G. Interesting work
 - H. Personal loyalty of management to others
 - I. Fair discipline
 - J. Keeping a "clean" "in the know" on things
- II. Ways to show interest in employees
 - A. Orient old and new employees thoroughly
 - B. Show individual recognition of employees
 - C. Show personal interest in employees
 - D. Communicate with employees both orally and in writing
 - E. Develop group spirit
 - F. Help employees grow, develop, and advance
- III. How to work with the individual employee
 - A. Match individual needs to the job
 - B. Give each worker recognition for a job well done
 - C. Treat each employee fairly and impartially
 - D. Show respect for employee's feelings

INFORMATION SHEET

- E. Allow each employee the freedom of speech
 - F. Be sensitive to employee's feelings
 - G. Understand your effect on each employee
- IV Maintaining discipline
- A. Instruct employees so they understand their place in the organization
 - B. Orient employees to their jobs
 1. Job description
 2. Job analysis
 3. Work schedules
 - C. Explain code of ethics and regulations of organization
 - D. Give positive leadership on the job
 - E. Set an example of behavior that you would like employees to follow
- V "Sins" of reprimanding
- A. Failure to get the facts
 - B. Acting while angry
 - C. Letting an individual remain ignorant of an offense
 - D. Failure to get the other person's side of the story
 - E. Backing down when you know you are correct
 - F. Failure to keep adequate records
 - G. Examples: Reprimands, personal problems while on the job, excessive tardiness, excessive absence
 - H. Holding a grudge
 - I. Reprimanding in public or in front of other employees
- VI Common types of grievance problems
- A. Problems with employees
 - Example: Scheduling on weekends or holidays

INFORMATION SHEET

- B. Problems with working conditions
 - C. Employees feeling threatened with security of their job
 - 1. New work assignment
 - 2. New supervisor
 - 3. Transfer
 - 4. Layoff
 - 5. Performance evaluation
 - D. Trouble spots in departments reoccurring, not being analyzed, and resulting in employee turnover
- VII Hints for solving a complaint
- A. Be fair
 - B. Allow employee to express his/her point of view thoroughly
 - C. Admit a mistake and correct it
 - D. Correct situations involving legitimate complaints
 - E. Collect all facts before making a decision
- VIII Advantages of a performance evaluation
- A. Is a criterion for measuring work
 - Examples: Strengths and weaknesses
 - B. Sets individual work standards
 - C. Evaluates effects of training
 - D. Provides for individual achievement
 - E. Builds morale
 - F. Reduces employee turnover
 - G. Reveals types of relationships between manager, supervisor, and employees

PERSONNEL RELATIONSHIPS
UNIT III

ASSIGNMENT SHEET #1--EMPLOYEE EVALUATION

(NOTE: This evaluation should be completed on a co-worker.)

Name _____

Position _____

Date _____

	Satisfactory	Good	Poor	Unsatisfactory
1. Job knowledge				
2. Job skill				
3. Job performance				
4. Attendance				
5. Personal appearance				
6. Cooperation with others				
7. Initiative				
8. Judgment				
9. Ability to organize				
10. Leadership				
11. Interest				
12. Reliability				
13. Potential				

Comments:

PERSONNEL RELATIONSHIPS
UNIT III

ASSIGNMENT SHEET #2-EMPLOYEE NEEDS

Arrange in order of importance the following employee needs. There are no right or wrong answers. Answers should be arranged according to how you see your own personal needs as an employee. Discuss your preferences in class.

- _____ Good wages
- _____ Job security
- _____ Promotion and growth in the company
- _____ Good working conditions
- _____ Interesting work
- _____ Personal loyalty of management to others
- _____ Tactful discipline
- _____ Appreciation of work done
- _____ Sympathetic understanding of personal problems
- _____ Feeling of being "in the know" on things

PERSONNEL RELATIONSHIPS
UNIT III

TEST

1. Select from the list below employee needs. Circle the letters of the correct answers.
 - a. Good wages
 - b. Job security
 - c. Promotion and growth in the company
 - d. Average working conditions
 - e. Tactful discipline.
 - f. No understanding of personal problems
 - g. Feeling of being "in the know" on things

2. Select from the list below ways to show interest in employees. Circle the letters of the correct answers.
 - a. Orient old and new employees thoroughly
 - b. Do not show individual recognition of employees
 - c. Show personal interest in employees
 - d. Do not communicate with employees
 - e. Develop group spirit

3. Tell how to work with the individual employee.

4. Discuss maintaining discipline.

5. List four of the "sins" of reprimanding.
 - a.
 - b.
 - c.
 - d.

6. Select from the list below common types of grievance problems. Circle the correct letters.
 - a. Problems with employees
 - b. Problems with working conditions
 - c. Employees feeling secure with their job
 - d. Trouble spots in departments reoccurring, not being analyzed, and resulting in employee turnover

7. List three hints for solving a complaint.
 - a.
 - b.
 - c.

8. Select from the list below advantages of a performance evaluation. Circle the correct letters.
 - a. Is a criterion for measuring work
 - b. Sets individual work standards
 - c. Evaluates effects of training
 - d. Provides for group achievement
 - e. Does not build morale

- f. Increases employee turnover
 - g. Reveals only good relationships between manager and supervisor
9. Complete an employee evaluation.

(NOTE: If the above activity has not been accomplished prior to the test, ask your instructor when it should be completed.)

PERSONNEL RELATIONSHIPS
UNIT III

ANSWERS TO TEST

1. a, b, c, e, g
2. a, c, e
3. a. Match individual needs to the job
b. Give each worker recognition for a job well done
c. Treat each employee fairly and impartially
d. Show respect for employee's feelings
e. Allow each employee the freedom of speech
f. Be sensitive to employee's feelings
g. Understand your effect on each employee
4. Discussion should include:
 - a. Instruct employees so they understand their place in the organization
 - b. Orient employees to their jobs
 1. Job description
 2. Job analysis
 3. Work schedules
 - c. Explain code of ethics and regulations of organization
 - d. Give positive leadership on the job
 - e. Set an example of behavior that you would like employees to follow
5. Any four of the following:
 - a. Failure to get the facts
 - b. Acting while angry
 - c. Letting an individual remain ignorant of an offense

- d. Failure to get the other person's side of the story
 - e. Backing down when you know you are correct
 - f. Failure to keep adequate records
 - g. Holding a grudge
 - h. Reprimanding in public or in front of other employees
6. a, b, d
7. Any three of the following:
- a. Be fair
 - b. Allow employee to express his/her point of view thoroughly
 - c. Admit a mistake and correct it
 - d. Correct situations involving legitimate complaints
 - e. Collect all facts before making a decision
8. a, b, c
9. Evaluated to the satisfaction of the instructor

KEEPING RECORDS
UNIT IV

UNIT OBJECTIVE

After completion of this unit, the student should be able to complete food service records for one week. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. List common records in food service.
2. Discuss the production schedule.
3. Select from a list requirements of a production schedule.
4. Discuss the food cost summary.
5. List the requirements of a food cost summary.
6. List the requirements of a labor cost summary.
7. Discuss the requirements of a cash report.
8. List requirements of a meal census.
9. Select from a list information for a special meal function sheet.
10. Arrange in order the steps for figuring profit and loss.
11. Discuss good record keeping habits.
12. Complete food service records for one week.

KEEPING RECORDS
UNIT IV

SUGGESTED ACTIVITIES

- I. Instructor:
 - A. Obtain different types of records from a restaurant, hospital food service, and a specialty shop (donut shop).
 - B. Provide student with objective sheet.
 - C. Provide student with information and assignment sheets.
 - D. Discuss unit and specific objectives.
 - E. Discuss information and assignment sheets.
 - F. Give test.
- II. Student:
 - A. Read objective sheet.
 - B. Study information sheet.
 - C. Complete assignment sheet.
 - D. Take test.

INSTRUCTIONAL MATERIALS

- I. Included in this unit:
 - A. Objective sheet
 - B. Information sheet
 - C. Assignment Sheet #1- Complete Food Service Records for One Week
 - D. Answers to assignment sheet
 - E. Test
 - F. Answers to test
- II. Reference Harger, Virginia F.; West, Bessie Brooks; and Wood, Leslie. *Food Service in Institutions*. 4th ed. New York: John Wiley and Sons, Inc., 1966.

KEEPING RECORDS
UNIT IV

INFORMATION SHEET

- I. Common records in food service
 - A. Production
 1. Menu
 2. Standardized recipe
 3. Production schedule
 4. Food cost summary
 - B. Service
 1. Labor cost summary
 2. Cash report
 3. Meal census
 4. Special meal function sheet
- II. Production schedule
 - A. Filled out by production supervisor
 - B. Filled out daily
 - C. Given to cooks at least one week prior to production
 - D. Kept on file for future use
 1. Amount to serve on next cycle
 2. Likes and dislikes of customers
- III. Requirements of a production schedule
 - A. Number to prepare
 - B. Menu item
 - C. Yield

INFORMATION SHEET

- D. Special instructions
 - E. Amount left over
 - F. Servings used
- IV. Food cost summary
- (NOTE: Food cost = [beginning inventory + food purchases] - ending inventory.)
- A. Filled out by production supervisor
 - B. Filled out daily
 - C. Kept on file for future use
 - 1. Cost of food for menu
 - 2. Cost of food for cycle
- V. Requirements of a food cost summary
- A. Income
 - 1. Regular
 - 2. Special
 - B. Cost of food used
 - C. Totals to date
 - D. Food cost percentage
- VI. Requirements of a labor cost summary
- A. Full time (FT) hours
 - B. Full time average hour rate
 - C. Part-time (PT) hours
 - D. Part time average hour rate
 - E. Taxes
 - F. Benefit factor
- (NOTE: This includes annual leave, sick leave, holidays, insurance, uniforms, and meals.)

INFORMATION SHEET

- VII. Requirements of a cash report
 - A. Beginning reading
 - B. Ending reading
 - C. Cash register totals
 - D. Cash on hand
- VIII. Requirements of a meal census
 - A. Number of meals served to customers
 - 1. Breakfast
 - 2. Lunch
 - 3. Dinner
 - B. Employee meals
- IX. Information for a special meal function sheet
 - A. Organization
 - B. Date
 - C. Time
 - D. Room
 - E. Estimated number
 - F. Contact person arranging function
 - G. Address
 - H. Phone number
 - I. Contact person booking function
 - J. Details
 - K. [Redacted]
 - L. [Redacted]

XIII. Some food service operations require that a contract be signed before final arrangements are made.

INFORMATION SHEET

- 1. *Accounting*
 - A. *Accounting*
 - B. *Direct cost of food sold*
 - C. *Indirect labor cost*
 - D. *Supplier operating cost*
- 2. *Costs*
 - A. *Direct labor*
 - B. *Indirect labor*
 - C. *Time in records on time*



KEEPING RECORDS
UNIT IV

ASSIGNMENT SHEET #1-COMplete FOOD SERVICE RECORDS
FOR ONE WEEK

After reading the sample record sheets that follow, use the information below to complete the food service records for one week.

(NOTE: Do not use cash reports for income.)

	M	T	W	T	F	S	S
Income reg	\$ 700	600	500	300	900	1600	1400
Income special	\$ 900	1200	1300	450	350	950	650
Food cost	\$ 300	400	900	1600	400	1150	1300
FT hours	30	32	39	60	24	90	63
FT rate	\$2.90/hour						
PT hours	60	29	36.5	90	21.5	30	70
PT rate	\$2.10/hour						
Taxes	10% of labor cost						
Benefits	6% of labor cost						
Meals							
Breakfast	900	910	915	930	925	1010	1600
Lunch	1300	1450	1290	1600	1400	1396	1010
Dinner	1400	1320	1615	1915	1600	1240	1300
Employee meals							
Breakfast	9	9	9	8	7	6	10
Lunch	16	16	25	14	16	15	15
Dinner	12	15	16	19	20	13	8
Cash Report							
Beginning							
Income	\$200.69	301.33	169.50	122.36	89.40	63.20	19.08
Expenses	\$966.40	998.64	934.80	962.49	936.90	926.40	933.01
Cash on hand	\$200.69	606.30	765.20	830.20	847.40	862.90	913.03
Cash on order	210.00	210.00	210.00	210.00	210.00	210.00	210.00

ASSIGNMENT SHEET #1
SAMPLE FOOD COST SUMMARY

	Date _____ Week of _____						
	M	T	W	T	F	S	S
1. Income Regular (given from cashier)	\$ 900	600	1100	900	1600	1600	800
2. Income Special (given from cashier)	\$ 300	200	300	600	450	320	620
3. Total (A + B)	\$1200	800	1400	1500	2050	1920	1420
4. Total to date (A + B to date)	\$1200	2000	3400	4900	6950	8870	10290
5. Food cost (given from food cost summary)	\$ 400	300	600	450	650	460	550
6. Food cost to date	\$ 400	700	1300	1750	2400	2860	3410
7. Food cost % (FC/total income)	33%	37.5%	42.8%	30%	31.7%	23.9%	38.7%
8. Food cost % to date (FC to date/total income to date)	33%	35.0%	38.2%	35.7%	34.5%	32.2%	33.1%

ASSIGNMENT SHEET #
 SAMPLE LABOR COST SUMMARY

Date _____ Week of _____

	M	T	W	T	F	S	S
1. FT hours	60	60	58.5	64	68.5	61.5	58.5
2. FT rate	\$2.68/hour						
3. FT cost (hours x rate)	\$160.80	160.80	155.44	171.52	183.58	164.82	156.78
4. PT hours	20	23.5	30.3	20.5	16	12	19.5
5. PT rate	\$2.00/hour						
6. PT cost	\$ 40.00	47.00	60.60	41.00	32.00	24.00	39.00
7. Labor cost	\$200.80	207.80	216.04	212.52	215.58	188.82	195.78
8. Taxes 11% (given from management)	\$ 22.08	22.85	23.76	23.38	23.71	20.77	21.54
9. Benefits 5% (given from management)	\$ 10.04	10.39	10.80	10.63	10.78	9.44	9.79
10. Total labor cost	\$232.92	241.04	250.60	246.53	250.07	219.03	227.11
11. Total labor cost to date	\$232.92	473.96	724.56	971.09	1221.16	1440.19	1667.30
12. Total labor hours	80	83.5	88.3	84.5	84.5	73.5	78.0
13. Labor cost (I.C. income)	19.41	30.13	17.9	16.44	12.20	11.41	15.99
14. Meals	1929	1876	1989	2300	2015	2079	2034
15. Meals per labor hour	24.1	22.5	22.5	27.2	23.8	28.2	37.6



ASSIGNMENT SHEET #1

SAMPLE MEAL CENSUS

Date	B	L	D	Total	Emp.	Total
1	300	601	1012	1913	16	1929
2	209	629	1019	1857	19	1876
3	315	518	1136	1969	20	1989
4	322	703	1259	2284	16	2300
5	261	699	1033	1993	22	2015
6	309	619	1129	2057	22	2079
7	610	703	1603	2916	18	2934

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ASSIGNMENT SHEET #1

SAMPLE CASH REPORT

Date _____

Meal _____

Beginning Reading	=	\$19,863.65
Ending Reading	=	26,419.24
Cash Register Total	=	6,555.59
Cash on Hand	=	6,553.29

Cashier _____

SAMPLE PROFIT AND LOSS

Total Sales	=	\$6,394.32	
(Food Cost)	=	3,068.29	
Food Cost %			47.98%
(Labor Cost)	=	1,368.60	
Labor Cost %			21.40%
(Operating Cost)	=	789.46	
Profit or Loss	=	1,167.97	

ASSIGNMENT SHEET #1

FOOD COST SUMMARY

Date _____ Week of _____

M T W T F S S

- 1. Income regular
- 2. Income special
- 3. Total
- 4. Total to date
- 5. Food cost
- 6. Food cost to date
- 7. Food cost %
- 8. Food cost % to date

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ASSIGNMENT SHEET #1

LABOR COST SUMMARY

Date _____ Week of _____

M T W T F S S

1. FT hours
2. FT rate
3. FT cost
4. PT hours
5. PT rate
6. PT cost
7. Labor cost
8. Taxes
9. Benefits
10. Total labor cost
11. Total labor cost to date
12. Total labor hours
13. Labor cost %
14. Meals
15. Meals per labor hour

ASSIGNMENT SHEET #1

MEAL CENS' S

Date	B	L	D	Total	Emp.	Total
1						
2						
3						
4						
5						
6						
7						

ASSIGNMENT SHEET #1

CASH REPORT

Date _____

Meal _____

Beginning Reading _____

Ending Reading _____

Cash Register Total _____

Cash on Hand _____

Cashier _____

CASH REPORT

Date _____

Meal _____

Beginning Reading _____

Ending Reading _____

Cash Register Total _____

Cash on Hand _____

Cashier _____

CASH REPORT

Date _____

Meal _____

Beginning Reading _____

Ending Reading _____

Cash Register Total _____

Cash on Hand _____

Cashier _____

ASSIGNMENT SHEET #1

CASH REPORT

Date _____

Meal _____

Beginning Reading _____

Ending Reading _____

Cash Register Total _____

Cash on Hand _____

Cashier _____

CASH REPORT

Date _____

Meal _____

Beginning Reading _____

Ending Reading _____

Cash Register Total _____

Cash on Hand _____

Cashier _____

ASSIGNMENT SHEET #1

CASH REPORT

Date _____

Meal _____

Beginning Reading _____

Ending Reading _____

Cash Register Total _____

Cash on Hand _____

Cashier _____

CASH REPORT

Date _____

Meal _____

Beginning Reading _____

Ending Reading _____

Cash Register Total _____

Cash on Hand _____

Cashier _____

ASSIGNMENT SHEET #1

PROFIT AND LOSS

Total Sales	_____
(Food Cost)	_____
Food Cost %	_____
(Labor Cost)	_____
Labor Cost %	_____
(Operating Cost)	_____
Profit or Loss	_____

KEEPING RECORDS
UNIT IV

ANSWERS TO ASSIGNMENT SHEET

FOOD COST SUMMARY

	M	T	W	T	F	S	S
1.	\$ 700	600	500	300	900		1400
2.	\$ 900	1200	1300	450	350	950	650
3.	\$1600	1800	2000	750	1250	2550	2050
4.	\$1600	3400	3900	5950	7200	9750	11800
5.	\$ 300	400	900	1600	400	1150	1300
6.	\$ 300	700	1600	3200	3600	4750	6050
7.	18.75%	22.22%	50.00%	213.33%	32.0%	45.09%	63.41%
8.	18.75%	20.58%	30.76%	53.78%	50.00%	48.71%	51.27%

LABOR COST SUMMARY

	M	T	W	T	F	S	S
1.	30	32	39	60	24	90	63
2.	\$2.90 hour						
3.	\$87.00	92.80	113.10	174.00	69.60	261.00	182.70
4.	60	29	36.5	90	21.5	30	70
5.	\$2.10 hour						
6.	\$126.00	60.90	76.65	189.00	45.15	63.00	147.00
7.	\$213.00	153.70	189.75	363.00	114.75	324.00	329.70
8.	\$ 21.30	15.37	18.97	36.30	11.48	32.40	32.97
9.	\$ 12.78	9.22	11.39	21.78	6.89	19.44	19.78
10.	\$247.08	178.29	220.11	421.08	133.12	375.84	382.45
11.	\$247.08	425.37	645.48	1066.56	1199.68	1575.52	1957.97
12.	90	61	75.5	150	45.5	120	132
13.	15.44%	9.90%	12.22%	56.14%	10.64%	14.74%	18.66%
14.	3637	3720	3860	4480	3968	3680	3943
15.	40.41	60.98	51.12	29.90	87.20	30.66	29.64

MEAL CENSUS

Date	B	L	D	Total	Emp.	Total
1	900	1300	1400	3600	37	3637
2	910	1450	1320	3680	40	3720
3	915	1290	1615	3820	40	3860
4	930	1600	1915	4445	41	4486
5	925	1400	1600	3925	43	3968
6	1010	1396	1240	3646	34	3680
7	1600	1010	1300	3910	33	3943

CASH REPORT

	Monday	Tuesday	Wednesday
Beginning Reading	\$200.69	\$301.33	\$169.50
Ending Reading	966.40	998.64	934.80
Cash Register Total	765.71	697.31	765.30
Cash on Hand	763.21	696.30	765.20

	Thursday	Friday	Saturday	Sunday
Beginning Reading	\$122.36	\$ 89.40	\$ 63.20	\$ 19.08
Ending Reading	962.49	936.90	926.40	933.01
Cash Register Total	840.13	847.50	863.20	913.93
Cash on Hand	839.20	847.40	862.90	913.03

PROFIT AND LOSS

Total Sales	\$11,800	
(Food Cost)	6,050	
Food Cost %		51.27%
(Labor Cost)	1,976	
Labor Cost %		16.74%
(Operating Cost)	1,470	
Profit or Loss	2,304	

KEEPING RECORDS
UNIT IV

TEST

1. List common records in food service.
 - a. Production
 - 1)
 - 2)
 - 3)
 - 4)
 - b. Service
 - 1)
 - 2)
 - 3)
 - 4)
2. Discuss the production schedule.
3. Select from the list below requirements of a production schedule. Circle the letters of the correct answers.
 - a. Number to prepare
 - b. Labor hours required
 - c. Menu item
 - d. Yield
 - e. Special instructions
 - f. Cost of food required
 - g. Servings used

4. Discuss the food cost summary.

5. List the requirements of a food cost summary.

a.

1)

2)

b.

c.

d.

6. List four requirements of a labor cost summary.

a.

b.

7. Discuss the requirements of a cash report.

8. List requirements of a meal census.

a.

1)

2)

3)

b?

9. Select from the list below information for a special meal function sheet. Circle the letters of the correct answers.

- a. Organization
- b. Date
- c. Time
- d. Total sales
- e. Room
- f. Details
- g. Food cost
- h. Special notes
- i. Labor cost

10. Arrange in order the steps for figuring profit and loss. Place a "1" in front of the first step, a "2" in front of the second, and so on.

- _____ a. Subtract operating cost
- _____ b. Subtract cost of food sold
- _____ c. Add total sales
- _____ d. Subtract labor cost

11. Discuss good record keeping habits.

12. Complete food service records for one week.

NOTE: If the above activity has not been accomplished prior to the test, ask the instructor when it should be completed.)

KEEPING RECORDS
UNIT IV

ANSWERS TO TEST

1. a. Production
 - 1) Menu
 - 2) Standardized recipe
 - 3) Production schedule
 - 4) Food cost summary
- b. Service
 - 1) Labor cost summary
 - 2) Cash report
 - 3) Meal census
 - 4) Special meal function sheet
2. Discussion should include:
 - a. Filled out by production supervisor
 - b. Filled out daily
 - c. Given to cooks at least one week prior to production
 - d. Kept on file for future use
 - 1) Amount to serve on next cycle
 - 2) Likes and dislikes of customers
3. a, c, d, e, g
4. Discussion should include:
 - a. Filled out by production supervisor
 - b. Filled out daily
 - c. Kept on file for future use
 - 1) Cost of food for menu
 - 2) Cost of food for cycle

5.
 - a. Income
 - 1) Regular
 - 2) Special
 - b. Cost of food used
 - c. Totals to date
 - d. Food cost percentage
6. Any four of the following:
 - a. Full time (FT) hours
 - b. Full time average hour rate
 - c. Part time (PT) hours
 - d. Part time average hour rate
 - e. Taxes
 - f. Benefit factor
7. Discussion should include:
 - a. Beginning reading
 - b. Ending reading
 - c. Cash register totals
 - d. Cash on hand
8.
 - a. Number of meals served to customers
 - 1) Breakfast
 - 2) Lunch
 - 3) Dinner
 - b. Employee meals
9. a, b, c, e, f, h
10.

a. 4	c. 1
b. 2	d. 3

11. Discussion should include:
 - a. Be accurate
 - b. Write legibly
 - c. Turn in records on time
12. —Evaluated to the satisfaction of the instructor/

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