



Culinary Arts Lab Management

Beth Beattie, Montgomery County R-2 High School

#1: Make it **easy** ON YOURSELF & YOUR STUDENTS.



1. Organize drawers/cabinets
2. Take a picture
3. Give each drawer/cabinet a letter (or number)
4. Laminate picture & letters
5. Post on cabinet



2: **EXPLAIN** your expectations.

MCHS Family & Consumer Sciences Foods Lab Safety & Sanitation Procedures Contract

The following are the rules and procedures for working in the FACS department kitchens.

- 1) Hands need to be washed in hot, soapy water for at least 20-30 seconds before preparing any food in the kitchen.
- 2) Hands need to be washed at any and all points during the cooking experience after touching my hair, face, or nose, or after handling ingredients that potentially contain foodborne pathogens (example: chicken, eggs, meat or other protein ingredients).
- 3) Hands are always dried with paper towels, not on my apron or kitchen towel.
- 4) Dishes will always be washed using hot, soapy water, and a bleach dip rinse when specified by the instructor.
- 5) All counters will be sanitized with a bacteria/virus cleaning solution of chlorine bleach with a paper towel AFTER they have been washed with a soapy washcloth.
- 6) Groups will NOT be dismissed from cooking kitchen labs until all dishes and countertops are thoroughly and appropriately cleaned.
- 7) Long hair must be tied back and bracelets and rings must be removed. Mrs. Beattie is NOT responsible for keeping them.
- 8) I will wear an apron when I am in the kitchen. If I have to leave the food lab, I will take off my apron and place it on my kitchen counter or table. I must wash my hands when I return and then put my apron back on.
- 9) All planning for the food lab experience will occur before the lab including copying the recipe if needed before the day of the lab. If I am absent for the lab planning, I realize this could mean I am not prepared and able to cook in the lab.
- 10) All participants in the foods lab will experience all duties including cooking, mixing, cleaning, food preparation, and other duties as specified by the instructor.
- 11) My bottom is not to be sat upon counters, as countertops need to be free of bacteria and viruses (do NOT sit on the counters).
- 12) Baggy sweatshirts and coats should be left on the classroom side of the room and are not allowed in the kitchen. No clothing is allowed below the elbow.
- 13) Students must stay in their own kitchen areas unless gathering ingredients.
- 14) Wipe up all spills at once.

2: **EXPLAIN** your expectations.

- 16) For peeling vegetables such as carrots or potatoes, use a peeler instead of a knife.
- 17) If a knife or other sharp object starts to fall, get out of the way. Do not try to catch it in mid-air.
- 18) Wash, dry and store knives separately from other dishes and utensils.
- 19) Keep your fingers away from beaters and blades in appliances.
- 20) I will not eat raw batters or dough. Doing so puts you at risk of getting a foodborne illness, such as salmonella.
- 21) Use knives and other tools only for their intended purpose.
- 22) Keep pan handles turned inward on the range.
- 23) Check to be sure all appliances are turned off when you are finished with them.
- 24) Use a spoon or tongs, not your fingers, to remove food from pots and pans.
- 25) Keep electrical cords away from water and hot objects.
- 26) Unplug portable appliances after using them.
- 27) Unplug portable appliances before cleaning them.
- 28) Before using an electrical appliance, make sure your hands are dry and that you are standing on a dry surface.
- 29) Wash dishes, pans and utensils as you use them, allowing them to dry on the drain board when possible.
- 30) When tasting foods, use a spoon other than the one used for stirring. Use a clean spoon for each person tasting and for each time food is tasted.
- 31) When possible use a kitchen tool, not your hands to complete tasks.
- 32) Put all clean and dried appliances, utensils and equipment in their proper places.
- 33) Cutting boards and hot pads must be used to insure safety.
- 34) Observe all common-sense safety precautions.
- 35) I will only use amounts listed on the recipes are to be used. I don't expect milk and other supplies to be consumed at will. These are ingredients, not my meal replacement.
- 36) I will eat my food or drink at my table, not in the kitchens. Eating and drinking in the kitchen spreads germs and illnesses.
- 37) My group will usually be graded as a whole. I will encourage each person to do their part.
- 38) Clean off all surfaces including mixers, blenders and stove tops. Clean out sink (scour if necessary) and put all soiled dishtowels in

#5: SAFETY & SANITATION - THE BACKBONE OF MY KITCHENS



1. Find a way to make it MATTER to them.
2. Set your expectations high - 85% on 75 question ServSafe Test to enter kitchen. Retest to enter kitchen.
3. Constant references to ServSafe concepts throughout curriculum.

#5: SAFETY & SANITATION - THE BACKBONE OF MY KITCHENS

Kitchen Inventory					
Kitchen # 1 2 3 4 5					
Top Cabinet C			Top Cabinet A		
Qty	Item	Notes	Qty	Item	Notes
1	Colgate Large Test Bowl		1	Colander	
8	Colgate Medium Bowls (Cereal)	Hand washed with soap 10/1/16	1	Mixing Bowls (set of 4)	
8	Colgate Small Bowls (Fruit)		1	Craker	
8	Colgate Coffee Cups		1	Juicer	
8	Colgate Water (small)				
8	Colgate Plates (Medium)		2	Measuring Cup (liquid 1 cup)	
8	Colgate Plates (Large)		1	Measuring Cup (liquid 2 cup)	
8	Colgate Trainers		1	Measuring Cup (liquid 4 cup)	
8	Glasses (16 oz)		1	Electric Mixer (stand)	
8	Glasses (8 oz)		1	Electric Mixer attachments: whisk and set of 2 beaters	
14	Custard Cups		1	Garlic Press	
			1	Salt and Pepper Shakers (set), refill both	
1	Large Brown Serving Bowl		1	Sifter	
3	Large White Serving Bowl		1	Spice-Baking Powder	
			1	Spice-Baking Soda, put on fish table	
1	White Oval Serving Platter		1	Staple Pepper	
1	White Circle Serving Plate		1	Spice-Salt	
			1	Staple-Spray Creamer	
			1	Staple-Vanilla	
			1	Handheld Strainer	
Top Cabinet B			Utensil Holder		
Qty	Item	Notes	Qty	Item	Notes
1	Pasta		1	Silicone Pastry Brush	
1	Waxed 9" x 13"		1	Ladle	
1	Glaze Casserole (round 20/16)		1	Pasta Server	

1. Empower the kids with expectations - to make them proud of their workspace.
2. Set aside time in lesson plans for kitchen opening and closing each school year.
3. Create a kitchen inventory document, put it in the students' hands.

Child Development Lab Management



Beth Beattie, Montgomery County R-2 High School

CD 1: READING TO PRESCHOOLERS

Child Development 1: Reading to Preschoolers Week

Identify the children you worked with each day.	What was the most rewarding or enjoyable part of working with the preschooler?
Tuesday	
Wednesday	
Thursday	
On a scale of 1-5, (1 is weak and 5 is super awesome) rate your ability to read books to children. Explain why.	What were 2 things that made reading to the preschooler challenging or awkward?
Do you think you were able to brighten your child's day through your experience with them?	Describe how you reading books with a preschool child benefited his/her development in the following areas: (Many of these will depend upon the type of book you read, so think about what your book topic was or the information it covered and describe here.) Social development- Physical development- Intellectual development- Emotional development-
Name 3 Titles of books you read below.	Describe what the child LEARNED from listening to this book. Ex. Counting skills since it counts from 1-10 apples, teaches children how to...
1.	
2.	
3.	

1. Investigate importance of reading.
2. Meet with local librarian.
3. Select books.
4. Practice reading to a child.
5. Go to Elementary School.
6. Analyze impact.

Please attach at least 2 of your pictures below AND include a sentence-long caption.

CD 1: PRESCHOOL WORKSHOP

Name _____ Elementary Workshop BRAINSTORMING _____ / 20 points

WORKSHOP FORMAT:

Introduction—5 Minutes
Content—10 Minutes (Includes Activity)
Conclusion—3-5 Minutes

Select 2 topic areas. Topics should be interesting and relevant to the preschool age group.

- 1.
- 2.

Find information, activities, and ideas of things we could do for our workshop. Attach them to this sheet or describe them in the space provided.

1. Investigate an issue concerning preschoolers.
2. Create a workshop to address concern.
3. Practice, execute, evaluate.

CD 2: ELEMENTARY MENTOR

- Must sign FERPA agreement
- Working in the same elementary school classroom
- Every Friday for entire class period
- Each minute counts as A+ Mentoring Hours
- Dual credit with Missouri State University
- Students must have a C average in CD 1.
- Great attendance is needed. Each elementary day is worth points, one free miss for school or personal reasons without penalty.
- Part of the Teach and Train Education Pathway.

CD 2: ELEMENTARY MENTOR

Family and Consumer Sciences

Mrs. Elizabeth Beattie

GRADE LEVEL: 9th - 12th
CREDITS: 3 Practical Arts Credit per course

COURSE DESCRIPTION

Child Development is a course that prepares students for the intellectual, social, emotional, and biological development of children. This class focuses on the importance of parent-child relations, parenting practices, special needs of children, and parental and environmental influences on child development.

RATIONALE

The purpose of this course is to provide students with the skills for success for dealing with family, career and community life. This course will enable students to interpret the function and significance of pertinent child care, guidance and supervision, communicate effectively with family members, child care agencies and professional service providers, solve problems based upon the developmental needs of children, and make decisions that support the sound physical, mental and social development of children. Through this class we will focus on the impact the parenting role has on individuals, families, and communities.

CHILD DEVELOPMENT 1 OBJECTIVES

Upon completion of this course students will be able to:

- Evaluate factors and choices related to parenting
- Develop changes and adaptations needed for parenting roles
- Explain effects of substance use and abuse related to pregnancy
- Interpret information to make healthy choices for individuals and family
- Develop strategies for coordinating work and family responsibilities
- Identify characteristics of effective parenting
- Compare and contrast guidance and discipline
- Describe signs of abuse and neglect and available community resources for these issues

Child Development 1 / Child Development 2



CHILD DEVELOPMENT 2 OBJECTIVES

Upon completion of this course students will be able to:

- Evaluate factors and choices related to parenting
- Develop changes and adaptations needed for parenting roles
- Explain the ethical responsibilities of working with children
- Explore different theories of child development
- Develop strategies for coordinating work and family responsibilities
- Provide a positive role model for young children
- Compare and contrast normal and atypical child development
- Identify age-appropriate activities for children

COURSE REQUIREMENTS

1. Complete all assigned work.
2. Turn in all projects and assignments by their due dates. Students will only be able to obtain partial credit on work turned in after the deadline.
3. Students are expected to participate in small group assignments, provide examples in class discussion, and take notes when they are given in class.
4. Serve as positive influence for the elementary students you are working with in Child Development 2. If unable to be a POSITIVE ROLE MODEL, you will have to stay at the high school, unable to receive credit for each elementary school visit.
5. Students are required to attend all elementary visits. You will be given ONE excused miss for a school sponsored trip or regularly excused absence. After your one miss, any additional misses will result in the loss of points for that day.



A+ Tutoring Hours:

Child Development 2 =
15+ Hours
Special Olympics =
6+ Hours

CD 3: CHILD CARE ASSISTANT INTERNSHIP

Montgomery County R-II School District Child Development 3 Internship Agreement	
Student: _____	Date: _____
Home Phone: _____	Student's Birthday: _____
Place of Employment: _____	Class Period(s) Employed: _____
Employer's Address: _____	Supervisor's Name: _____
Work Phone: _____	Your Job Title: _____
Co-workers: _____	Starting Date: _____
NAME: _____	Starting Wage: _____
DATE: _____	Special Duties: _____

1. NO

2. NO

3. NO

4. NO

AS A STUDENT ENROLLED IN THIS WORK-STUDY PROGRAM, I AGREE:

- Participation:**
- To comply with the policies of the job site and the work-study program.
 - To maintain open communication with my internship teacher on issues that affect my employment and the work-study program.
 - To maintain a record of hours of employment as requested by the teacher. Failure to keep accurate monthly documentation will result in a loss of credit. (See Biweekly calendar due dates. If documentation is not turned in on time an it will be given for internship time periods.)
- Employment:**
- To work to the best of my ability and be honest with money, time and effort so that I will be a positive representative of the daycare center.
 - Be a professional and positive employee of the daycare center. If you are fired by the daycare center, you will fail the course.
 - No cell phone should ever be seen or being into a daycare facility.
 - The student is responsible for transportation to and from school and the daycare center each day.
- Attendance:**
- Show up on time each day. A tardy will be issued if you arrive late.
 - In the event of your absence, the student is responsible for contacting the daycare provider and internship teacher before required attendance time.
 - Work is considered part of my school curriculum, therefore if I am absent from school, I understand that I will be counted absent from my internship period(s) as well. This could result in a grade reduction.
- AS A PARENT/GUARDIAN OF A STUDENT ENROLLED IN THIS WORK-STUDY PROGRAM, I AGREE:**
- Outcomes:**
- To assume responsibility for the transportation used by the student in traveling to and from the place of employment.
 - To maintain communications with internship teacher as needed.
 - For my child to receive emergency medical treatment in case of injury or illness.
 - To share the responsibility for school and job attendance.
 - To encourage the student to succeed in school and job performance.
 - That those personnel will not be present when the student is at the work-site and will not be responsible for my child.
- Your signature represents your awareness of the work study learning agreement and your responsibility to carry out all of its stated requirements.

