



GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

CULINARY ARTS

PATHWAY: Culinary Arts

COURSE: Culinary Arts II (CAII)

UNIT: 2.1 Operations Management



INTRODUCTION

Annotation:

In this lesson the instructor will describe what the difference is between on/off premise catering and touch on all aspects of operating a catering company. Subjects should include what requirements there are in relation to physical space; start up capital, staffing, permits, licensing, kitchen equipment, types of menus and insurance.

Grade(s):

<input type="checkbox"/>	9 th
<input type="checkbox"/>	10 th
<input checked="" type="checkbox"/>	11 th
<input checked="" type="checkbox"/>	12 th

Time:

10 90-minute class periods

Author:

Jennifer Booker
Wes Goodman
Bill Hewett

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards:

CA-CAII-9. Students will identify and demonstrate practices required for Commercial food service operations management.

GPS Academic Standards:

ELA10RL5. The student understands and acquires new vocabulary and uses it correctly in reading and writing.

MC4N1. Students will represent and operate with complex numbers.

NFCS-9.3. Demonstrate implementation of food service management functions.

National / Local Standards / Industry / ISTE:

505-3-.063



UNDERSTANDINGS & GOALS

Enduring Understandings:

- The catering service can be a very profitable part of the food service business and is important to the culinary industry.

Essential Questions:

- What are the requirements for setting up a commercial catering kitchen and business that will produce on/off premise catered events?
- What are some of the critical facts to know about the catering service?
- What are some positive ways a catering service effect the economy?

Knowledge from this Unit:

- Students will know the requirements for setting up a catering service.
- Student will know important facts about the catering service.
- Students will identify general requirements to start up an on/off premise catering business to include but not limited to insurance, licensing, advertising, record maintenance, purchasing guidelines, and inventory storage.

Skills from this Unit:

- Students will know how a catering service is run.
- Students will know how to meet the requirements for setting up a catering service.
- Students will create and develop a concept restaurant's marketing plan, menu, facility layout, and design.



ASSESSMENT(S)

Assessment Method Type: Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- ☐ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
 - ☐ Quizzes/Tests
 - ☐ Unit test
- ☐ Group project
- ☐ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☐ Self-check rubrics
 - ☐ Self-check during writing/planning process
 - ☐ Journal reflections on concepts, personal experiences and impact on one's life
 - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☐ Practice quizzes/tests
- ☐ Subjective assessment/Informal observations
 - ☐ Essay tests
 - ☐ Observe students working with partners
 - ☐ Observe students role playing
- ☐ Peer-assessment
 - ☐ Peer editing & commentary of products/projects/presentations using rubrics
 - ☐ Peer editing and/or critiquing
- ☐ Dialogue and Discussion
 - ☐ Student/teacher conferences
 - ☐ Partner and small group discussions
 - ☐ Whole group discussions
 - ☐ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
 - ☐ Chart good reading/writing/listening/speaking habits
 - ☐ Application of skills to real-life situations/scenarios
- ☐ Post-test

Assessment(s) Title:

Assessment(s) Description/Directions:

Attachments for Assessment(s): Please list.



LEARNING EXPERIENCES

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

CA-CAL-9. Students will identify and demonstrate practices required for Commercial food service operations management.

2. Review Essential Questions.

- What are the requirements for setting up a commercial catering kitchen and business that will produce on/off premise catered events?
- What are some of the critical facts to know about the catering service?
- What are some positive ways a catering service effect the economy?

3. Identify and review the unit vocabulary.

4. Assessment Activity.

Learning Activities: lecture on requirements for basic start up of on/off premise catering company. Describe the difference between on/off catering, what challenges they incur, specific needs and what type of events will be handled.

1) On premise-

- events will be held on- site/ banquet department
- Need physical space available to hold function
- Need commercial kitchen/refrigeration space on-site
- Staffing needs for front/back of the house
- Permits needed
- Equipment needs for buffets, plated dinners and for the kitchen
- How they advertise for there space
- Who are the department heads
- The roll of a catering sales manager
- Purchasing food and equipment
- Types of menus(Platted, Buffets, passed hors d'oeuvres)
- Contracts signed by client
- Marketing for clients

2) Off Premise

- Food is prepared at a commissary kitchen and transported to site of function
- Some food finished on-site(Example: Chef action stations)
- Every function will be different because there is no set function space
- Careful planning and organization are paramount to successful off site catering.
Equipment packing list, food requisitions and event order sheet should be reviewed (Staffing, Time of Event, Date of event, Where it will be held, any special instruction, menu for event)
- Types of menus and type of function(Wedding, corporate, residential)
- Staffing need for events/ cooks, bartenders, servers, chef, utility
- Permits and insurance needed/ business license, liability insurance
- Means of transportation/ vans, refrigerated trucks
- Off premise caterers need to know the local health codes
- Where to get food and equipment
- Off premise caterers need to be able to react quickly and make quick decisions when problems arise. Give examples of some emergencies that could happen while doing an off-premise event.
- Detailed checklist should be used for each function
- Type of uniforms staff will wear
- What rentals will be supplied/ glassware, tables, chairs, etc.
- How space will be set up, where to stage kitchen.
- Advertising, marketing and meeting with clients
- Instructor to go over buffet layouts and flow

Student/teacher activity: Instructor will divide class into groups who will have to work together in coming up with an off premise catering company.

Students to produce:

- Name for the company
- Type of services offered
- Manager and chef for the company
- Basic menu for plated dinner and for a buffet for 50pp
- Have students complete equipment list
- Students to produce a mock BEO from information given by instructor
- Students to make a food requisition based on their menus
- Students will give a 5 minute description about the company

Transfer Out: Review Prepare for next class or workshop

Attachments for Learning Experiences:

- Handouts of sample catering menus, pricing and event spaces
- Supporting material from local catering facilities and companies to be used as examples (Hotel banquet menus, off premise catering menus)
- Pictures of functions to be shown (Weddings, buffets, plated dinners)
- Instructor should handout sample BEO(Banquet Event Order), Sample equipment packing list and sample catering contracts to be discussed in class

Notes & Reflections:

Instructor will need to research materials a few weeks prior to class



CULMINATING PERFORMANCE TASK

Culminating Unit Performance Task Title:**Culminating Unit Performance Task Description/Directions/Differentiated****Attachments for Culminating Performance Task**

UNIT RESOURCES

Web Resources:

Attachment(s): Supplemental files not listed in assessment, learning experiences, and performance task.

Materials & Equipment:

- Handouts of sample catering menus, pricing and event spaces
- Supporting material from local catering facilities and companies to be used as examples (Hotel banquet menus, off premise catering menus)
- Pictures of functions to be shown (Weddings, buffets, plated dinners)
- Use DVD, PowerPoint

What 21st Century Technology was used in this unit:

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle
<input type="checkbox"/>	Email	<input type="checkbox"/>	Website	<input type="checkbox"/>	Maker