

Fruits & Vegetables

Media Type: DVD

Duration: 52 min.

Goal: To explore the fruits and vegetables used in the culinary industry.

Description: There are many fruits and vegetables students should be familiar with prior to working in a professional kitchen. This presentation introduces students to the different types of fruits and vegetables, preparation and storage of ingredients and tools as well as the different cooking methods which can be referenced in a recipe.

Objectives:

1. To describe the different types of fruits and types of preparation methods which are commonly used.
2. To identify the different types of vegetables and types of preparation methods which are commonly used.
3. To examine the different grades of fruits and vegetables.
4. To analyze the proper storage techniques for fruits and vegetables.



Common Core Standards

Agriculture, Food & Natural Resources Career Cluster (AG)

Cluster	Standard
Food Products & Processing Systems Career Pathway (AG-FD)	Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.

Business Management & Administration Career Cluster (BM)

Cluster	Standard
	Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
	Implement, monitor and evaluate business processes to ensure efficiency and quality results.
General Management Career Pathway (BM-MGT)	Access, evaluate and disseminate information for business decision making.
	Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.
	Plan, monitor and manage day-to-day business activities to sustain continued business functioning.
	Create strategic plans used to manage business growth, profit and goals.

Hospitality & Tourism Career Cluster (HT)

Cluster	Standard
Restaurants & Food/ Beverage Services Career Pathway (HT-RFB)	Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities.
	Implement standard operating procedures related to food and beverage production and guest service.
	Describe career opportunities and qualifications in the restaurant and food service industry.
	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.

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Common Core Standards

College & Career Readiness Anchor Standards for Writing

Writing Standards				
Text Types & Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
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Production & Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
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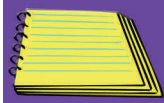
College & Career Readiness Anchor Standards for Speaking and Listening

Speaking & Listening Standards		
Comprehension & Collaboration	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
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College & Career Readiness Anchor Standards for Language

Language Standards					
Vocabulary Acquisition & Use	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.				
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Lesson Plan

 **Class 1:** Begin class by passing out the *Fruits & Vegetables Worksheet* and *Vocabulary Handout* for students to use as reference materials. Show the *Fruits & Vegetables - Fruits* segment. Have students complete the *Name The Fruit Activity*.


14 min.

Class 2: Have students begin the *Fruit Encyclopedia Project*.

Class 3: Review the concepts covered in the *Fruits & Vegetables - Fruits* segment and administer corresponding *Assessment*. Students will complete the *Fruit Encyclopedia Project*.


Class 4: Have students complete the *In the Kitchen - Fruit Preparation Techniques Project*.

Class 5: Have students complete the *In the Kitchen - Fruit Recipe Application Project*.

 **Class 6:** Remind students to continue using the *Worksheet* and *Vocabulary Handout*. Show the *Fruits & Vegetables - Onions & Bulbs; Fruits & Vegetables - Flowering Vegetables; Fruits & Vegetables - Gourds & Squashes; Fruits & Vegetables - Green, Leafy Vegetables; Fruits & Vegetables - Roots & Tubers; Fruits & Vegetables - Stalk Vegetables* and *Fruits & Vegetables - Pods & Seeds* segments. Have students complete the *Vegetable Bingo Activity*.


26 min.

Class 7: Have students begin the *Vegetable Encyclopedia Project*.

 **Class 8:** Show the *Fruits & Vegetables - Vegetable Fabrication* segment. Review the previous segments and administer the *corresponding Assessment*. Have students continue working on the *Vegetable Encyclopedia Project*.

9 min.

Class 9: Have students complete the *In the Kitchen - Vegetable Preparation Techniques Project*.

 **Class 10:** Show the *Fruits & Vegetables - Grading & Storage* segment. Have students complete the *Storage Guidelines Chart Activity*. Review the segment and administer the *corresponding Assessment*.

3 min.

Class 11: Have students complete the *Recipe Binder: Fruits & Vegetables Project*.

Class 12: Hand out the *Vegetable Cooking Guide Student Handout*, *Vegetable Color Changes Student Handout* and the *Holding Vegetables Student Handout*. Have students complete the *In the Kitchen - Vegetable Recipe Application Project*.

Class 13: Review all of the concepts covered and administer the *Fruits & Vegetables Final Assessment*.



Lesson Links

National Restaurant Association

- <http://www.restaurant.org/Home>

American Culinary Federation

- <http://www.acfchefs.org/>

USDA Food and Nutrition Information Center

- <http://fnic.nal.usda.gov>



Career & Technical Student Organizations

Family, Career and Community Leaders of America

- Culinary Arts
- Food Innovations
- Hospitality, Tourism and Recreation



Career Connections

- iCEV50173, Scot Rossillo, Owner, The Bagel Store
- iCEV50171, Paul Jagielski, Culinary Manager, Food Services, Cedar Point Amusement Park
- iCEV50978, Michael O'Connor, Executive Chef, The Tide Restaurant
- iCEV50819, Jean-Louis Ledent, Executive Chef & General Restaurant Manager, University of Illinois

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Activities

Name The Fruit

Directions:

Bring examples of at least 10 different types of fruit. Each fruit will be placed in a box to hide its identity from the students. To complete the activity, students will place their hands in the box to feel the fruit and then write what they believe the identity of the fruit is on the *Name The Fruit Activity* sheet. Once everyone has guessed, reveal the different fruits and discuss their identifying factors.

Vegetable Bingo

Directions:

Students will develop a bingo card using the *Vegetable Bingo Activity* sheet. The card will be made up of images of vegetables discussed in the presentation. The images can be hand-drawn, cut from magazines or printed off of the Internet. After the bingo cards are completed, the students will write a list of all of the vegetables they used and cut them into strips. You will place all of the strips into one location to draw from and call out the name of the vegetables. As the names of vegetables are called, students must identify if they have the vegetable on their card. The game is played until “bingo” is called.

Storage Guidelines Chart

Directions:

Students will develop a chart which can be placed near storage areas specifying proper storage procedures for fruits and vegetables.



Projects

Fruit Encyclopedia

Directions:

Students will create a booklet including examples of fruits from all of the categories of fruit— summer fruits, winter fruits or tropical fruits. Additionally, each fruit listed should have an image of the fruit, a short description of the fruit, any varieties of the fruit and a list of signs of good and poor quality of the fruit.

Vegetable Encyclopedia

Directions:

Students will create a booklet including examples of vegetables from all of the categories of vegetables— onions; bulbs; flowering vegetables; gourds; squashes; green, leafy vegetables; roots; tubers; stalk vegetables; pods and seeds. Additionally, each vegetable listed should have an image of the vegetable, a short description of the vegetable, any varieties of the vegetable and a list of signs of good and poor quality of the vegetable.

Recipe Binder: Fruits & Vegetables

Directions:

Throughout the Culinary Arts curriculum, students will be creating a recipe binder which includes recipes which they have made as well as recipes which they have located. For this section of the binder, students will locate recipes using fruits and vegetables to be placed in their recipe binder. The recipes added must utilize the cooking techniques specified on the *Recipe Binder: Fruits & Vegetables Project* sheet.

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In the Kitchen

Fruit Preparation Techniques

Directions:

Students will practice common fruit preparation techniques such as cleaning, peeling, seeding, trimming and cutting in order to hone their skills.

Vegetable Preparation Techniques

Directions:

Students will practice common vegetable preparation techniques such as cleaning, chopping, dicing and mincing in order to hone their skills.

Fruit Recipe Application

Directions:

Students will choose a recipe from the *In the Kitchen - Fruit Recipe Application Project* to prepare. Each recipe is an example of a different method of preparing fruit for service.

Vegetable Recipe Application

Directions:

Students will choose a recipe from the *In the Kitchen - Vegetable Recipe Application Project* to prepare. Each recipe is an example of a different method of preparing vegetables for service.