

Flipped IN-CLASS Lesson Plan Template

Topic or concept: Chapter 2: The Systems Approach: Types of Foodservice Systems

Basic objectives for preparatory work:

By the end of the lesson, students will be able to:

1. Identify each type of foodservice system.
2. Define each type of foodservice system
3. Find commercial foodservice facilities that utilize the foodservice systems.

Advanced objectives for classwork & after class work:

By the end of the lesson, students will be able to

1. Explain the advantages and disadvantages of foodservice systems.
2. Outline the flow of food for each foodservice system.
3. Determine the best foodservice system for their chosen facility (project).

	Time planned	Activity and rationale	Resources needed
Beginning of class period	5 mins	Short quiz – Have students list the 4 types of foodservice systems.	Paper and pen/pencil
Middle of period	15 mins	Write down the flow of food on the board. Short lecture on foodservice systems definition and facilities and the advantages and disadvantages of each.	PowerPoint slides
Middle of period	25 mins	In groups of 4, students will draw a flow chart of each foodservice system. If they do not complete it during this class period, they will have time during the next lecture. In this time, the students' thought process can be seen on foodservice systems.	Paper and pencil/pen

End of period	5 mins	<p>Students will write down their chosen foodservice system for their facility and explain why they feel it is the best for their chosen facility for their project given the advantages and disadvantages discussed in class.</p> <p>Students will hold on to this piece of paper and discuss their reasoning with the rest of their group members during the next lecture. They can then compare and discuss especially if other group members did not choose the same system.</p>	Paper and pencil/pen
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Flipped AFTER CLASS Work Plan Template

Advanced learning objective	Activity and rationale	Instructions to students
<p>Students will be able to explain the advantages and disadvantages of each foodservice system.</p>	<p>Students will need to complete a flow of food chart for one ingredient from one of their standardized recipes. They will then need to indicate what kind of preparation will need to be done at each point of the flow of food for the conventional foodservice system.</p> <p>There will be a short quiz given on Blackboard regarding the advantages and disadvantages of each foodservice system (as discussed in class).</p> <p>Foodservice efficiency can be dictated by the menu; therefore, it is important to ensure the menu chosen works best with the correct foodservice system.</p>	<p>From one of your standardized recipes, choose one ingredient. Create a flow chart utilizing the steps in the flow of food. Indicate what kind of preparation will need to be done at each point of the flow of food for a conventional foodservice system.</p> <p>There will be a short quiz given on Blackboard regarding the advantages and disadvantages of each foodservice system (as discussed in class).</p>

GUIDED PRACTICE

Class: Institutional Foodservice I

Date assigned:

Date due:

Time estimate to complete this assignment: 30 minutes

Overview/Introduction

This lesson will include the identification of foodservice systems utilized in commercial kitchens today. Factors such as high labor costs, labor shortages, food costs, and food availability can dictate how food is prepared in each facility. As part of their job descriptions, Dietitians/Foodservice Managers need to know how to maximize production and efficiency in their facilities given the circumstances and still be able to produce quality menu items.

Learning Objectives

Basic objectives

1. By the end of this lesson, students will be able to list the 9 steps in the flow of food.
2. By the end of this lesson, students will be able to identify each type of foodservice system.
3. By the end of this lesson, students will be able to define each type of foodservice system.
4. By the end of this lesson, students will be able to find commercial foodservice facilities that utilize each foodservice system.

Advanced objectives

1. By the end of this lesson, students will be able to explain the advantages and disadvantages of foodservice systems.
2. By the end of this lesson, students will be able to outline the flow of food for each foodservice system.
3. By the end of this lesson, students will be able to determine the best foodservice system for their chosen facility (project) and justify their selection.

Preparatory Activities and Resources:

1. Please utilize the ServSafe coursebook to help you identify the flow of food. On a Word document, list the steps in the flow of food in the correct order. This background knowledge will be necessary for our next in-class activity.
2. Please view the video for a hospital trayline: <https://www.youtube.com/watch?v=3k83sYOmFOM>
3. In the same document, please utilize your readings to identify and define each type of foodservice system. Under each separate foodservice system, provide one example of a business that utilizes that particular system.

Reading:

1. In the Foodservice Management textbook, please read pages 47-52 under the section “Types of Foodservice Systems”.
2. In the ServSafe coursebook, please read pages 5.2 – 5.4 in Chapter 5: The Flow of Food: An Introduction.

Exercises: Please complete by _____.

1. Upon completion of your preparatory activities, upload the document into Blackboard.
2. After the completion of your preparatory activities, please go to Blackboard and take the “Foodservice Systems Quiz”.
3. Before the next lecture, list 2 important reasons why learning about foodservice systems is important in dietetics and bring them to class.

Questions?

If you have any questions or need clarification of the pre-lecture activity, please e-mail me: JYU1@cpp.edu

ADVANCED PRACTICE

Class: Institutional Foodservice I

Date assigned:

Date due:

Time estimate to complete this assignment: 45 minutes

Learning Objectives

Advanced objectives

List 3-4 learning objectives that you expect students to need help mastering in class and after class.

4. By the end of this lesson, students will be able to explain the advantages and disadvantages of foodservice systems.
5. By the end of this lesson, students will be able to outline the flow of food for each foodservice system.
6. By the end of this lesson, students will be able to determine the best foodservice system for their chosen facility (project).

Activities & deliverables

1. After reviewing, go to Blackboard and complete the quiz on the advantages and disadvantages of the four foodservice systems. You will have until 10pm of the night before the next lecture.
2. From one of your standardized recipes, choose one ingredient. Create a flow chart utilizing the steps in the flow of food for a **conventional foodservice system**. You will turn this in during the next lecture.

Resources:

1. Utilize the textbook and review the diagrams on page 54 and 55 in Chapter 2: The Systems Approach.
2. On Blackboard you can find the flow chart template for your flow of food activity.

Questions?

If you have any questions regarding this assignment, please contact me: JYU1@cpp.edu