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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Hospitality and Tourism |
| **Course Name** | Advanced Culinary Arts |
| **Lesson/Unit Title** | The Visual Appeal of Plating Food |
| **TEKS Student Expectations** | **130.255. (c) Knowledge and Skills**  (4) The student evaluates global cuisines, including the culture, history, and indigenous ingredients to create international recipes. The student is expected to:  (C) Justify the connection of flavor, texture, visual appeal, taste, and customer satisfaction on product development.  (9) The student understands advanced baking and pastry principles. The student is expected to:  (A) Use professional food preparation equipment such as commercial-grade mixers, food processors, and measuring tools;  (B) Apply proper measuring and scaling techniques; and  (C) Compose various plated desserts appropriate for various food service operations.  (14) The student demonstrates and practices the basic procedures for the production of chocolate, sugars, confections, and sauces. The student is expected to:  (H) Serve attractively plated desserts with appropriate sauces and garnishes. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | Students will:   * Explain why attractive food presentation is important * Serve food that is attractively arranged on the plate with the proper balance of color shape and texture * Identify common terms from classical food presentation and garnishing |
| **Rationale** | In the food service and hospitality industry, it is important to make and present food that is as appealing to the eyes as to the palate. By understanding the principles in food and plate presentation, students will gain industry skills and continue to be a valued employee. |
| **Duration of Lesson** | Five 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | **Accompaniments:** A vegetable or starch served with the main item  **Balance:** Providing enough variety and contrast to hold interest  **Bouquetiére:** A bouquet of vegetables  **Classical Garnish:** In classical cuisine, combination of foods placed on a plate to accompany the main item  **Focal Point :** Emphasizes and strengthens the design by giving height and direction  **Garnish:** To decorate or enhance the food with the addition of other items  **Gross piece – or centerpiece:** An uncut portion of the main food item  **Movement:** Good design makes the eye move across the plate or platter  **Plating:** The way food is arranged on the plate  **Ravier:** An oval relish dish |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for multimedia presentation * Various garnishing and plating utensils – whatever you have available   **Materials:**   * Color pencils * Frosted cake/Twinkie, or other premade dessert * Various ingredients that can be used for garnishes such as: * Berries * Chocolate * Flavored sweet sauces * Whipped cream * Copies of handouts   **PowerPoint:**   * The Visual Appeal of Plating Food   **Graphic Organizers:**   * Plating Plan for Visual Appeal (Round Plate) * Plating Plan for Visual Appeal (Square Plate)   **Handouts:**   * Certificate of Excellence * Plating and Garnishing Terms * Plating and Garnishing Terms (Key) * Rubric for Plating Presentation |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Before class begins:**  Display on a table in the front of the room:   * Garnishing tools * Parchment paper * Paring knife * Pastry brushes (various sizes) * Petit cookie cutters or shapes * Plates (round and square) * Small mixing bowls * Small rolling pins * Squeeze bottles * Vegetable peeler * Vegetables and/or fruit to complement the recipe for plating. * Whisks * Wooden skewers or toothpicks * Zester   Prepare a plate using the frosted cake or Twinkie and any garnishes desired so students may view as they enter the classroom.  Ask the following questions:   * What is the visual appeal of the frosted cake plate? * Do you think the garnishing and plating techniques were difficult? * Have you noticed other plating techniques? * Why is it so important to “plate” food? |
| **Direct Instruction \*** | Introduce lesson objectives, terms, and definitions.  Introduce the PowerPoint The Visual Appeal of Plating Food.  Distribute the Plating and Garnishing Terms handout. Key is also included. Be sure to pronounce the terms correctly so students can understand.  Continue with slide presentation as students follow along.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * working with peers * check for understanding |
| **Guided Practice \*** | Divide students into lab groups.  Distribute copies of your selected recipes for lab or allow students to research recipes using the internet or cookbooks available.  Distribute the graphic organizer Plating Plan for Visual Appeal (Round Plate) or Plating Plan for Visual Appeal (Square Plate).  Allow lab groups time to sketch their menu using color pencils on either a round or square plate so they may visualize their presentation.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * check for understanding * work in small groups |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Distribute Rubric for Plating Presentation so lab groups can see the expectations.  Remind students of lab and food safety rules before they begin preparing their recipes.  Students will “plate” their menu following their Plating Plan for Visual Appeal.  Use a department camera, cell phone, or tablet camera to photograph the plate presentations. These photographs can be included in a student cumulative portfolio.  Remind students of the proper cleaning of equipment before the class period ends.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * work in small groups * provide praise and encouragement |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  **Ball Toss**  Option A: Toss a beach ball to various students and ask them to remind the class of four important essential aspects of plating food.   * Present correctly cut and cooked food * Be neat and clean * Edges of the plate are clean and presentable * Use artistic flare is key when plating   As a culinary professional, the food should not only taste good but be appealing to the eye.  Option B: Scan the internet for reliable images of plated food. Project the images and discuss the elements used in the plating. |
| **Summative/End of Lesson Assessment \*** | Invite teachers, administrators, and other members of your faculty to assist in judging the visual appeal of the menu items. Students will explain how the menu items were used to visually appeal to customers. Plating presentations will be scored with a rubric.  Present Certificate of Excellence to winning team.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * encourage participation * give praise for completed work |
| **References/Resources/**  **Teacher Preparation** | **Textbook:**   * *Wayne Gisslen, Professional Cooking, Sixth Edition, Chapter 8, (John Wiley and Sons, 2007)* * *National Restaurant Foundation, Foundations of Restaurant Management, Level 2, (Pearson, Prentice Hall, 2011)* |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Use oral language for formal and informal purposes * Work in small groups |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Depending on available resources, select a short article that discusses various aspects of garnishing and plating. If the students have access to the Internet in class, have them select one of the e-zine articles listed below and read the article and write a brief summary in their journal.   * If Internet access is not available, provide print copies or allow students to select articles.   + Parsley in General and As a Plate Garnish<http://ezinearticles.com/?Parsley-in-General-and-As-a-Plate-Garnish&id=3322606>   Encourage students to “visualize” as they read. Many students are visual learners and will benefit from making sketches or diagrams on scrap paper as they read. Providing students with graphic organizers to help them organize their thoughts is also helpful. |
| **Quotes** | There is no love sincerer than the love of food.  **- George Bernard Shaw**  Garnishes must be matched like a tie to a suit. **-Fernand Point (1897-1955)**  Know how to garnish food so that it is more appealing to the eye and even more flavorful than before. **-Marilyn Vos Savant**  Keep the garnish simple, it can’t over power the dish and it needs to make sense. **-Anonymous** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * The difference between plating and garnishing is ……. * Three points to remember when plating or garnishing food are… * Remembering to thoughtfully plate and garnish food is important because…… * The way food is prepared affects plating by …. * Describe how you plated and garnished your assigned food during the lab this week   **Writing Strategy:**   * RAFT (Role/Audience/ Format/ Topic) writing strategy:   + Role: Chef   + Audience: Customers   + Format: Menu or food magazine article   + Topic: Describe a food to be served on your menu |
| **Communication**  **90 Second Speech Topics** | Employing the picture of their lab plating, lab groups will explain what they made, how they made it, and why they plated and garnished as they did. If pictures cannot be taken, have each group present their plates at the end of the lab and present their speech.  Additional Speech Topics:   * Describe a magazine picture plate …. * My favorite food is \_\_\_\_\_\_\_\_\_\_\_and I would I plate and garnish it ……. * Use a garnish and explain how it can be used ……… |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Mystery garnish. Provide a bag with one or two mystery items and the student will have to create an edible garnish and describe what it could be used to garnish. |
| **Family/Community Connection** | Option A   * The students will interview a local Chef and take a photo of the picture of a dinner entrée.   + Why did you become a chef?   + Where did you study?   + How did you get your present job?   + What are some of the other culinary jobs you have held?   + Who is your favorite Chef?   + Why is food presentation so important?   Option B   * Invite a local chef to be a guest speaker on plating and garnishing presentation or a garden manger (fruit/vegetable carving) demonstration. |
| **CTSO connection(s)** | **Family, Career, Community Leaders of America (FCCLA)**  <http://texasfccla.org/>    **Star Events/Proficiency:**  Student can use the information and skills gained from this lesson as they prepare for competitions in the various student leadership organizations. In FCCLA students can use the information as they prepare for competition in:   * Food Innovations – is an individual or team event that recognizes participants who demonstrate knowledge of the basic concepts of food product development by creating an original prototype formula, testing the product through focus groups, and developing a marketing strategy. Participants will demonstrate their knowledge of food science, nutrition, food preparation safety, and product marketing. Participants must prepare a display, suggested product packaging, and an oral presentation. * Culinary Arts – a team event, recognizes participants enrolled in occupational culinary arts/food service training programs for their ability to work as members of a team to produce a quality meal using industrial culinary arts/food service techniques and equipment. Team of participants must develop a plan for the time allotted, prepare menu items given to them at the time of the event and present their prepared items to evaluators. * Nutrition and Wellness – an individual event, recognizes participants who track food intake and physical activity for themselves, their family, or a community group and determine goals and strategies for improving their overall health. Participants must prepare a portfolio and an oral presentation. * Life Event Planning – Life Event Planning is an individual or team event that recognizes participants who apply skills learned in Family and Consumer Sciences courses to manage the costs of an event. An event is defined here as any upcoming occasion that will bring changes and/or new experiences and accompanying financial challenges. * Mystery Basket – an individual event, recognizes participants enrolled in occupational food service training programs for their ability to display knowledge and skill-based learning of the culinary arts. Individuals produce a single plate containing a serving of protein, starch, and vegetable. The focus of this event is the individual participant’s: proper use of commercial culinary tools and equipment, professional culinary technique, personal creativity and safety and sanitation procedures. Individuals are required to develop a plan for their time allotment, create a menu to be produced, prepare menu items of their choice, and present their prepared plate to the judging panel of professionals. They are also required to complete a self- evaluation.   The information may also be helpful as student’s study for the Leadership Educational Opportunity test (LEO’s). LEO’s are objective tests given to FCCLA members at fall leadership training, regional FCCLA  meetings and at the state FCCLA meeting. Students may take the test at all meeting, but may only take one test at each.  **SkillsUSA**  <http://www.skillsusa.org/>   * Commercial Baking Challenges contestants to meet production and quality standards expected by industry. Students must scale, mix, prepare and bake six products (including breads, rolls, Danish, cookies, and pies) and demonstrate cake-decorating skills. They must deliver a quality, salable product while working efficiently and under job-like conditions. * Culinary Arts  The competition will encompass both hot and cold food preparation and presentation. Contestants will demonstrate their knowledge and skills through the production of a four-course menu in a full day competition. The contestants will be rated on their organization, knife skills, cooking techniques, creative presentation, sanitation food safety techniques, and above all, the quality and flavor of their prepared items. The high school competitors will work from one menu with standardized recipes. The college/postsecondary students will work from a market basket format and write their own menu and recipes the night before the competition   **Texas Restaurant Association**  <http://www.restaurantville.org/foundation/texas-prostart/competitions/texas-prostart-invitational-resources>   * ProStart Student Invitational Culinary Competition Management Competition   **Community SLO Activity**   * Plan an appreciation event. Select an entity: teachers/ school staff/ community members such as firefighters, police, etc. and prepare a breakfast, lunch, dessert bar. Something that will showcase the skills learned and give back to the community. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson. For additional information on service learning see <http://www.servicelearningtexas.org>  Example:  Fun Food for Kids  Contact an elementary afterschool program and arrange to have the students go and demonstrate how to make nutritious snacks and plate them in a fun, creative, and reproducible manner so the elementary students can duplicate or create their own plating. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)