

**LESSON 3**

<b>Lesson Plan Title:</b> Plating Lesson		<b>Instructor:</b>	
<b>Suggested Total Time for Lesson (minutes):</b> 135 minutes (3 days)			
<b>Content Focus - What Will Students Learn? (Content Skill Sets)</b>			
Students will practice plating and naming a dessert using brownies or twinkies as the main ingredient. Students will use a variety of garnishments to create their perfect plate that is both appealing and tasteful.			
Baking & Pastry 0972.HO.1026.2 Create menu item descriptions for bakery goods			
ProStart 0972.HO.1020.1 Prepare soups, appetizers, and desserts <ul style="list-style-type: none"> <li>› 21.7 Describe various types of dessert sauces. (NRAEF Standard)</li> </ul> 0972.HO.1020.2 Prepare cold garnishes <ul style="list-style-type: none"> <li>› 22.1 Explain why and how garnish is used. (NRAEF Standard)</li> <li>› 22.3 Explain how desserts should be plated and presented. (NRAEF Standard)</li> </ul>			
<b>Materials and Resources- What do you need to assemble and prepare before the lesson?</b>			
<b>Materials:</b>		<b>Resources:</b>	
<ul style="list-style-type: none"> <li>• Aprons</li> <li>• Food Service Gloves</li> <li>• Hats or hair nets</li> <li>• Frosted cake, Twinkie, Brownie, or other premade dessert</li> <li>• Various ingredients that can be used for garnishes such as berries, chocolate, flavored sweet sauces, whipped cream, frosting/icing</li> <li>• Suggested Equipment:               <ul style="list-style-type: none"> <li>› Garnishing tools</li> <li>› Pastry brushes (various sizes)</li> <li>› Petit cookie cutters or shapes</li> <li>› Plates (round and square)</li> <li>› Small mixing bowls</li> <li>› Small rolling pins</li> <li>› Squeeze bottles</li> <li>› Vegetable peeler</li> <li>› Whisks</li> <li>› Wooden skewers or toothpicks</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Dessert Worksheet</li> <li>• Plating Plan for Visual Appeal (Round Plate)</li> <li>• YouTube Videos, magazines, or pictures of plated desserts:</li> <li>• Refer to Resource List for recommended searches.</li> <li>• PPT – Dessert-Analysis-Photos</li> <li>• PPT – The Visual Appeal of Plating Food</li> <li>• Terms:               <ul style="list-style-type: none"> <li>› Balance: Providing enough variety and contrast to hold interest</li> <li>› Classical Garnish: In classical cuisine, combination of foods placed on a plate to accompany the main item</li> <li>› Focal Point: Emphasizes and strengthens the design by giving height and direction</li> <li>› Garnish: To decorate or enhance the food with the addition of other items</li> <li>› Plating: The way food is arranged on the plate</li> </ul> </li> </ul>	
<b>Lesson Outline: What learning activities will your students do?</b>			
<b>Time</b>	<b>Sequence/Description of Learning Activity</b>		
20 minutes	<b>Get Started/Explain:</b> Prepare a plate using the frosted cake or Twinkie and any garnishes desired so students may view as they enter the classroom. Ask the following questions: <ul style="list-style-type: none"> <li>• Do you think this looks good? Why or Why not?</li> <li>• Would you eat this? Why or Why not?</li> <li>• Do you think it was hard to “plate” this dish?</li> <li>• Explain “Plating” and other terms</li> </ul>		

5 minutes	<p><b>Discover/Engage/Practice:</b> Divide students into lab groups.</p> <p>Show students examples of plated desserts through the Dessert Analysis Plating Examples PPT, YouTube videos, or cookbooks.</p> <p>Distribute the Plating Plan document. Allow lab groups time to sketch their plate using color pencils so they may visualize their presentation.</p> <p>Using the materials list, students will choose a twinkie or brownie and garnishes then create a dessert. Students will plate their dessert following their Plating Plan. Remind students of lab and food safety rules from the GloGerm and PPE lesson before they begin preparing their recipes. Students will name their dessert.</p> <p>Students will complete the Dessert Recipe Worksheet.</p>
10 minutes	
10 minutes	
25 minutes	
10 minutes	
15 minutes	<p><b>Check for Understanding/Summarize/Close:</b> Use a department camera, cell phone, or tablet camera to photograph the plate presentations. These photographs can be included in a student cumulative portfolio.</p> <p>Remind students of the proper cleaning of equipment before the class period ends.</p> <p>(If students finish early, they can complete the Plating and Garnishing Terms worksheet.)</p>
20 minutes	
<p><b>Modifications, Support, and Extensions (for those students with IEP)</b></p>	
<p><b>Reflection- Did the students learn the content outlined in the lesson focus? Why or why not?</b></p>	