

Activity 1

Developing a Work Plan

Time Management and Teamwork

Purpose: To review how to make a work plan and timetable.

Directions: There are three keys to time management in the kitchen: strategy, speed, and skill. Below is a flowchart—a diagram that illustrates how to apply these keys. The flowchart has gaps. Fill in the words and phrases with information from the textbook to complete the flowchart.

Start



Strategy

_____ 1. Develop a work plan—a list of all the tasks required to complete a meal and include a(n) ? list based on the order tasks should be completed.

_____ 2. A work plan includes preparation and ? tasks completed before you begin to put the recipe together.



Speed

_____ 3. Use your plan to make a(n) ? that shows the total time needed to complete preparation tasks and the time to start each one.

_____ 4. Consult your work plan for the ? preparation time.

_____ 5. ? these times to find the total preparation and cooking time.

_____ 6. ? the total preparation time from the time you want the food to be ready.



Skill

_____ 7. As you gain food preparation ? you will notice an obvious improvement in your skills.

_____ 8. Efficiency skills that you will master include: ? , ? , ? , ? , ? .



Managing Time in the Kitchen

Activity 2

Developing a Work Plan

Making It Happen

Purpose: To explain the steps in making a work plan.

Directions: Read each statement below. Then write the word or words that complete each statement in the space provided to the left of each number.

1. A(n) ___?___ ___?___ is a list of all of the tasks required to complete a meal.

2. Work plans fit into a larger process, including these five parts: (A.) Reading the ___?___ beforehand. (B.) Listing the ___?___. (C.) Developing a ___?___. (D.) Making a(n) ___?___ ___?___. (E.) ___?___ the work plan.

3. A useful work plan starts with a(n) ___?___ menu.

4. When making a work plan, note the (A.) ___?___ and equipment you will need. (B.) ___?___ temperature and time needed for each food. (C.) Food ___?___ techniques used.

5. You need to determine if any food can be ___?___ ahead of time any steps that can be done as ___?___, or tasks that can be done before you actually begin.

6. It is helpful to see if you can ___?___, or fit different tasks together smoothly.

7. Once you have listed all the necessary tasks, you can make a(n) ___?___, working backwards from the serving time.

8. When the meal is over, ask yourself: (A.) Did I ___?___ the meal on time? (B.) Did I feel ___?___ or ___?___? (C.) Could I have worked more ___?___? (D.) What ___?___, if any, would make the same meal go more smoothly in the future?

Activity 3

Developing a Work Plan

Teamwork in the Foods Lab

Purpose: Explain how teamwork qualities help you work more efficiently in the foods lab and home kitchen.

Directions: In the space provided, answer the questions about teamwork below.

1. In the foods lab, several people are working at different tasks at the same time. What do team members need to do to make things run smoothly in the lab?

2. What does showing respect promote?

3. What will prevent laying blame or getting bogged down with preparations?

4. What does learning your job and doing it carefully and efficiently show?

5. What will make the end-of-class cleanup easier and faster?
