

Food Preparation and Service 10

Guide

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Food Preparation and Service 10

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Prepared by the Department of Education and Early Childhood Development

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Family Studies: Grade 10 Course Options

Family Studies at the grade 10 level offers 5 five half-credit course options. Most schools select two half-credits (each with its own course code) and offer as a full-credit choice to their students.

- Food for Healthy Living 10
- Food Preparation/Service 10
- Food Technology 10
- International Foods 10
- Textile Production 10

Food Technology 10, Food Preparation and Service 10, and Textile Production 10 are eligible half credits for the technology graduation requirement.

Note: Unit Outcome 1 and its associated specific curriculum outcomes are the same for all of the Grade 10 foods-related curriculum. The focus on safe food handling procedures must be addressed in all courses that involve food preparation. Approximate time recommendations for each unit are designed to assist with the development of a scope and sequence reflective of the two half courses being delivered.

Food Preparation and Service 10

Unit Outcomes

Students will be expected to

1. demonstrate knowledge of safe food preparation techniques and production
2. demonstrate skills in basic food preparation using a variety of tools and technology
3. demonstrate an understanding of the components of meal planning
4. demonstrate skill in providing quality client service and product presentation
5. explore the career and employment opportunities related to food preparation and presentation

Specific Curriculum Outcomes

Students will be expected to

Unit 1: Safe Food Preparation Techniques and Production (approximately 5-10 hours)

- 1.1 identify causes, symptoms, and prevention of food-borne illness
- 1.2 identify kitchen procedures reflective of maintaining a safe workplace
- 1.3 demonstrate safe food handling in the selection, storage, preparation, and serving of foods

Unit 2: Food Preparation Technology (approximately 20-25 hours)

- 2.1 practice cooking techniques used with a variety of foods
- 2.2 assess the use and economy of various appliances, tools, and convenience foods in food preparation
- 2.3 apply basic knowledge of ingredients and cooking methods to maximize nutrient enhancement and retention

Unit 3: Basic Menu Planning (approximately 5-7 hours)

- 3.1 apply Canada's Food Guide to Healthy Eating when meal planning
- 3.2 apply basic math calculations when planning and budgeting for labs
- 3.3 organize, plan, and create a budget for a food service event

Unit 4: Introduction to Food Service and Preparation (approximately 15-20 hours)

- 4.1 demonstrate an understanding of creating a welcoming environment for food service
- 4.2 develop proficiency at setting tables, taking orders, and serving food in a basic restaurant setting
- 4.3 demonstrate their ability to prepare and serve food that is appetizing

Unit 5: Life-Work Benefits (approximately 2 hours)

- 5.1 identify various employment opportunities in the food industry and training required
- 5.2 describe the nature of the work involved in working in a food-related occupation

Unit Outcome 1: Safe Food Preparation Techniques and Production (approximately 5-10 hours)

Students will be expected to demonstrate knowledge of safe food preparation techniques and production.

Note: Course Curriculum Outcome 1 and its associated Specific Curriculum Outcomes are the same for all the Grade 10 foods related curriculum. The focus on safe food handling procedures must be addressed in all courses that involve food preparation.

Specific Curriculum Outcome 1.1

Students will be expected to identify causes/ symptoms and prevention of food borne illness.

Suggestions for Assessment

Teachers can:

- observe students to determine if students are practicing safe food handling procedures when preparing food.
- use a rubric to assess student products (pamphlets, power points) for understanding of concepts related to safe food handling practices and food borne illness.

Students can:

- demonstrate safe food handling procedures when preparing food
- share their understanding of food borne illness with their peers

Suggestions for Learning and Teaching

Teachers can:

Provide students with a variety of opportunities to explore food safety issues: the causes of food borne illnesses, prevention practices and impact of food safety on society.

Students can:

- review food safety case studies (video or written) to examine/discuss the causes of food borne illness.

- create a pamphlet promoting safe food handling using information gained from case study class discussion
- explore industrial sanitation and storage practices including safe food practices used in a school cafeteria, hospital or local business which uses walk in freezer/refrigerator and industrial dishwashers. If a tour is not possible listen to a guest speaker (health inspector, cafeteria manager, restaurant operator) on the topic of hygiene practices in mass food production.
- interview a chef about safe food storage and handling in the commercial setting.
- learn about proper knife use and care. Students practice knife use by cutting up vegetables for freezing.
- use video on food safety to examine safe food handling practices. Students can illustrate safe practices in their choice of media to post in the foods lab.
- conduct research on types of food borne illness to be shared with other class members. Each student may become the ‘resident expert’ on one type of food poisoning.
- write a (fictitious) news report on a case of food poisoning. Use the 5W(who, what, when, where and why) approach to your writing.
- make a power point or a video on a type of food poisoning showing the symptoms, common foods affected, how to avoid contamination, when effects would start. These are shared with the class.
- research commercial methods of preventing food borne illness: dehydrating foods, irradiated foods, pasteurization, vacuum packs
- write a rap/lyrics to a popular song using information relating to food safety and handling. These can be typed and mounted for a display in the classroom.
- conduct research to investigate the impact of food poisoning (economic /other) on the individual and society.
- prepare power point presentation of food safety / safe food handling techniques for a community group.

Resources

FoodSafe Level I 4th Edition, Instructor Kit (2000744)

FoodSafe Level I, 4th Edition, Student Workbook (2000743)

Food for Today, First Canadian Edition, Student Resource (24117), Teacher Resource (24118)

Chapter 6: Kitchen Know How

Food for Life, 2nd Edition, Teacher (22180) and Student (21855) Resource

Chapter 9: Food Safety

Professional Cooking for Canadian Chefs, 7th edition (25588)

Chapter 2: Sanitation and Safety

Nutrition Concepts and Controversies, 12th Edition (25585)

Chapter 12:-Food Safety and Food Technology

Web Links

Using search engine try key search words such as:

Nova Scotia Department of Agriculture

Nova Scotia Department of Health Brochures

Canadian Partnership for Consumer and Food Safety Education

Canadian Food Inspection Agency

Partnership for Food Safety Education

Audiovisual:

Video- *The Great Food Fight* (13 min)

(Institute of Food Technologists- contact 1-800-366-3438)

Publications:

Current newspaper/magazine articles on food safety

Nova Scotia Department of Health Brochures

Nova Scotia Department of Agriculture

Visuals:

Canadian Posters of Food Safety / Hygiene

Poster of the temperature “Danger Zone” for food safety/ bacteria growth

Specific Curriculum Outcome 1.2

Students will be expected to identify kitchen procedures reflective of maintaining a safe workplace.

Suggestions for Assessment

Teachers can:

- use a rubric to assess mini posters.
- assess safety procedures demonstrated by students while preparing foods in Foods Lab. Lab evaluations should be conducted as both self and teacher assessments.
- use rubrics and observation checklists to assess student presentations and products

Students can:

- practice safety procedures in the foods lab
- complete Foods Lab self evaluations that include safety outcomes.
- reflect on presentations by employers both in school and in the workplace if possible.
- share projects and checklists with the class

Suggestions for Learning and Teaching

Teachers can:

- demonstrate safe knife use and care.
- introduce each lab experience with safety reminders relevant to the preparation methods being used

Students can:

- brainstorm safety practices to be used when working in a kitchen/lab. Include equipment use & care. Make a poster or power point presentation identifying safe practices in the kitchen /lab.
- analyze kitchen plans for safety.
- create mini posters for lab reminding their peers of safe practices: wiping up spills, washing knives, preventing burns.
- take a basic First Aid course. Certificates should be included in their Life Work Portfolio.
- interview an employer about how they encourage safe workplaces.

- create a safety checklist for an accident free kitchen. This could be used for each foods lab as a self assessment tool. Topics to include are preventing cuts, falls, burns, fires and poisoning, and using electricity wisely.
- write a one minute TV commercial to promote safety. The commercial should feature one aspect of kitchen safety in the commercial. Students should suggest what visuals should be shown on camera and create a brief script. If a video camera is available, tape and broadcast the commercial.
- research some basic first-aid principles including how to deal with burns and scalds, bleeding, poisoning, eye injuries, and choking. Students will role play what to do for cuts, burns, choking, falls, etc. that may occur in the kitchen.

Resources

FoodSafe Level I 4th Edition, Instructor Kit (2000744)

FoodSafe Level I, 4th Edition, Student Workbook (2000743)

Food for Today, First Canadian Edition, Student Resource (24117), Teacher Resource (24118)

Chapter 6: Kitchen Know How

Chapter 7: At Home in the Kitchen

Food for Life, 2nd Edition Teacher (22180) and Student Resource (21855)

Chapter 9 : Food Safety

Chapter 10: Kitchen Safety

Chapter 11: Kitchen Appliances, Equipment and Tools

Professional Cooking for Canadian Chefs, 7th edition (25588)

Chapter 2: Sanitation and Safety

Chapter 7: Mise En Place

Nutrition Concepts and Controversies, 12th Edition (25585)

Chapter 12: Food Safety and Food Technology

Web Links

Using search engine try key search words such as:

Kitchen Safety

First Aid in the Kitchen

Canadian Partnership for Consumer and Food Safety Education

Partnership for Food Safety Education

Websites/posters/brochures on safe workplaces – Workers Compensation Board

Kraft Foods (Knife demo video)

Canadian Living : Food Safety

Reluctant Gourmet

Audiovisual:

Video- *The Great Food Fight* (13 min)

(Institute of Food Technologists- contact 1-800-366-3438)

Publications:

Current newspaper/magazine articles on food safety

Nova Scotia Department of Health Brochures

Visuals:

Canadian Posters of Food Safety / Hygiene

Poster of the temperature “Danger Zone” for food safety/ bacteria growth

Specific Curriculum Outcome 1.3

Students will be expected to demonstrate safe food handling in the selection, storage, preparation and serving of foods.

Suggestions for Assessment

Teachers can:

- use observation charts for assessing lab practices.
- observe student participation in guest speaker presentations.
- observe, review and report on student’s progress at meeting their personal food handling goals.
- include assessment of safe food handling procedures in each lab throughout the term. Lab evaluations should be completed by both teachers and students.
- use rubrics and observation checklists to assess student presentations and products

Students can:

- create a contract to improve/ maintain safe food handling practices
- demonstrate safe food handling in all food preparation activities in the lab
- reflect on their safe food handling skills after each lab

Suggestions for Learning & Teaching

Teacher can:

- demonstrate effective hand washing.
- organize Food Handlers Training for their students either at the volunteer or certification levels.
- review what is known as the Danger Zone. School lunches are often left in the danger zone for hours.
- explain the importance of proper food storage to prevent food poisoning. Outline food storage principles and the different ways that food can be stored (e.g., dried, frozen, refrigerated, closed containers, etc.).

Students can:

- conduct experiments to observe the reactions/ results of various food storage techniques. Students create a chart to record their observations.
- reflect and analyze their hygiene habits as they prepare food at home and in the food laboratory. Students are to identify practices that they plan to implement while working in the kitchen. He/she may actually prepare a contract or set a food handling practices goal. Students will reflect on their progress at meeting their goal throughout the term.
- promote public safety by creating public service announcements that could be broadcast on the radio. Safety recommendations could be for people planning summer picnics, packing a school lunch, special family meals, community suppers.
- write a response to the following case study: Jeremy was babysitting for his neighbors. As he began preparing lunch for the children he noticed that the refrigerator had stopped

working. It had been working when he arrived at the house an hour earlier. What should Jeremy do?

- make a list of ways to store foods properly to ensure the foods do not lose quality, nutrients or become unsafe to eat.
- discuss the importance of the following factors in any food preparation area: sanitation, storage, proper cooking, thawing foods, contamination (spreading germs and cross-contamination), and personal hygiene. Students will complete a research project on one aspect of food sanitation and safety.
- create a brochure for consumers identifying how to properly store foods in the home. The brochure should be titled: "When in doubt, throw it out!"
- research the role of health inspectors. Students will make a list of items to look for if they were a local health inspector. Invite a local food inspector in to discuss his job and responsibilities.
- make a poster on "Prevention of Food Poisoning" showing some of the ways to promote sanitation in the kitchen. Make a fridge poster for food safety.

Lab Activities:

Students will preserve foods using various types of technology.

Examples-pickles, jam/jelly, blanching and freezing, dehydrating- spices, fruit and fruit leathers, trail mix, salsa.

Resources

FoodSafe Level I 4th Edition, Instructor Kit (2000744)

FoodSafe Level I, 4th Edition, Student Workbook (2000743)

Food for Today, First Canadian Edition, Student Resource (24117), *Teacher Resource* (24118)

Chapter 6: Kitchen Know How

Chapter 7: At Home in the Kitchen

Food for Life, 2nd Edition Teacher (22180) *and Student Resource* (21855)

Chapter 9 : Food Safety

Professional Cooking for Canadian Chefs, 7th edition (25588)

Chapter 2: Sanitation and Safety

Chapter 7: Mise En Place

Nutrition Concepts and Controversies, 12th Edition (25585)

Chapter 12: Food Safety and Food Technology

Unit Outcome 2: Food Preparation Technology (approximately 20-25 hours)

Students will be expected to demonstrate skills in basic food preparation using a variety of tools and technology.

Specific Curriculum Outcome 2.1

Students will be expected to practice cooking techniques used with a variety of foods.

Suggestions for Assessment

Teachers can:

- assess food preparation experiences with a focus on skill development and teamwork

- use a rubric to assess mini posters.

Students can:

- use a rubric to self assess food preparation skills
- demonstrate food preparation skills to a small group

Suggestions for Learning and Teaching

Teachers can:

- demonstrate food preparation procedures
- select recipes that highlight basic preparation of a variety of foods
- review terminology used in recipe, deciphering preparation and cooking terms. These terms could be illustrated and posted around the lab for easy reference.
- invite guest speakers to do food demonstrations related to their food commodity.

Example: NS Fruit Growers Association : apples

- perform special demonstrations techniques to be practiced by students: liquid and dry measuring, water displacement method of measuring; beating egg whites.

Students can:

- identify and define/demonstrate specific skills required in each recipe
- practice recording time required to prepare each recipe
- practice preparation of recipes for

Flour mixtures

Egg dishes

Vegetable cookery

Fruit

Dairy

Legumes

Chicken

Beef

Pork

- prepare food for freezing to be used at a later date. (Stewing tomatoes for use in spaghetti sauce.)
- be encouraged to seek out their own recipes (in books provided or on the internet) that focus on skill development and practice.
- document the skills, resources and time required to prepare the food in their chosen recipes

Resources

Food for Today, First Canadian Edition, Student Resource (24117), Teacher Resource (24118)

Chapter 7: At Home in the Kitchen

Chapter 8: A Cook's Book

Food for Life, 2nd Edition Teacher (22180) and Student Resource (21855)

Chapter 12: Kitchen Literacy and Numeracy

Specific Curriculum Outcome 2.2

Students will be expected to assess the use and economy of various appliances, tools and convenience foods in food preparation.

Suggestions for Assessment

Teachers can:

- collect and review comparison charts for detail.
- create Rubrics with students for comparing cost and features of various appliance/tools
- review student lab experience assessment forms

Students can:

- compare and contrast food products made from scratch versus prepared mixes
- assess appliances/kitchen tools for cost & efficiency using a rubric
- complete lab experience assessments including answering a reflective question

Suggestions for Learning and Teaching

Students can:

- prepare foods from scratch and compare to the “equivalent convenience” food. Examples: Instant rice vs. long grain rice, puddings, pasta dishes. They will need to create a comparison chart to track : time, cost, appearance, flavour
- use different tools to complete the same kitchen task: using a whisk, a blender, a hand blender and a food processor. Compare product, time to complete task, clean up time and cost. Share results with the class.
- Which appliances would they want in their basic kitchen? Which appliances/tools would they add once resources came available?

Resources

Food for Today, First Canadian Edition, Student Resource (24117), Teacher Resource (24118)

Chapter 7: At Home in the Kitchen

Food for Life, 2nd Edition Teacher (22180) and Student Resource (21855)

Chapter 11: Kitchen Appliances, Equipment and Tools

Specific Curriculum Outcome 2.3

Students will be expected to apply basic knowledge of ingredients and cooking methods to maximize nutrient enhancement and retention.

Suggestions for Assessment

Teacher can:

- use rubric to assess student products.
- assess recipe modifications.

Students can:

- rewrite a recipe using healthy substitutions.
- research and create infomercials on nutrient retention.
- analyze recipes for healthy ingredients

Suggestions for Learning and Teaching

Teachers can:

- share information on nutrient loss/retention during food processing, preparation and cooking. Create a power point on nutrient retention.
- discuss the importance maintaining optimal health by eating in moderation some less nutritious foods.
- invite a nutritionist or dietitian to talk to the class .about nutrient retention during cooking

Students can:

- brainstorm a list of possible recipe enhancements.
- review several recipes, making suggestions for nutrient enhancement: baking instead of frying, substituting whole wheat flour in some recipes, adding fibre to muffins with fruit and whole grains, adding nuts to salads.
- practice altering recipes :halving, doubling, metric conversions.
- participate in a taste-testing panel for a variety of healthier alternatives: white pasta vs. whole-wheat pasta, lower fat muffins, etc.

Resources

Simply Great Food (25589) Recommendations for healthy choices accompany each recipe.

Let's Eat!

Easy Food Solutions

Food for Today, First Canadian Edition, Student Resource (24117), *Teacher Resource* (24118)

Chapter 7: Basic Cooking Techniques

Food for Life, 2nd Edition Teacher (22180) and *Student Resource* (21855)

Chapter 8: A Cook's Book

Chapter 20: Reducing Fat in Your Diet

Web Links

Using search engine try key search words such as:

Dietitians Of Canada

Canada's Food Guide for Healthy Eating

Nutrient retention during cooking

Unit Outcome 3: Basic Menu Planning (approximately 5-7 hours)

Students will be expected to demonstrate an understanding of the components of meal planning.

Specific Curriculum Outcome 3.1

Students will be expected to apply *Canada's Food Guide to Healthy Eating* when meal planning.

Suggestions for Assessment

Students can:

- reflect on food prepared from a recipe that was adapted to reflect healthy choices
- create a model of serving sizes of common foods

Teachers can:

- complete rubrics and checklists developed for food Lab experiences – food preparation and teamwork
- Assess student meal plans, serving size models for accuracy and content using rubric.

Suggestions for Learning and Teaching

Teachers can:

- Review *Canada's Food Guide for Healthy Eating* with students. Include a discussion of serving sizes.
- provide students with samples of menus to analyze in preparation for preparing their own.

Students can :

- review recipes for nutrient content.
- review a variety of menus and determine what improvements will need to be made for the meals to be nutritious and appealing. Note: special considerations for diabetes, heart disease are not addressed at this time but could be an extension activity. (See “Food for Healthy Living 10” curriculum.)
- plan a week of meals reflective of basic nutrient components.
- create a self evaluation /checklist for nutritious, appetizing meal.
- actually measure foods and place on a plate to visualize portions for food service.

Resources

Simply Great Food (25589) Recommendations for healthy choices accompany each recipe.

Let's Eat!

Easy Food Solutions

Food for Today, First Canadian Edition, Student Resource (24117), *Teacher Resource* (24118)

Chapter 9: Meal Planning and Management

Chapter 12: Nutritious Meals

Chapter 13: Personal Eating Habits

Food for Life, 2nd Edition Teacher (22180) and *Student Resource* (21855)

Chapter 14: Meal Planning and Preparation

Specific Curriculum Outcome 3.2

Students will be expected to apply basic math calculations when planning and budgeting for labs.

Suggestions for Assessment

Teachers can:

- assess the students' menu cost plans
- use lab experience rubric to assess relevant skills
- Collect and assess budget worksheets

Students can:

- prepare a cost analysis or cost per serving of each food preparation activity
- plan a menu following a budget

Suggestions for Learning and Teaching

Students can:

- use flyers from grocery stores to plan a week's menu that is nutritious and on a budget
- calculate number of servings from market/package sizes. Then calculate cost per serving.

- “cost” all recipes prepared in the lab. Where appropriate compare cost per serving of convenience versus to prepared foods.
- create a simple menu for a “diner” . Cost out the various items on the menu and assign prices accordingly, understanding that they are not expected to calculate costs for staff , equipment, utilities, other related restaurant costs.

Resources

Food for Today, First Canadian Edition, Student Resource (24117), Teacher Resource (24118)

Chapter 9: Meal Planning and Management

Food for Life, 2nd Edition Teacher (22180) and Student Resource (21855)

Chapter 12: Kitchen Literacy and Numeracy

Chapter 14: Meal Planning and r

Specific Curriculum Outcome 3.3

Students will be expected to organize, plan and create a budget for a food service event.

Suggestions for Assessment

Students can:

- create menus, budgets and work schedules for planned meal

Teachers can:

- co-create a rubric for assessing the food service events.
- provide feedback on practice labs related to menu planning and meal service

This would be a final summative assessment. Students would self and group assess in addition to the teachers assessment. Students could participate in developing the rubric for their group and a checklist of tasks.

The following topics should be included:

Meal plan

Budget

Market order

Service

Table setting

Clean up

Skills demonstrated

Team work.

Suggestions for Learning and Teaching

Teachers can:

- Discuss the importance of variety in meal planning considering the following components: colour, flavour, texture, shape, preparation method
- provide a model of how to plan work schedules
- work with students to create individual as well as group assessment tools

Students can:

- practice:

developing schedules, etc for an assigned menu
serving meals

- select recipes for a 3 course meal for no more than 4 people
- identify all skills related to meal planning and budgeting for their menu
- prepare a list of tools and equipment needed to prepare the meal
- plan a work schedule dividing up tasks among the team
- prepare a time line for tasks to be completed
- sell “tickets” by “marketing” their meal to prospective clients (Staff, peers, family).

Resources

Food for Today, First Canadian Edition, Student Resource (24117), Teacher Resource (24118)

Chapter 8: A Cook’s Book

Chapter 9: Meal Planning and Management

Chapter 10: Shopping Smart

Food for Life, 2nd Edition Teacher (22180) and Student Resource (21855)

Chapter 12: Nutritious Meals

Chapter 14: Meal Planning and Preparation

Unit Outcome 4: Introduction to Food Service and Preparation (approximately 15-20 hours)

Students will be expected to demonstrate skill in providing quality client service and product presentation.

Specific Curriculum Outcome 4.1

Students will be expected to demonstrate an understanding of creating a welcoming environment for food service.

Suggestions for Assessment

Student can:

- reflect on service experienced in various situations
- report on the décor, layout and atmosphere in a restaurant.
- demonstrate service skills in lab situation

Teachers can:

- provide feedback to students Journal of Dining Reflections
- Lab Evaluation: students may choose to have the teacher or a peer assess the service provided during one of their meals

Suggestions for Learning and Teaching

Students can:

- create a Journal of Dining Reflections: to include serving a meal to friend or family, creating a special dining experience at home, observations in a local restaurant and / food service on TV
- practice serving meals to their family or a friend

- tour of a variety of local food service facilities in their community. OR
- choose to report on a food service facility they have visited or one seen on television.
- as a class, actually tour a dining room and discuss how environment can affect one's "dining" experience

If a bus tour is not affordable/accessible the class may reflect on a virtual tour or discuss a dining room from a program they have seen

- discuss how etiquette contributes to a positive dining experience.
- discuss the importance of table manners and which are appropriate for the following: a family setting, a business setting, a meal with friends, and a meal in the foods lab. Students will role play dining etiquette for one of the situations.
- design some cartoons of Do's and Don'ts of table manners.
- In small groups, write and perform a 5-minute skit demonstrating at least three dining etiquette errors and offer suggestions on how to correct them.

Teachers can:

- arrange for a guest speaker (restaurant employee) to talk how the environment affects their clients dining experience.
- lead a discussion on how to make family meals positive dining experiences
- encourage students to create "atmosphere" when serving meals in their "Lab Restaurant".
- lead a discussion on how can staff impact on the dining experience being positive and welcoming
- have students role play a variety of interactions between a client and wait staff.
- bring in samples of restaurant reviews for students to read. Discuss the comments and how many mention atmosphere and service in the review.
- discuss the importance of etiquette in restaurants. If possible invite in an "etiquette coach" to talk about the value of etiquette in the business world. Have students create a book of etiquette for today's dining experience.

Resources

Food for Today, First Canadian Edition, Student Resource (24117), Teacher Resource (24118)
Chapter 9: Meal Planning and Management

Food for Life, 2nd Edition Teacher (22180) and Student Resource (21855)
Chapter 2: Influences in Food Patterns and Customs

Web Links

Using search engine try key search words such as:

Restaurant tour

Etiquette

Dining Out

Specific Curriculum Outcome 4.2

Students will be expected to develop proficiency at setting tables, taking orders and serving food in a basic restaurant setting.

Suggestions for Assessment

Teachers can:

- assess students' individual table settings .
- based on observations during labs , assess students' skill development in setting & serving tables.

Suggestions for Learning and Teaching

Students can:

- research different styles of setting tables from around the world and practice various table settings in each lab.
- create simple table centrepieces for their “Lab Restaurants”
- plan a buffet service for one of their labs.
- practice in small groups both taking orders and serving food.
- volunteer as servers at community events.

Teachers can:

- Invite in a Restaurant server or Tourism student to demonstrate napkin folding. Or students could each learn a napkin fold to teach to a small group. (this could be done in a “Jig Saw Activity”. Encourage students to use folded napkins in their food service.
- Insist that students always set the table and sit down to eat the food they have prepared in their labs.
- Have students create a suggestion book of tips on how to remember client orders.

Resources

Food for Today, First Canadian Edition, Student Resource (24117), Teacher Resource (24118)

Chapter 9: Meal Planning and Management

Food for Life, 2nd Edition Teacher (22180) and Student Resource (21855)

Chapter 3: Food Traditions and Etiquette

Web Links

Using search engine try key search words such as:

Table setting

Meal Etiquette

Table Service

Specific Curriculum Outcome 4.3

Students will be expected to demonstrate their ability to prepare and serve food that is appetizing.

Suggestions Assessment

Students can:

- self assess foods served for appeal

Teachers can:

- provide feedback for students on food presentation
- have students assess the appearance of foods prepared. On the Lab Evaluation form students could comment on how they could improve the eye appeal of the food prepared.

Suggestions for Learning and Teaching

Teachers can:

- invite a cook or culinary student to do a demonstration on basic plating.
- demonstrate how to create simple garnishes
- have students look through magazines at photos of foods or at images on the web of food served in restaurants, photographed for recipe books or food advertisements . How have they been presented to capture the diner's interest?

Students can:

- could share experiences of food that was served that did not look appetizing. Discuss importance of making food appealing: improve seniors appetite, sell more product, encourage children to try new foods.
- develop skills at food presentation techniques to add variety and interest to meals.
- create a class “e” zine using digital photos of foods prepared in class.
- Food lab: Prepare vegetable tray for their peers to encourage them to eat new foods. Each kitchen group could prepare a different food for service.
- volunteer to help with preparing food for “Meals on Wheels” program or for a community supper (under the supervision of someone who has their Food Hygiene Certification)
- prepare a common food such as potatoes in a different way and then take them to the staff room/office/resource classroom for reaction. If successful the product could become a regular on the cafeteria menu!

Resources

Food for Today, First Canadian Edition, Student Resource (24117), Teacher Resource (24118)
Chapter 9

Magazines

Recipe Books

Unit Outcome 5: Life-Work Benefits (approximately 2 hours)

Students will be expected to explore the career and employment opportunities related to food preparation and presentation.

Specific Curriculum Outcome 5.1

Students will be expected to identify various employment opportunities in the food industry and training required.

Suggestions for Assessment

Teachers can:

- assess job ads for accuracy.

Students can:

- create a job ad for a local restaurant
- reflect on presentations by employers both in school and in the workplace

Suggestions for Learning and Teaching

Teacher can:

- Bring in 10 items that are related to careers in the food industry: a bill for a meal, a bottle of BBQ sauce, a menu from a hospital, a magazine with recipes in it, a food advertisement, an apple basket. Ask students what occupations are related to these items. (food photographer, waiter, product development, food scientist, test kitchen employee, a food critic, a cook, dietitian, a farmer, a nutritionist)
- discuss the concept of a service economy and the importance of food service as a component of the economy and tourism. Include in the discussion the transferable skills acquired in the food industry.
- Invite in a college instructor from the culinary program to talk about training and apprenticeship in the food industry. Students may choose to attend a “Test Drive” in a college program.

Students can:

- prepare a job ad identifying the training and skill sets required for each job identified .
- identify the skills which they are developing that they may include in their resume
- identify skills they need to develop in order to be successful in the food industry and how would they develop these skills
- view the *Great Food Revolution: The Battle to get on Your Plate* : identify as many jobs as possible related to the food industry

Resources

Food for Today, First Canadian Edition, Student Resource (24117), Teacher Resource (24118)

Chapter 5: Career Opportunities

Food for Life, 2nd Edition, Student Resource (21855) Teacher Resource (22180)

Career Profiles throughout the book

Course catalogues from a variety of institutions that offer training in food related careers: Nova Scotia Community College, Dalhousie University, Holland College, Acadia University, Mount St Vincent University, St Francis Xavier University.

Video:

The Great Food revolution (V2795) **Battle to get on your plate**

Web Links

Using search engine try key search words such as:

Career Options Website

Career Cruising

McGraw Hill Ryerson “Career Profiles”

Specific Curriculum Outcome 5.2

Students will describe the nature of the work involved in working in a food related job.

Suggestions for Assessment

Students can:

- create a brochure or advertisement for a food related job describing the nature of the work

Teachers can:

- assess the student products for content and accuracy using a rubric
- Review reports from employers on student's work experience/job shadow.

Mark resume for accuracy and inclusiveness of skill sets learned.

Assess student report on work experience/"Lab Restaurant" experience.

Provide feedback on Life Work portfolio.

Suggestions for Learning and Teaching

Teachers can:

- take pictures of students (with permission) working on food preparation. Encourage students to include the photo in their Life Work Portfolio along with reflection on what they have learned in class.

Students can:

- participate in a Job Shadowing or work experience and reflect on the experience
- plan, prepare and serve a meal to clients in the "Lab Kitchen Restaurant" . Meal evaluation will include a reflection on the work involved and whether it was something they would consider for employment
- include artifacts in their portfolios that exemplify their employability skills: menus, Food Handler's Certificate, WHMIS, etc.
- share their portfolio with their teacher, a peer from the class and one other adult.
- create a resume highlighting their skills acquired in this course.
- create a list of jobs portrayed in the CBC video series *The Great Food Revolution*

Resources

Food for Today, First Canadian Edition, Student Resource (24117), Teacher Resource (24118)

Chapter 5: Career Opportunities

Food for Life, 2nd Edition, Student Resource (21855) Teacher Resource (22180)

Career Profiles throughout the book

Video V2795: *The Great Food Revolution*

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