**TEXAS CTE LESSON PLAN**

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| **Lesson Identification and TEKS Addressed** | |
| **Cluster** | Hospitality and Tourism |
| **Course** | Culinary Arts |
| **Lesson/Unit Title** | Careers in Culinary Arts: Connecting Skills, Techniques, and Employment |
| **TEKS Student Expectations** | **130.254. (c) Knowledge and Skills**  (6) The student examines jobs available in the food service industry and accesses career opportunities.  (A) The student is expected to research the major job duties and qualifications for various positions in the food service industry to facilitate selection of career choices in culinary arts  (D) The student is expected to establish personal short- and long-term goals |
| **Basic Direct Teach Lesson** | |
| **Instructional Objectives** | **Students will:**   * Outline education opportunities available after high school graduation * Investigate employment opportunities in culinary arts * Assess salaries, duties, work environment, and job outlook for employment * Evaluate personal job skills, aptitude, and interests with a state recognized assessment program |
| **Rationale** | What career do you see in your future? What education do you need for this career? How much money will you make? What skills will you need? In this lesson, you will explore the answers to these questions as well as additional information regarding careers in culinary arts. Let’s get started! |
| **Duration of Lesson** | Five 45-minute class periods |
| **Word Wall** | **Abilities:** The quality of being able to do something, especially the physical, mental, financial, or legal power to accomplish something  **Apprenticeship:** One bound by legal agreement to work for another for a specific amount of time in return for instruction in a trade, art, or business  **I-9 form:** The Employment Eligibility Verification is a U.S. Citizenship and Immigration Services form. It is used by an employer to verify an employee’s identity and to establish that the worker is eligible to accept employment in the United States  **Job application:** Is an application for employment used by companies to hire employees  **Job Training:** Training involved both on-the-job experience and informal training with experienced workers  **Organization skills:** Strategies used to organize oneself  **Professional References:** Are references from individuals who can attest to your skills, qualifications, and abilities. Professional references can include managers, colleagues, clients, business contacts, and others who can recommend you for employment  **Program of Study (curriculum framework):** A sequence of instruction (based on recommended standards and knowledge and skills) consisting of coursework, co-curricular activities, work-site learning, service learning and other learning experiences. This sequence of instruction provides preparation for a career  **Related Experiences:** Previous work-related skill, knowledge, or experience is required for occupations  **Skills:** Refer to the talent and expertise a person possesses to perform a certain job or task  **Tasks:** A piece of work assigned or done as part of one’s duties  **Work activities:** Descriptions of activities associated with specific business requirements that end users perform to accomplish their jobs |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for multimedia presentation * Computers with Internet access (be sure to follow district guidelines for Internet access) * Light projector (Elmo) * Presenter/remote   **Materials:**   * Apron * Card stock * Chef hat * Chef jacket * Index cards * Kitchen utensils (wire Wisk, chef’s knife, spatula) * Play money * Slip resistant shoes * Step ladder * Copies of handouts   **PowerPoint:**   * Careers in Hospitality Services   **Technology:**   * Free iPad App   + Career Explorer – 4H Will help connect the dots between the choices you make every day and the opportunities you could have in the future.<https://itunes.apple.com/us/app/career-explorer-4-h/id457621702?mt=8>   + Career Test iPad Edition Find out the career that suits you best!<https://itunes.apple.com/us/app/career-test-ipad-edition/id416983414?mt=8> * Glogster® EDU Online multimedia poster<http://edu.glogster.com/>   **Graphic Organizer:**   * Education and Training in Hospitality Services * Job Advancement Opportunities in Hospitality Services * Job Advancement Opportunities in Hospitality Services (Key) * Work and Life Responsibilities * Work and Life Responsibilities (Key)   **Handouts:**   * Are You a Teen Worker? * Employment Application * Form I-9 * Form W-4 (2013) * Hospitality Services Careers O\*Net Flashcards * Recreation Worker (Excel and PDF) * Rubric for Career Poster Visual Display * Rubric for Electronic GlogsterEDU Career Poster |
| **Anticipatory Set** | **Before class begins:**  Note to teacher – Become familiar with:   * The Texas Work Prep Learning Management System (LMS) designed and hosted by the Texas Workforce Commission. The Job Hunter’s Guide Course – This course will allow the student to gain knowledge and skills to attain employment. The course is approximately an hour and a half long. Students will receive a certificate upon completion of this course. Certificate can be printed and added to their professional portfolio.<https://www.texasworkprep.com/texasworkprep.htm>   Print the Careers in Culinary Arts O\*Net Flashcards on card stock ready for use in the Independent Practice tab.  Gather as many materials (see Materials or Specialized Equipment Needed tab) as you have available and display them on a table in front of the room.  On index cards, write the following titles:   * Ladder of Success (title at top) * On the Job Training (1st step) * Certifications (2nd step) * Associate’s Degree (3rd step) * Bachelor’s Degree (4th step) * Graduate Degree (5th step)   Tape cards on the steps of the ladder from the bottom up with the title at the very top. Take a small amount of money on the lowest step representing On the Job Training. Place more money on the next step representing Certifications. Continue adding more money until the most money is at the top step, Graduate Degree.  As students enter the classroom, allow them to visualize the more education they acquire, the more money they can make.  When students are seated, have students brainstorm answers to the following questions. Assign a student scribe to record all answers on the board or chart tablet.   * Have you considered a career in culinary arts? * Which career would you choose? * How much money do you think executive chefs make in a year? * What are some advantages to careers in culinary arts? * What are some disadvantages to careers in culinary arts? * Would you like to own your own bakery/restaurant/food truck someday? |
| **Direct Instruction with Special Education Modifications/**  **Accommodations** | Introduce lesson objectives, terms, and definitions.  Introduce PowerPoint Careers in Culinary Arts: Connecting Skills, Techniques, and Employment. Allow time for questions and class discussion.  Distribute Programs of Study for Chef Head Cook, and Food Beverage Manager so that students may follow along during the slide presentation.  Distribute graphic organizer Setting Personal Goals and allow student to list short and long terms goals.  Distribute graphic organizer Education and Training in Culinary Arts and allow the students to outline their plans for continued preparation towards their careers.  Stress the need for continued training opportunities throughout one’s career.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * peer assistance with notetaking * providing printed PowerPoint notes * extra time to take notes |
| **Guided Practice with Special Education Modifications/Accommodations** | Introduce the *Texas Work Prep Learning Management System.* Direct students to the Texas Job Hunter’s Guide Course. <https://www.texasworkprep.com/texasworkprep.htm>  Inform students that this is an interactive free assessment for that will allow them to identify their job values, interests, aptitudes, and skills assessments as well as assist them in preparing a résumé© and teaching them interview skill tips. Students must complete all six sections and successfully pass a short quiz to receive their printable certificate. Stress the importance of having this type of documentation in their professional portfolio.  Distribute copies of the W-4 and I-9 employment forms to students as they complete their assessment. Inform students of the importance of these two forms before they begin to work. Instruct them in filling in the information.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allow extra time needed to complete handwritten sample job application * assisting student in gathering information * provide praise and encouragement * grade according to work done |
| **Independent Practice/Laboratory Experience with Special Education Modifications/**  **Accommodations** | Divide students into teams of two. Introduce the scenario:  You and your coworkers have been selected to investigate careers in culinary. Work together as a team to research information needed to share with the class.  Place Careers in Culinary Arts O\*Net Flashcards in a basket and ask one member from each group to select a card with a career they will research and present to the class.  Distribute the Rubric for Career Poster Visual Display and Rubric for Electronic Glogster® EDU Career Poster so students understand what is expected.  Introduce and guide students through the website components of the \*O\*Net Online America Job Center Network.<http://www.onetonline.org/>  Students will locate the selected career and gather information for the multimedia presentation. The following information should be included:   * Technology * Knowledge * Skills * Abilities * Work Tasks * Tools and Activities * Job Zone * Education * Interest Code * Work Styles * Work Values * Wages and Employment Trends   Students may include a short video on their selected career in the presentation from the Career One Stop website if available.  *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 * allowing extended time for typing resume * extending possible tutoring time before and after school * allowing time at home if a computer is available |
| **Lesson Closure** | Review lesson plan objectives, terms, and definitions.  Question and answer:   * What are some of the rewards of a career in culinary arts? * What are some demands? * What are the steps to become an executive chef? * What is the salary of an executive chef? |
| **Summative/End of Lesson Assessment with Special Education Modifications/**  **Accommodations** | Teams will present their visual displays to share with their classmates. Allow time for student questions and class discussion after each presentation.  Student projects/presentations will be assessed with appropriate rubric.  Students will also present their certificates from the *Texas Work Prep Learning Management System.*Texas Job Hunter’s Guide Course and should be saved in their career portfolio.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allowing assistance in typing final resume * allow extra time for turning in resume |
| **References/Resources** | **Images:**   * Hollenstein Career and Technology Center Eagle Mountain – Saginaw ISD Fort Worth, TX * Microsoft Office Clip Art: Used with permission from Microsoft.   **Textbook:**   * Reynolds, J. (2010). *Hospitality services food & lodging.* (Second ed.). Tinley Park, Illinois: Glenco, McGraw-Hill.   **Websites:**   * O\*NET OnLine  Detailed descriptions of the world of work for use by job seekers, workforce development and HR professionals, students, researchers, and more! <http://www.onetonline.org/> Browse by Career Cluster – Hospitality and Tourism <http://www.onetonline.org/find/career?c=9&g=Go> * Texas Work Prep Learning Management System. \_ Texas Job Hunter’s Guide Course. <https://www.texasworkprep.com/texasworkprep.htm> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Draw visual representations of terms on word wall * <http://www.learnerdictionary.com> for pronunciation and meaning of terms |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Distribute a copy of the National Institute for Occupational Safety and Health (NIOSH) Are You a Teen Worker? to students to read about safety in the workplace.  The Word Attack Strategy will be utilized. Advise students prior to reading the article, to skim the article and circle / underline words that are unfamiliar to them. For example, any restaurant acronyms or lingo used in the food industry. The students will be encouraged to use <http://www.dictionary.com> and to check the word wall to help with decoding. This procedure will help with understanding of them meaning and pronunciation of the words. |
| **Quotes** | Choose a job you love and you will never have to work a day in your life. **- Confucius**  I am proud to be a Southerner. I think Southern hospitality is very… I don’t think it’s just a term. I think it really exists. You can come to Savannah, and the people are so sweet and so nice. **- Paula Deen**  The World is a book, and those who do not travel read only a page. **- Saint Augustine**  I’ve been traveling the world and experiencing different places, and you always discover new things. **- Jason Derulo**  On behalf of my native Japan, I am grateful to the culinary community and hospitality industry for working together to raise much-needed funds to aid the tsunami and earthquake victims. **- Masaharu Morimoto** |
| **Writing Strategies** | **Journal Entries:**   * I would like to get a culinary arts job in . . . * The type of food business I would like to own is. . . * I am interested in \_\_\_\_\_\_\_\_\_\_\_ Program of Study because …. * I would/would not like a career traveling on a cruise ship because …. * I would like a culinary career in a \_\_\_\_\_\_\_\_\_\_\_ (city) because …   **Writing Strategy:**  RAFT writing strategy   * Role: Customer * Audience: Executive Chef * Format: Online review of food service * Topic: Ratings for quality of food |
| **Communication 90 Second Speech Topics** | * List three advantages and disadvantages to a culinary career in Las Vegas. * Three perks of working in a franchise restaurant are…. * List the Kitchen Brigade system |
| **Other Essential Lesson Components** | |
| **Enrichment activity** | Students can create a bulletin board listing career opportunities and salary information in culinary arts for their classmates to view. |
| **Family/Community Connection** | **Guest Speakers:**  Make contact and arrange for a guest speaker to discuss what characteristics they look for in a potential employee.   * Caterer * Chef * Culinary instructor * Restaurant manager |
| **CTSO connection** | Family Career and Community Leaders of America (FCCLA) <http://texasfccla.org>  **STAR Events:**   * Career Investigation An individual event – that recognizes participants for their ability to perform self-assessments, research and explore a career, set career goals, create a plan for achieving goals, and describe the relationship of Family and Consumer Sciences coursework to the selected career. * Job Interview An individual event – recognizes participants who use Family and Consumer Sciences and / or related occupations skills to develop a portfolio, participate in an interview, and communicate a personal understanding of job requirements.   **Skills USA**<http://www.skillsusatx.org/>  **Championship Contest:**   * Employment Application Process – Test the contestant’s readiness in applying for employment and their understanding of the process. The contest is available to students who are classified under the provision of Public Law 105-17, Individuals with Disabilities Education Act, 1997. The competition includes completing an application and interviewing with the judges. Their resume and portfolio are used during their interviews. |
| **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.servicelearning.org>  Possible ideas:   * Collect food for the local food bank * Plant a garden of fruits and vegetables to cook for the homeless |

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)