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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** | Practicum in Culinary Arts |
| **Lesson/Unit Title** | On the Job Food Service Careers |
| **TEKS Student Expectations** | **130.257. (c) Knowledge and Skills**(2) The student uses employability skills to gain an entry-level job in a high-skill, high-wage, or high-demand field. The student is expected to:(A) identify employment opportunities;(B) demonstrate the application of essential workplace skills in the career acquisition process.(9) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:(A) analyze the future employment outlook in the occupational area;(B) describe entrepreneurial opportunities in the area of culinary arts;(C) evaluate nontraditional food service careers such as food photographer, food stylist, corporate research and development chef, food writer, and independent consultant;(D) identify all of the aspects of a specific career path, including salary, skills level, and advancement opportunities. |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | **Students will:*** Classify various employment opportunities in the Food Service Industry
* Investigate several jobs in the food production and service industry, to include wage ranges, responsibilities, training, and education to identify employment opportunities
* Analyze and synthesize information on a particular food service industry career, to include: employment options, salaries, and benefits
* Create a brochure on a specific food service industry career
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| **Rationale** | In this lesson, we will investigate various careers within the food service industry. Education and training needed for these careers will also be examined. |
| **Duration of Lesson** | Four 45-minute class periods |
| **Word Wall/Key Vocabulary***(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Apprentice:** Works under the guidance of a skilled worker in order to learn a particular trade or art**Certification:** Proof of expertise**Commercial operations:** Operations that earn more than enough to cover daily expenses, resulting in a profit**Cross-Train:** Provide work experience in a variety of tasks**Entrepreneur:** A self-motivated person who creates and runs a business**Entry Level:** Beginning jobs that require little to no experience**Garde Manger:** The pantry chef. Responsible for preparing cold food items like salads**Non-commercial operations:** Operations, such as government facilities, schools, and hospitals, that aim to cover daily expenses such as wages and food costs**Sous Chef:** The “under” chef, reports to the executive chef.**Vendor:** A company that sells products to the food service industry. |
| **Materials/Specialized Equipment Needed** | **Equipment:*** Computer with projector for PowerPoint presentation
* Computer lab with internet access

**Materials:*** Vocabulary words and definitions on separate sheets of paper for “Snowball fight” activity
* Bowl or bag
* Copies of handouts

**PowerPoint:*** On the Job: Food Service Careers

**Technology Connection:*** Microsoft® Publisher (for brochure)
* Skype – to interview industry professional

**YouTube:*** Food Service Careers – A Solid ChoiceUploaded by Laurie smith on Oct 16, 2008The DVD explores the foodservice industry as an ever changing and evolving community which offers job security and benefits that will appeal to a wide audience. Many employees gain valuable experience and develop long-lasting relationships working within the industry. The DVD was created to bring awareness to our industry and provide insight into what this industry offers. It also provides information about the industry as a whole, its potential for employee advancement, the average wage available to the potential technician and the typical benefits being offered by most service companies today while stressing the strong demand for technicians at all levels of service. All of these points are an integral part of our overall strategy to attract the best potential personnel to the commercial service industry. It’s important to point out how CFESA strives to provide the very best technical training in the industry to include the areas of Electrical, Gas, Steam, and Refrigeration. These classes are held annually and are open to the entire foodservice industry.
* How to Become a ChefUploaded by Edu411 on Dec 24, 2008Chefs and head cooks coordinate the work of the kitchen staff and direct the preparation of meals. They determine serving sizes, plan menus, order food supplies, and oversee kitchen operations to ensure uniform quality and presentation of meals. An executive chef, for example, is in charge of all food service operations and also may supervise the many kitchens of a hotel, restaurant group, or corporate dining operation. A chef de cuisine reports to an executive chef and is responsible for the daily operations of a single kitchen. A sous chef, or sub chef, is the second-in-command and runs the kitchen in the absence of the chef. Many chefs earn fame both for themselves and for their kitchens because of the quality and distinctive nature of the food they serve.[http://youtu.be/Dc93XoksF08](http://www.onetonline.org)
* Chef’s Apprenticeship ProgramUploaded by redrockscc on Mar 21, 2008The Chef’s Apprenticeship Program is offered through Warren Tech and Red Rocks Community College. The program consists of on-the-job training combined with technical classroom instruction.

**Graphic Organizers:*** Careers in Food Service – Fill in the Blanks (notes)

**Handouts:*** Brochure Rubric
* Careers in Food Service Vocabulary
* Food Service Careers
* Food Service Careers Informational Brochure Project
* Food Service Careers Quiz
* Food Service Careers Quiz Key
* What Was My First Job?
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | **Before class begins:**In preparation for What Was My First Job? Activity write the names of seven famous chefs on the board. Create a list of each celebrity’s first job information sheet on a separate sheet of paper. Pictures of the chefs can also be used so students associate names and faces. — Divide the class into sub groups and distribute the celebrity’s What Was My First Job? Handout set of 7 per group, have each group try to identify which job belongs to which celebrity. Discuss the fact that everyone starts at the entry-level position.Activity after warm-up discussion: Vocabulary Snowball fight using the Careers in Food Service Vocabulary handout.Prior to class, write each vocabulary word on a Â½ sheet of paper, and each definition on a Â½ sheet of paper. Wad each piece of paper into a “snowball.” Place the “snowballs” in a bowl or bag.Divide the class into two equal numbered groups. Have the groups form two lines, facing each other. Provide each student a “snowball” before a countdown ( [http://www.online-stopwatch.com/).](http://cte.sfasu.edu/wp-content/uploads/2012/01/Careers-in-Food-Service-Vocabulary.pdf)Students throw the paper “snowballs” at each other (usually 30 seconds ). When time is up, each student picks up 1 snowball, and returns to his/her seat.Distribute copies of the vocabulary with the definitions. When all students have a copy, they find the person from the snowball fight that has the correct definition for each vocabulary word. When all the words are matched up, have each pair read their vocabulary word and definition. As the vocabulary is introduced, post that word on the wall. |
| **Direct Instruction \*** | Introduce lesson terms, definitions, and objectives.Distribute handout Careers in Food Service Notes.Introduce PowerPoint On the Job: Food Service Careers.Review the slide presentation as students fill in their “notes” sheet. Allow for thorough discussion, questions, and answers and lesson related stories.Access [http://www.bls.gov/oco](http://cte.sfasu.edu/wp-content/uploads/2012/01/Rubric-for-Brochure2.pdf) The US Department of Labor Occupational Outlook Handbook.Introduce students to the website and give a brief tour of the site.*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:** participate in a small group activity
* peer to help take notes
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| **Guided Practice \*** | Distribute the Food Service Careers Chart.Refer to the [http://www.bls.gov/oco](http://cte.sfasu.edu/wp-content/uploads/2012/01/Food-Service-Careers-Quiz.pdf) website and demonstrate how to find the information in order to complete the chart. Guide the class as they complete the first row on the chart.*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:** working with peer to complete the first career row on the chart.
* teacher/peer guiding the website tour
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| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Introduce brochure project.Distribute and review handouts: Food Service Career Informational Brochure Project and Rubric for Brochure. Students will use the Internet and/or the Occupational Outlook Handbook to locate information and synthesize the information about Food Service Careers, in order to create a brochure.Review the components of the Rubric for Brochure that will be used to assess this project.*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:** reduce the number of careers that need to be researched
* extended time to complete assignment
* work with a peer to locate information
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| **Lesson Closure** | Review terms, definitions, and objectives.Choose one example for each day of lesson:* After introduction of vocabulary, divide the students into small groups and play hangman, using the vocabulary words. In order to win, the group that finishes spelling the word must give the correct definition.
* Exit question – Of the three careers researched, what training is necessary for each?
* What career are you researching and what are two pieces of information you discovered?
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| **Summative/End of Lesson Assessment \***  | Careers in Food Service Brochure Project will be assessed with rubric.Additional Options:Food Service Careers Quiz and Food Service Careers Quiz Key are available.Short Essay Assessment1. Why is it important to research a career that you are interested in?
2. What are the advantages and disadvantages of apprenticeships and internships?
3. Explain two ways in which a person can become a chef.

*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:** reduce the number of questions be answered
* tape record or read the definitions to the student
* extended time on quiz & brochure assignment
* for short answer essay test, students may select question they would like to answer
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| **References/Resources/****Teacher Preparation** | **Textbooks:*** Johnson & Wales University, *Culinary Essentials.* New York, New York: Glencoe, McGraw-Hill, 2002. Print. Chapter 1, pg. 18-21. National Restaurant Association, *Foundations of Restaurant Management & Culinary Arts. Level One.* Boston: Prentice Hall, 2011. Print. Chapter 12, Pgs. 790 – 797.

**Websites:*** Occupational Outlook Handbook (OOH), 2010-11 Edition For hundreds of different types of jobs such as teacher, lawyer, and nurse. The Occupational Outlook Handbook tells you:
	+ the training and education needed
	+ earnings
	+ expected job prospects
	+ what workers do on the job
	+ working conditions In addition, the Handbook gives you job search tips, links to information about the job market in each State, and more.[http://www.bls.gov/oco](http://cte.sfasu.edu/wp-content/uploads/2012/01/On-the-Job-Food-Service-Careers-PPT.pdf)

O\*NET Online The O\*NET program is the nation’s primary source of occupational information. Central to the project is the O\*NET database, containing information on hundreds of standardized and occupation-specific descriptors. The database, which is available to the public at no cost, is continually updated by surveying a broad range of workers from each occupation. Information from this database forms the heart of O\*NET OnLine, an interactive application for exploring and searching occupations. The database also provides the basis for our Career Exploration Tools, a set of valuable assessment instruments for workers and students looking to find or change careers.[http://www.onetonline.org](http://www.bls.gov/oco) |
| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall
* Clear explanation of academic tasks
* Content related visuals PowerPoint presentation
* Speak using common and content area vocabulary
* Monitor understanding and seek clarification
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| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** |
| **Reading Strategies** | Food in the News (Current Events)Students will bring in articles as it relates to food for the food service industry. They will insert their article in their journal and write a brief summary and be prepared to give a 90 second speech summarizing their article. |
| **Quotes** | The achievement of your goal is assured the moment you commit yourself to it. **-Mack Douglas**Without hard work, nothing grows but weeds.**-Gordon B. Hinckley**All things are difficult before they are easy.**-Thomas Fuller**Be open to the amazing changes which are occurring in the field that interests you.**-Leigh Steinberg** |
| **Writing Strategies****Journal Entries + 1 Additional Writing Strategy** | * RAFT Writing Strategy
	+ Role – student apprentice
	+ Audience – executive chef at a fine dining restaurant
	+ Format – letter
	+ Topic – seeking apprenticeship at restaurant
	+ Students may take the role of an apprentice seeking an internship at a fine dining restaurant. They will write a letter to the executive chef outlining their skills and reasons for internship in this food venue.
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| **Communication****90 Second Speech Topics** | * My career of choice . . .
* 4-year degree vs. professional certification: Which is better?
* Food in the News – My current event summary
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| **Enrichment Activity**(e.g., homework assignment) | Students may make arrangements to “Skype” an industry professional during class. They should have a list of questions to ask available. |
| **Family/Community Connection** | Work with the counseling or school career center to organize a career day at the high school. Student should contact various professionals to attend the career day. Also, students help in contacting area colleges to send representatives for career day. |
| **CTSO connection(s)** | Family and Community Career Leaders of America (FCCLA):[http://www.texasfccla.org](http://cte.sfasu.edu/wp-content/uploads/2012/01/Food-Service-Careers-Quiz-Key.pdf)* Organize a career day at the high school. (leadership skills) contact colleges, universities, and technical schools for information on programs and post-secondary information.
* Create a bulletin board or an information area with post-secondary information in the classroom.
* Arrange for schools with degrees and certifications in Culinary Arts to make classroom presentations about their program.
* Prepare for Career Presentation Star Event
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| **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](http://youtu.be/bo1bTB_YvLc)Suggestions:Work with the local unemployment office or work force center to help organize a local job fair for the community. During the event, assist with hospitality room, event set up, clean up, and aide the employers as needed. |

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)