# Workstation Set-up

## Description

This activity introduces students to basic food safety practices, including waste handling, kitchen procedures, and personal grooming standards. Students will learn to identify large and small kitchen equipment and will acquire knife skills used in the professional kitchen.

## Lesson Objectives

Students will be able to:

* apply proper grooming standards when preparing food
* apply safe work practices
* demonstrate organizational skills
* choose the correct equipment for the task at hand, and
* utilize correct practices related to reducing, reusing, and recycling.

## Assumptions

The teacher will be familiar with:

* the correct food and kitchen safety procedures using appropriate resources
* the correct names and locations of both large and small kitchen equipment, and
* the correct names, procedures, and skills for knife selection and use.

Teachers will have the flexibility to choose a recipe based on resources, time, and physical space.

Students will have received orientation on the subject of kitchen and food safety.

## Terminology

**bacteria**: Bacteria are the microorganisms most commonly responsible for foodborne illness.

**contamination**: Contamination refers to the spreading of pathogens.

**cross-contamination**: Cross-contamination is an indirect method of spreading pathogens.

**direct contamination**: Direct contamination refers to the direct method of spreading pathogens.

**foodborne illness**: Any illness caused by the consumption of food is considered a foodborne illness.

**microbe**: A microbe is a microscopic organism, also known as a microorganism.

**pathogen**: A pathogen is a microbe that causes foodborne illness in humans.



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**safety data sheets (SDS)**: Safety data sheets are technical sheets that provide safe handling information and emergency procedures for hazardous products.

**sanitation**: Sanitation refers to the killing of microbes through the use of chemicals and/or temperature.

**sustainability**: Sustainability involves the ability to maintain an activity or standard at a certain viable level.

## Estimated Time

2 70-minute classes

## Recommended Number of Students

Up to 24

## Facilities

Home Economics teaching lab and/or Culinary Arts teaching kitchen

## Tools

* + cutting boards
  + chef knives
  + equipment as listed on scavenger hunt worksheet

## Materials

* + aprons
  + carrots
  + equipment identification worksheet
  + knife safety worksheet (identifies basic cuts, knife composition, proper handling)
  + onions
  + parsley

## Resources

Draz, John, and Christopher Koetke. *The Culinary Professional. 3rd ed*. Goodheart-Willcox, 2017. Pages 96– 218.

Gisslen, Wayne. *Professional Cooking for Canadian Chefs*. 8th ed. John Wiley & Sons, Inc., 2014. Hoboken, New Jersey.

Labensky, Sarah, Alan Hause, and Priscilla Martel. *On Cooking*. 7th Canadian ed. Pearson Canada, 2017

# Demonstrating Skills And Knowledge

## Procedure

This activity will be an orientation to the kitchen. As the students proceed through the Cook module, the steps in the orientation will become a daily practice. The Workstation Set-up Activity Plan may be used as a summative assessment tool throughout the module.

A workstation checklist may be utilized until the student shows competency and efficiency in setting up the workspace or station. The teacher may choose to generate this checklist with students or provide students with a previously created list.

### Day 1: Food and Kitchen Safety (Teacher-led activity)

The teacher will outline basic food safety practices as well as basic kitchen safety practices that follow food safety standards. Key topics will include:

* common sanitation hazards
* proper sanitation procedures in the kitchen
* safety in the kitchen
* proper workstation set-up for safe and efficient work, and
* sustainability in the kitchen.

Procedures will vary from kitchen to kitchen, but the focus is on maintaining the core competencies (temperatures, sanitation practices, etc.).

### Day 2: Equipment Identification (Group Activity)

Students will complete a worksheet that identifies a number of key pieces of equipment used in everyday cooking, including small wares, hand tools, and large equipment (cutting boards, colanders, saucepots, peelers, mixers, stoves, etc.).

After the identification is complete, students will be expected to complete the worksheet by

going on a scavenger hunt of their assigned station and recording where all identified equipment is located. Go over the worksheet together afterwards to ensure that everyone has the correct information.

## Evaluation Guidelines

**Safety**: This is a continuing objective that can be evaluated by observing whether students demonstrate the professional and personal traits of a chef in class.

**Tools and equipment**: This is a continuing objective that will be assessed using formative methods; students will show evidence of learning by demonstrating the professional traits of a chef.

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## Extension Activities

Students will be continuously evaluated on the skills in this Activity Plan throughout the course.