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## FOODS AND NUTRITION

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**TOPIC #12:** Kitchen Management

**TIME PERIOD:** 1-2 days

**CORE STANDARD #4:** Careers: The students will explore careers related to family and consumer sciences, identifying skills which are applicable for both the home and the school/workplace, and the impact of career choices on family lifestyles.

**OBJECTIVE:** Students will identify and practice basic food safety and sanitation rules in food preparation activities.

**INDEPENDENT LIVING SKILLS (COMPETENCIES):**

20.0001-0404 Observe basic safety and sanitation rules to be observed in food preparation areas.

20.0001-0408 Identify reasons for planning individual and/or group work schedules in food preparation experiences.

20.0001-0430 Explore the various components of food service careers, including management skills, dishwashing, tablesetting, and eating etiquette.

**LIFE SKILLS:**

- \* Lifelong Learning
- \* Complex Thinking
- \* Effective Communication
- \* Collaboration
- \* Responsible Citizenship
- \* Employability

**RELATED CAREERS:**

Food Service Employee  
Kitchen Helper  
Health Inspector

**OCCUPATIONAL CLUSTER:**

Technical/Crafts; Family and Consumer Sciences  
Technical/Crafts; Family and Consumer Sciences  
Scientific/Physical-Life Sciences; Family and Consumer Sciences

## TOPIC #12: Kitchen Management

## Teacher Information

**LIST OF STUDENT ACTIVITIES:****SUPPLIES REQUIRED:**

- |                                      |  |
|--------------------------------------|--|
| 1. Lab Management Rules              | (Depends on teacher)<br>Enlarged kitchen duty chart (12.14)<br>Lab assignment sheets (12.15)                                 |
| ▶ 2. Safety and Sanitation Posters   | Overhead transparency or copies of student activity guide (12.16)<br>Poster-making supplies<br>OR<br>Video on kitchen safety |
| 3. Operation RISK                    | Resource materials from <u>Pineapple Appeal</u><br>Copies of student activity guide (12.17-12.18)                            |
| 4. Equipment Scavenger Hunt          | Lists of small food preparation equipment or utensils (12.21)<br>Trays<br>Rewards (Optional)                                 |
| 5. Planning and Scheduling           | Cookbooks<br>Copies of student activity guide for each student (12.23-12.24)   |
| ▶ 6. Dishwashing Procedures          | Copies of student activity guide (12.25 & 12.26) for each student  |
| 7. Tablesetting Know-How             | Tableware for demonstration (12.28-12.32)<br>Tablecloth<br>Placemats<br>Centerpiece supplies                                 |
| 8. Eating Etiquette (Table Manners)  | Optional: Filmstrip or video "Shine When You Dine" <u>Franklin Clay Films</u>  |
| 9. Identification of Related Careers | Career information (12.33)<br>Career posters (12.34-12.36)   |



## PROCEDURE

### 1. LAB MANAGEMENT RULES

**Concept:** Classroom (kitchen) rules must be established and followed in order to keep the food preparation area safe and conditions sanitary.

The teacher will identify the basic rules for his/her foods lab. These will simply be the basic things that must be followed on a regular basis. Each teacher will need to determine his/her own rules and present them to the students however the teacher best determines. Some examples of these basic rules might be:

- Do not sit on the counter
- Always wear an apron in the lab
- Stay in your own unit
- Before cooking, wash your hands
- Clean up messes and spills promptly
- Do not comb your hair in the classroom
- Put dirty dish towels, cloths, and aprons in the laundry area when finished

Some examples of lab rotation charts (pages 12.14-12.15) are included for teacher reference.

### 2. SAFETY AND SANITATION POSTERS

**Concept:** Safety and sanitation are basic parts of food preparation.

To introduce the topic of safety, use page 12.16 as an overhead transparency to stimulate discussion or as a student activity guide and have the students identify the hazards depicted in the picture. This will lead to a discussion on the importance of safety and why some rules are necessary.

The teacher will identify the safety and sanitation rules he/she will use in his/her classroom. Some suggested rules are:

- A. Utensils used in the kitchen must be kept clean.
- B. Keep electrical appliances away from water and wet hands.
- C. Keep pot handles turned so they are over the stove and not sticking out over the edge of the stove.
- D. Do not use wet pot holders or towels to remove hot pans from the oven.
- E. Do not taste food you are preparing with the mixing spoon.
- F. Know how to put out kitchen fires.

Option 1: Introduce the rules selected to the class, explaining each rule and WHY the rule is necessary. Include students in the process of identifying WHY each rule is necessary. Divide the class into groups and have each group design a miniposter dealing with



one of the safety rules. Then hang the posters in the food preparation area to remind students of the importance of practicing safety and sanitation in the kitchen area.

Option 2: Divide the class into groups by kitchen areas, such as range, sink, etc., and give the students about five minutes to identify some rules necessary for their area. Let each group report their list to the class, listing them on posterboard as the students report. (The teacher should be prepared to add rules the students don't think of.) The posters can then be hung in the area(s) to which they apply.

NOTE: The teacher may wish to use information found in a classroom text as a supplement to teach more safety and sanitation guidelines. He/she may also choose to use a video on kitchen safety.

### 3. **OPERATION RISK**

These materials were developed by the Michigan State University Extension in 1993 to introduce safe food handling and food-borne illnesses. A kit for the Operation RISK (Reducing the Incidence of Sick Kids) materials contains the following items:

- lesson materials
- posters and worksheets
- test questions
- video: What You Can't See Can Hurt You
- handwashing rap (on tape)

The cost for the kit is about \$60. The material can be condensed into one class period. See student activity guide on pages 12.17-12.18. These materials can be purchased through Pineapple Appeal/Lowfat Express, P. O. Box 197, Owatonna, MN 55060. 1-800-321-3041, FAX 507-455-2307.

Have the students watch the newspaper for articles of food poisoning or food-borne illnesses and give extra credit for articles brought in. See the Health Technology section of the T-L-C Curriculum regarding the career of pathology.

### 4. **EQUIPMENT SCAVENGER HUNT**

Concept: It is important to know the correct names and uses of the various pieces of kitchen equipment and/or utensils for ease of preparation as well as safety.

Option 1: Divide the class into small groups (lab units) and give each student a list of small kitchen equipment or utensils commonly used (or that will be used during the Foods and Nutrition unit),



such as the SCAVENGER HUNT LIST student activity guide (page 12.21). Have each student go through the unit and record the location of each item as well as giving one use for each item.

- Option 2: Have the students be seated near their units, designate one person as the recorder, and number off. When the teacher calls out one item, student #1 goes into the unit to try to find the item called for. The recorder will record the number of places the student looks before finding the item. Then the teacher calls out the second item and student #2 looks for that item, etc. Repeat the procedure until all the items have been located. At that point, have the recorders add the points, and the team (unit) with the least number of points wins. The teacher may want to have a small reward for the winning unit.

Some teachers like to do Option 1 and then follow-up with Option 2 for learning reinforcement.

## 5. PLANNING AND SCHEDULING

Direct a discussion toward the necessity of planning and scheduling. Some things to include in the discussion might be:

- Why is it especially important that proper planning take place in school?  
(because students need to get to their next class on time)  
(food may not be finished before class is over)  
(food may be wasted if not cooked correctly)
- What could happen to a person who works in a food-related career and he/she didn't know how to schedule his/her time for food preparation? (customers would not have meals on time)  
(an entire meal would not be ready to eat at the same time)
- People who work in food-related careers must plan a food-preparation schedule.
- People who do food preparation at home must also follow a plan.
- Identify some food-related careers where scheduling and planning are necessary.
- Things to be considered during planning:
  - a. Products to be made
  - b. Food supplies needed
  - c. Utensils or equipment needed



- d. Tasks to be completed
- e. Time required to do the tasks
- f. Who is responsible for each task

Have each student choose a recipe from a cookbook. Using the student activity guide, PLANNING AND SCHEDULING (pages 12.23-12.24), have the students copy the recipe and then write out the individual tasks involved in the order they should be completed. Be sure the students work in pencil for this activity. Also, have the students estimate the time they think it will take to accomplish this task. This activity can also serve as an extra credit activity and/or homework assignment.

## 6. DISHWASHING PROCEDURES

**Concept:** Keeping the kitchen and dishes clean is a very important part of food preparation at home, school, or in the restaurant business.

Give each student a copy of the student activity guide on dishwashing and tablesetting (pages 12.25-12.26), which includes the diagrams of the dishwashing steps. Review the dishwashing steps verbally with the students, including the details of and purposes for each step. (The teacher may prefer to demonstrate the procedures as they are discussed.) Have the students complete the "Dishwashing Steps" portion of the student activity guide (page 12.26). It is suggested that teachers enlarge the "Dishwashing Procedures" (page 12.25) and hang a laminated copy of this over each sink in the foods lab.

## 7. TABLESETTING KNOW-HOW

**Concept:** An attractively set table establishes a nice environment for eating at home or in a restaurant.

The teacher can demonstrate some of the basic rules of tablesetting and discuss the difference in a person's attitude toward a meal according to how the table is set. Some basic tablesetting guidelines are:

- A table cloth should hang 8 to 10 inches over the edge.
- Place mats should be an equal distance apart, and one inch from the edge of the table. Each person should be allowed 18 to 20 inches of personal space for eating.
- The napkin should be folded and placed with the open edge near the left side of the fork. It should be placed about 1 inch from the edge of the table.

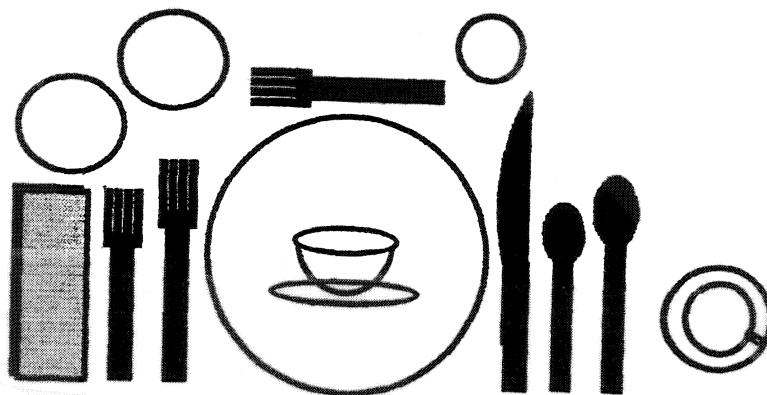


- Flatware (silverware) is arranged in the order of use. The first piece to be used should be placed on the outside. Forks should be placed on the left of the plate, and knives and spoons should be placed to the right of the plate with the knife on the inside. Flatware should be placed so that the bottom is about 1 inch from the edge of the table.
- Dinnerware (plates, etc.) should be placed within easy reach of the person's hand, with dinner plates being about 1 inch from the edge of the table, salad plates to the left of the forks, and bread plates directly above the forks.
- Glasses are placed above the tip of the knife, and cups and saucers are placed to the right of the knife and spoon(s).
- A centerpiece may be placed anywhere on the table as long as it is low enough so the people can see each other.

After the demonstration, have the students go to their kitchen units, get the necessary items, and practice setting the table. An enlarged diagram of the correct placement for tableware might be a helpful reference for the students. If time permits, the teacher could put out a number of things that could be used as a centerpiece and/or put together to make a centerpiece, and the students could use their creativity and design a simple centerpiece for their table. Have the students complete the "Set the Table" portion of the student activity guide on dishwashing and tablesetting (page 12.26).

Option: In order to eliminate the need for the students to wash the tableware after practicing tablesetting, the teacher may wish to use paper and/or plastic tableware for this exercise, or make practice sets using the patterns provided on pages 12.28-12.32.

This tablesetting diagram is a general guideline but will not be accurate for all occasions and/or all settings. There can and should be variations, depending on the menu and the formality of the situation. The teacher needs to cover some basic changes and/or situations.





### 8. **EATING ETIQUETTE (TABLE MANNERS)**

As the students are introduced to the foods lab, review some basic table manners with the students and let them know your expectations as a teacher in the foods lab. Each teacher can cover the etiquette items he/she thinks are most important.

Manners are something that need to be practiced at home, school, and when eating at a restaurant. If a person doesn't practice these regularly, then they probably won't know how to use good table manners when the need and/or opportunity occurs. A few suggested manners are:

- Don't talk with your mouth full
- Take small enough bites that you can chew while keeping your mouth closed
- Wash hands before eating
- Keep the chairs flat on the floor while eating
- Keep your elbows off the table
- Ask someone to pass foods to you that you cannot reach easily
- Take a small to medium size serving until all have been served; then take seconds only if there is food left and you want more
- Hold the flatware (silverware) correctly while using it
- Use the correct piece of flatware for the job
- Be as inconspicuous as possible about accidents
- If you are allergic to certain foods, just don't take any of that food, and keep your problem to yourself
- If you don't care for a certain food, just don't take any of that food, and keep your dislikes to yourself

The teacher may wish to use the filmstrip or video Shine When You Dine from Franklin Clay Films to present some of this information.

NOTE: Some of this same information, such as the dishwashing procedures, tablesetting, and eating etiquette, will be covered in Topic #18: Food-Related Careers as the students prepare for their restaurant experience. The teacher may choose to review this information at that time and/or go into more depth.

### 9. **IDENTIFICATION OF RELATED CAREERS**

Identify the careers related to food service by using the career information provided (page 12.33) and the career posters (pages 12.34-12.36). Reinforce the importance of knowing basic safety and sanitation procedures, use of correct equipment, dishwashing procedures, tablesetting, and manners in order to establish any kind of food business.





### CORE TEST QUESTION BANK

**UNIT:           FOODS AND NUTRITION**

**TOPIC:         KITCHEN MANAGEMENT**

**20.0001-0404        *Observe basic safety and sanitation rules to be observed in food preparation areas.***

1. Food safety and sanitation practices:
  - a.\* Are always basic parts of food preparation
  - b. Are never basic parts of food preparation
  - c. Are sometimes basic parts of food preparation
  
2. Food safety and sanitation practices:
  - a. Keep us from getting ill from the food we eat
  - b. Keep us from being hurt when we work in the kitchen
  - c.\* Both a and b answers are correct
  
3. Kitchen or classroom rules:
  - a. Aren't really necessary because everyone knows them anyway
  - b. Provide guidelines for appropriate behavior
  - c. Help to eliminate accidents and food poisoning
  - d.\* Both answers b and c are correct
  
4. Put an "S" by each activity that was safe to do.  
(There are three (3) correct answers.)
  - S   a. Scott poured baking soda on a small grease fire in the oven.
  - b. Rachel used her fingers to remove the lid from the inside of a can of vegetables.
  - c. Kathy set a hot glass pan down on a cold surface.
  - S   d. As Pat lifted the lid from a pan of hot water, she turned the lid away from her.
  - S   e. Sean turned the sharp edge of the knife away from himself when cutting potatoes.
  - f. Toby left the metal spoon in the pan when he finished stirring a hot mixture.
  
5. Messes and spills should be:
  - a. Left until the end of the lab for cleanup
  - b.\* Cleaned up immediately for safety
  - c. The teacher's responsibility to take care of
  - d. The custodian's responsibility to take care of

**CORE TEST QUESTIONS**

6. Electrical appliances should be kept away from water and wet hands should not be used to operate them.
  - a.\* True
  - b. False
7. The mixing spoon:
  - a. Should be used to taste-test while cooking
  - b.\* Should not be used to taste-test while cooking
8. It is okay to use wet pot holders or towels to remove hot pans from the oven or stove.
  - a. True
  - b.\* False
9. Dirty towels, cloths, and aprons should be folded and put in the drawers at the end of the lab.
  - a. True
  - b.\* False

**20.0001-0408**      ***Identify reasons for planning individual and/or group work schedules in food preparation experiences.***

1. People who work successfully in food-related careers:
  - a. Never plan or use a preparation schedule
  - b. Only plan and use a preparation schedule occasionally
  - c.\* Plan and use a preparation schedule regularly
2. Making a work schedule or plan:
  - a.\* Helps to guarantee the success of the product or meal
  - b. Has nothing to do with the success of the product or meal
  - c. Is a waste of time
3. Making a work schedule or plan:
  - a. Helps to eliminate problems occurring later
  - b. Helps to eliminate confusion
  - c. Helps to be sure everything gets done
  - d. Answers a and b are both right
  - e.\* Answers a, b, and c are all right



### CORE TEST QUESTIONS

4. Work schedules or plans can be useful:
- Only when we cook at home
  - Only when we cook at school or on the job
  - \* Either at home, school, or work
5. Put a check on the line of each item listed below that describes what could happen if no work schedule or plan is completed. (There are five (5) correct answers.)
- |                            |    |   |
|----------------------------|----|---|
| <input type="checkbox"/> * | a. | Food may not be cooked correctly            |
| <input type="checkbox"/> * | b. | Students might be late for their next class |
| <input type="checkbox"/> * | c. | Food and money might be wasted              |
| <input type="checkbox"/>   | d. | The meal will be served on time.            |
| <input type="checkbox"/> * | e. | The meal might not be served on time        |
| <input type="checkbox"/> * | f. | You might get fired from your job           |
6. Put a check on the line before each thing that should be considered during planning. (There are four (4) correct answers.)
- |                            |    |  |
|----------------------------|----|--|
| <input type="checkbox"/> * | a. | Food supplies needed                                       |
| <input type="checkbox"/> * | b. | Utensils or equipment needed                               |
| <input type="checkbox"/> * | c. | Tasks to be completed and who is responsible for each task |
| <input type="checkbox"/> * | d. | Time required to do the tasks                              |
| <input type="checkbox"/>   | e. | Color aprons to be worn                                    |
| <input type="checkbox"/>   | f. | Time required to talk about the movie on TV last night     |

**20.0001-0430**      ***Explore the various components of food service careers, including management skills, dishwashing, tablesetting, and eating etiquette.***

1. Below are listed the steps in washing dishes. Put them in number order by placing a number from 1 to 7 in front of each step.
- |                            |                                  |
|----------------------------|----------------------------------|
| <input type="checkbox"/> 7 | Air dry or dry with clean towel  |
| <input type="checkbox"/> 1 | Scrape food particles off dishes |
| <input type="checkbox"/> 4 | Wash in hot, soapy water         |
| <input type="checkbox"/> 5 | Wash in correct order by groups  |
| <input type="checkbox"/> 2 | Prerinse dishes lightly          |
| <input type="checkbox"/> 6 | Rinse in hot water               |
| <input type="checkbox"/> 3 | Sort and stack dishes by groups  |



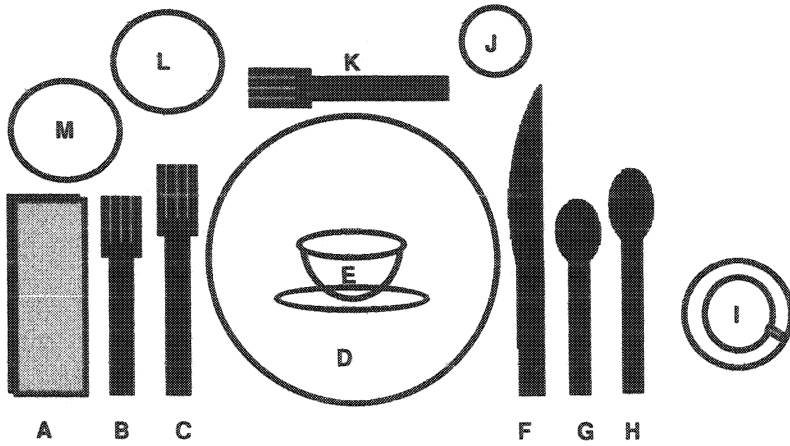
## CORE TEST QUESTIONS

2. Below are listed the various groups of dishes to be washed. Put them in order by placing a number from 1 to 4 in front of each group.
- |       |                                  |
|-------|----------------------------------|
| _ 2 _ | Silverware                       |
| _ 4 _ | Pots and pans                    |
| _ 1 _ | Glasses                          |
| _ 3 _ | Cups, bowls, saucers, and plates |
3. A tablecloth should hang:
- 4 to 6 inches over the edge of the table
  - \* 8 to 10 inches over the edge of the table
  - 12 to 14 inches over the edge of the table
4. The napkin should be folded and placed:
- \* On the left side of the fork
  - On the right side of the fork
  - On the right side of the knife and spoon
  - On the left side of the knife and spoon
5. The bottom of the napkin should be about \_\_\_\_\_ from the edge of the table.
- 3 inches
  - 2 inches
  - \* 1 inch
  - 1/2 inch
6. Flatware (silverware) is arranged in the order of use, with the first piece to be used placed on the:
- Inside next to the plate
  - \* Outside away from the plate
7. Drinking glasses are placed:
- Above the knife and spoon on the left side of the plate
  - \* Above the knife on the right side of the plate
  - Above the center of the plate
  - Above the forks on the left side of the plate
8. When serving a meal, the forks should be placed:
- \* On the left side of the plate
  - On the right side of the plate
9. The knife and spoon(s) should be placed:
- On the left side of the plate
  - \* On the right side of the plate



**CORE TEST QUESTIONS**

10. Coffee cups and saucers should be placed:
  - a. On the left side of the plate
  - b.\* On the right side of the plate
  
11. Salad plates should be placed:
  - a. Above the knife and spoon on the left side of the plate
  - b. Above the knife and spoon on the right side of the plate
  - c. Above the center of the plate
  - d.\* Above the forks to the left of the plate
  
12. Centerpieces should be:
  - a. Tall and decorative and the center of attention
  - b. Fairly large in size to be noticed
  - c.\* Small enough so that those seated at the table can see over it easily
  
13. Set the table properly by putting the letter that identifies the piece of tableware on the line in front the name of that item.



- |         |                  |
|---------|------------------|
| __ I __ | Cup and saucer   |
| __ D __ | Dinner plate     |
| __ J __ | Water glass      |
| __ B __ | Salad fork       |
| __ C __ | Dinner fork      |
| __ G __ | Spoon            |
| __ F __ | Knife            |
| __ A __ | Napkin           |
| __ M __ | Salad plate      |
| __ L __ | Bread and butter |
| __ H __ | Soup spoon       |
| __ E __ | Soup bowl        |
| __ K __ | Dessert fork     |