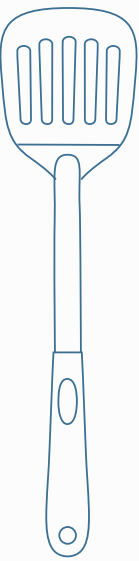
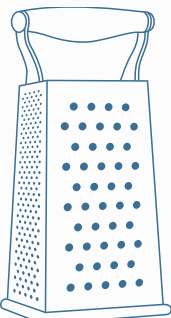


## STUDENTS WILL:

- 
- Act as Host
    - Greet guest in a professional and friendly manner
    - Escort guest to table
    - Present menu
    - Describe daily special
  - Act as Server
    - Prepare and carry a tray of drinks and deliver drinks to table
    - Take a meal order on the order pad - identify special dietary needs (i.e. allergies, etc.)
  - Clean up
    - Clear table, return: glasses (empty), menu, and tray to original place
    - Return menus and prepare for next guest

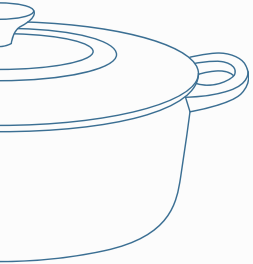
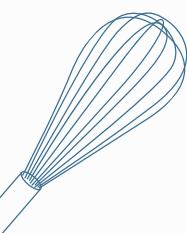
## 1 - PRIOR TO THE LAB:

- 
- Review each task and show how they should perform each task. Explain 10-10-10 rule for secrets of service
  - Give an overview of proper serving techniques

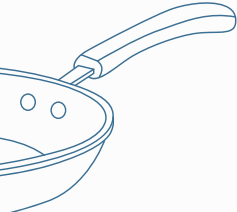
## 2 - PRACTICE SKILLS PRIOR TO ASSESSMENT:

- Allow students to practice skills while others are assessed

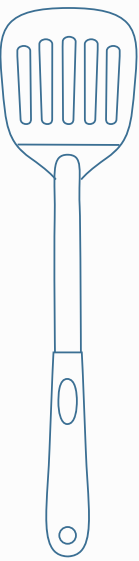
## 3 - DURING LAB PERFORMANCE:

- 
- 
- Present student with questions that have real life job applications:
    - What should you be sure to do when greeting? **Smile.**
    - What are some important things to know about the specials on a menu? **How it tastes, where the ingredients are grown, etc.**
  - Present student with real life job scenarios and ask for solutions
    - 1: Party of 5 have been waiting for over 30 minutes to be seated. Party of 2 walk in and seated immediately. Waiting guests are upset and want an explanation. What do you say?
    - 2: Server has table with 10 drinks. What is the best way to deliver them to the guests?

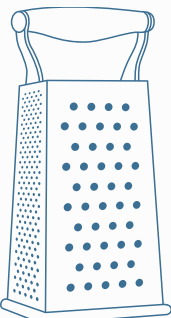
## 4 - ONCE ALL STUDENTS HAVE COMPLETED THE TASKS

- 
- Check off skills with completed tasks
  - Send student to the next station when available

## STUDENTS WILL:

- 
- Wash hands
  - Use masking tape to label item
  - Write name of food item
  - Write date the food was prepared
  - Use by date - 7 days from the date it was prepared
  - Initials of the person who prepared the food
  - Clean up
    - Return items to original location

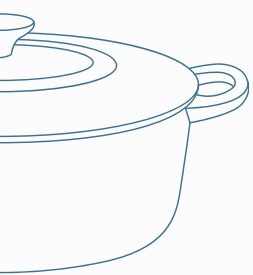
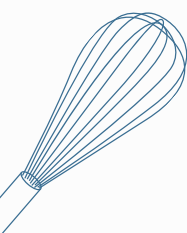
## 1 - PRIOR TO THE LAB:

- 
- Review each task and show how they should perform each task
  - Explain expiration of food items in storage

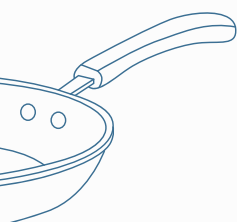
## 2 - PRACTICE SKILLS PRIOR TO ASSESSMENT:

- Identify items needed for your lab and collect them

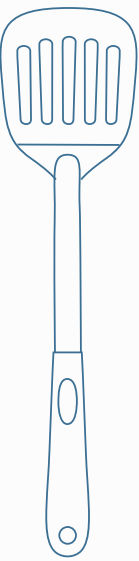
## 3 - DURING LAB PERFORMANCE

- 
- 
- Questions you could ask:
    - Why is expiration date important?
    - Why do we initial the label and date?
  - Scenarios
    - Your kitchen is short staffed and you forget to label the type of nuts chopped. Why could this be dangerous?
    - You open the cooler and there are numerous items approaching expiration and vendor is closed for the holidays. How can you avoid wasting items? Who do you tell?

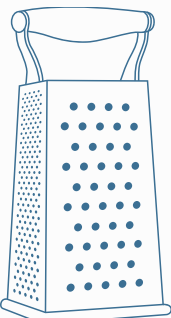
## 4 - ONCE ALL STUDENTS HAVE COMPLETED THE TASKS

- 
- Check off skills with completed tasks
  - Send student to the next station when available

## STUDENTS WILL:

- 
- Wash hands
  - Chop the onion
    - Demonstrate proper knife safety (Sharpen knife and wear gloves)
    - Choose items needed to chop an onion
    - Cut proper end of the onion
    - Peel onion (e.g. skin and 1st layer)
    - Slice onion
    - Dice onion
    - Store and label chopped onion properly
  - Clean up
    - Clear all trash, wipe all surfaces, wash all dishes
    - Return all items to original location

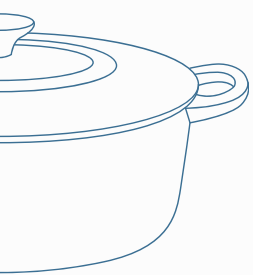
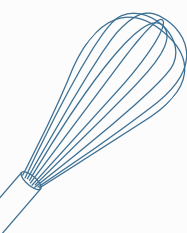
## 1 - PRIOR TO THE LAB

- 
- Review each task and show how they should perform each task
  - Discuss importance of good hygiene and proper techniques in slicing vegetables

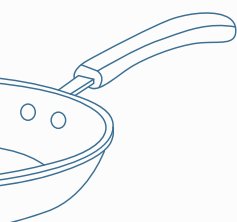
## 2 - PRACTICE SKILLS PRIOR TO ASSESSMENT:

- Sharpen knives and wear gloves

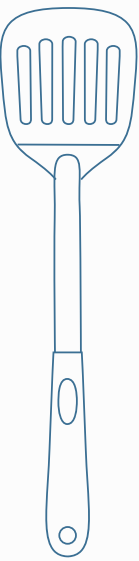
## 3 - DURING LAB PERFORMANCE:

- 
- 
- Questions you could ask:
    - Why should you leave the root intact? **to hold the layers of the onion together while cutting**
    - Why does the knife need to be sharpened? ensure clean cuts, ensure safety, ensure effectiveness
    - Why should you cut the onion in half? **for safety, consistent cutting or chopping**
    - What should you do before and after handling food? **wash hands and sanitize area**
  - Scenarios
    - 1 - You forgot to put on your safety gloves and you cut yourself while slicing the onion. A small amount of blood gets on the onion, who do you tell and why?
    - 2 - Why do you cut down to the root on the onion?

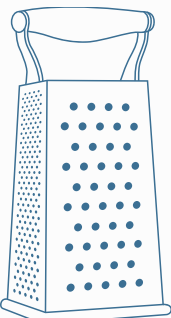
## 4 - ONCE ALL STUDENTS HAVE COMPLETED THE TASKS

- 
- Check off skills with completed tasks
  - Send student to the next station when available

## STUDENTS WILL:

- 
- Wash hands
  - Assess food quality
    - Inspect packaging
    - Note expiration date
    - Visually inspect items for freshness, bruising, damage, thawing, or moisture
  - Make the vinaigrette
    - Selected items for vinaigrette
    - Prepared in proper order
    - Store and label vinaigrette
  - Wash a rack of dishes
  - Roll silverware
  - Clean up
    - Clear all items
    - Return all items to original location

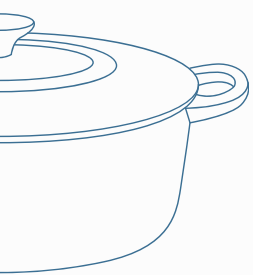
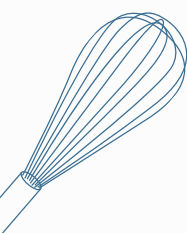
## 1 - PRIOR TO THE LAB

- 
- Review each task and show how they should perform each task
  - Explain the importance of food quality
  - Demonstrate how to wash a rack of dishes
  - Provide any personal experience with opening and end of day tasks

## 2 - PRACTICE SKILLS PRIOR TO ASSESSMENT:

- Identify foods and materials

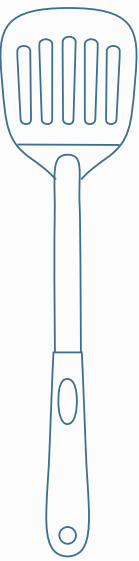
## 3 - DURING LAB PERFORMANCE

- 
- 
- Questions you could ask:
    - Why should you inspect each item in a delivery? **to be sure its fresh and can be cooked or served to guests**
    - How many days is an item's expiration date? **7**
    - Why is the dishwasher one of the most important roles in the restaurant? **Every piece of silverware or dish must be sanitized properly for health of guests and employees**
  - Scenarios:
  - 1: You are the last delivery of the day. Restaurant vendor is out of Romaine lettuce and has substituted spinach instead. What do you do
  - 2: You receive a delivery. You open frozen items last. They have thawed. How can your restaurant use these items? What could have been done to avoid this in the future?

## 4 - ONCE ALL STUDENTS HAVE COMPLETED THE TASKS

- 
- Check off skills with completed tasks
  - Send student to the next station when available

## STUDENTS WILL:

- 
- Wash hands
  - Gather ingredients:
  - Yellow cornmeal
  - Baking powder
  - Salt
  - Egg
  - Water
  - Oil

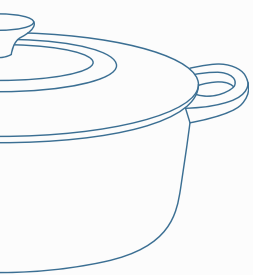
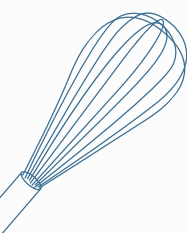
## 1 - PRIOR TO THE LAB

- 
- Explain each objective and show how they should perform each task

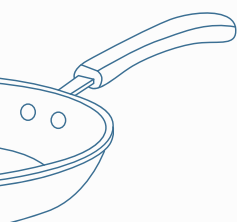
## 2 - PRACTICE SKILLS PRIOR TO ASSESSMENT:

- Become familiar with steps to make

## 3 - DURING LAB PERFORMANCE

- 
- 
- Questions you could ask:
    - Why is it important to get the measurements right?
    - Why do whisk the dry ingredients together?
    - What happens if you have the wrong measure for wet ingredients?
  - Scenarios:
    - 1: A customer wants to know how you make your Corn Fritters. What do you tell them?
    - 2: A customer says they are allergic to wheat - can they still be served the fritters?

## 4 - ONCE ALL STUDENTS HAVE COMPLETED THE TASKS

- 
- Check off sheets that they have completed the tasks
  - Send student to the next station when available