Develop a Work Plan

**Effective and Ineffective Teams** Some teams are effective and complete tasks successfully. Others teams are ineffective and struggle to accomplish goals. Throughout your life, you have probably been a member of both effective and ineffective teams. What characteristics set them apart? In one paragraph, compare effective teams with ineffective ones, explaining what makes them different.

**Writing Tips** Follow these steps to write a comparison paragraph:
- Compare two distinct ideas, experiences, individuals, or entities.
- Use details and examples to show how two things are different.
- Give insight into why two things are different.

**Activate Prior Knowledge**

Explore the Photo A work plan helps you organize kitchen tasks. **What goes well when people work together in the kitchen?**
Reading Guide

Before You Read

Preview  Look at the chapter’s headings, photos, figures, and captions. List three other tasks in life besides cooking that require a work plan and good teamwork.

Read to Learn

Key Concepts
- Explain how to create and evaluate a work plan.
- State the value of teamwork in the foods lab.
- Explain the benefits of fostering teamwork at home.

Main Idea
A work plan helps you manage time and tasks in order to prepare meals successfully. Teamwork makes meal preparation fun and efficient.

Content Vocabulary
You will find definitions for these words in the glossary at the back of this book.
- work plan
- timetable
- pre-preparation
- teamwork
- dovetail

Academic Vocabulary
You will find these words in your reading and on your tests. Use the glossary to look up their definitions, if necessary.
- chronological
- stagger

Graphic Organizer
Use a graphic organizer like the one below to take notes about the five steps of a work plan.

<table>
<thead>
<tr>
<th>The Work Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
</tr>
</tbody>
</table>

Graphic Organizer  Go to this book’s Online Learning Center at glencoe.com to print out this graphic organizer.

Academic Standards

English Language Arts
NCTE 12  Use language to accomplish individual purposes.

Mathematics
NCTM Number and Operations  Compute fluently and make reasonable estimates.
NCTM Problem Solving  Solve problems that arise in mathematics and in other contexts.

Science
NSES B  Develop an understanding of interactions of energy and matter.

Social Studies
NCSS IA  Analyze and explain the ways groups, societies, and cultures address human needs and concerns.

NCTE National Council of Teachers of English
NCTM National Council of Teachers of Mathematics
NSES National Science Education Standards
NCSS National Council for the Social Studies
The Work Plan

How can you make sure that all the foods in a meal are ready to eat at the right time? By using a work plan. A work plan is a list of all the tasks you need to do in order to prepare a meal. A work plan lists tasks in chronological order based on their starting time. Chronological means organized according to time.

A work plan is one part of the meal planning process, which also includes reading recipes beforehand, listing the tasks for each recipe, developing a timetable, making and carrying out the work plan, and evaluating your success.

Read Recipes Beforehand

Read the recipes you plan to use ahead of time. Also read the instructions on any packaged food you plan to use. Make note of the following:

- The food and equipment you need. Do you have everything you need?
- The oven temperature and whether pre-heating is required.
- The cooking time for each food.
- The food preparation techniques to use. Consider your skill at each one.

List the Tasks

Now list the tasks involved in preparing each recipe and in doing related jobs, such as setting the table and gathering food and equipment. As you identify each task, look for ways to speed and simplify the work. Ask yourself the following questions:

- Could any appliances or prepared foods save time or effort? Would a different cooking method be more efficient?
- Can any foods be prepared safely ahead of time? A dessert might be baked the day before, for example.
- Can any steps be done as pre-preparation?
- How many tasks can be dovetailed? To dovetail means to fit different tasks together to make good use of time. Not every preparation step needs your undivided attention. For example, clean-up tasks can often be dovetailed with others. Fill the sink or dishpan with hot, sudsy water before you start to work. Whenever you have a few free minutes, wash the equipment you have finished using. Keep a clean, wet dishcloth handy to wipe up spills as they happen. Put away leftover ingredients after using them.

Math Appendix

For math help, go to the Math Appendix at the back of the book.

NCTM Number and Operations
Compute fluently and make reasonable estimates.

Develop a Timetable

Now that you have listed all your tasks, you can make a timetable. A timetable shows the amount of time you will need to complete preparation tasks and lists when you should start each task. The timetable serves as the basis for your work plan.

Adjusting a Work Plan

At 9:30 a.m., you receive a call from one of your invited Sunday brunch guests, who informs you that she will be delayed until 11:45 a.m. Although she attempts to convince you to start brunch without her, you insist on waiting until she arrives to serve the food. Rewrite the work plan in Figure 26.2 on page 406 to account for the new brunch start time of 11:45.
To make a timetable, work backwards from the time you want to have everything ready to serve the meal. To serve brunch at 11:00 a.m., for example, you might want to have everything ready by 10:55 a.m. Work back from 10:55 a.m. Be sure to allow enough time for each task. You might also want to allow time in case you need to greet guests who arrive early. To prepare a timetable like the one in Figure 26.1, follow these steps:

1. **Create a grid.** Divide a sheet of paper into five columns with these headings: Task; Preparation Time; Cooking Time; Total Time; and Starting Time.

2. **List tasks.** List tasks in the first column. Group tasks that do not have to start at a specific time, such as setting the table.

3. **Estimate times.** Estimate preparation and cooking times for each dish or beverage and write these in the second and third columns. Allow extra time for dishes you have never prepared before. Double-check your entries and make sure you have left adequate time to complete your work.

4. **Calculate time per dish.** Add the preparation time to the cooking time to find the total time needed for each dish or beverage. Write these totals in the fourth column.

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**Figure 26.1**  Sunday Brunch Timetable

**Game Plan** A timetable helps you plan how long it will take to make a meal so that you can make a work plan to have everything ready at the right time. **Which of the tasks listed here could be dovetailed? How?**

<table>
<thead>
<tr>
<th>Task</th>
<th>Preparation Time</th>
<th>Cooking Time</th>
<th>Total Time</th>
<th>Starting Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tasks with Optional Start Times</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set table</td>
<td>10 min.</td>
<td>—</td>
<td>10 min.</td>
<td>To be decided</td>
</tr>
<tr>
<td>Gather food and equipment</td>
<td>10 min.</td>
<td>—</td>
<td>10 min.</td>
<td>To be decided</td>
</tr>
<tr>
<td>Pre-preparation: Open packages;</td>
<td>20 min.</td>
<td>—</td>
<td>20 min.</td>
<td>To be decided</td>
</tr>
<tr>
<td>measure ingredients; wrap muffins in</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>paper towels and put in microwave;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fill coffeemaker; arrange cleanup area.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Food Preparation and Serving Tasks        |                  |              |            |               |
| Broil ham steak: Put ham steak on broiler| 2 min.           | 13 min.      | 15 min.    | 10:40 a.m.    |
| pan and into broiler; set timer to remind. |                  |              |            |               |
| Prepare French toast: Mix batter;         | 5 min.           | 15 min.      | 20 min.    | 10:35 a.m.    |
| heat skillet; dip bread; fry.             |                  |              |            |               |
| Prepare orange juice: Mix frozen          | 5 min.           | 60 min.      | 65 min.    | 9:50 a.m.     |
| concentrate in pitcher; refrigerate.      |                  | (to chill)   |            |               |
| Prepare cherry sauce: Pour cherries       | 2 min.           | 3 min.       | 5 min.     | 10:50 a.m.    |
| into pan; mix cornstarch and water;        |                  |              |            |               |
| stir in and cook.                         |                  |              |            |               |
| Warm bran muffins: Start microwave.        |                  | 2 min.       | 2 min.     | 10:50 a.m.    |
| Prepare coffee: Turn on coffeemaker.       |                  | 10 min.      | 10 min.    | 10:45 a.m.    |
| Serve food on plates in kitchen;           | 5 min.           | —            | 5 min.     | 10:55 a.m.    |
| pour beverages.                           |                  |              |            |               |
5. Determine start times. Determine when you need to start preparing each food by deducting the time needed to prepare the food from the time the meal should be ready. Enter this starting time in the last column. For example, the ham steak for the brunch menu shown in Figure 26.1 takes 15 minutes. To be ready at 10:55, it should go on the broiler pan at 10:40 (10:55 − 15 = 10:40). Tasks that can be done ahead or dovetailed do not need a specific start time. You will pick times to do these later, when you make the work plan. For example, you might set the table while food bakes or coffee brews.

Make and Carry Out the Work Plan

A work plan organizes the information in the “Starting Time” column of your timetable into start-to-finish road map for getting your meal to the table. Figure 26.2 shows a work plan based on the timetable in Figure 26.1.

To make a work plan, list all the tasks in the order in which you need to start them. For tasks with optional start times, choose times that fit with other tasks. For example, you might set the table before you start cooking or during a lull in the activity. Dovetail tasks when you can.

What if you are making a meal with several courses? You will need to stagger, or arrange in order, the timing of different courses. For example, you might want a fresh-baked pie to be ready 30 minutes later than the main course. The more complicated the meal, the more important a work plan is.

Once you have your work plan, you are ready to start. First, get organized. Gather all the equipment, tools, and ingredients you will need. A tray or cart may be helpful for this. Arrange your work area so that everything is at hand. Then begin work. Check off each task as you complete it so that no step is left out.

Evaluate the Work Plan

After the meal is over, review your work plan. Ask yourself these questions:

• Did I complete the meal on time?
• Did I feel hurried or pressured at any point? If so, when?
• Was the work plan flexible enough to handle problems?
Could I have worked more efficiently? How?
What changes, if any, would I make in the work plan to prepare the same meal again?
Evaluating your work plan helps you improve your skills and become more efficient and confident.

**Explain** What simple formula can you use to determine when you should start preparing a food?

**Teamwork in the School Foods Lab**
Teamwork in the kitchen can be fun and can make food preparation easier and more efficient. **Teamwork** means combining individual efforts to reach a shared goal. A good team uses each team member’s special skills and talents to achieve the best result.

**Advanced Kitchens**
Many modern advancements in kitchen design and technology have made it easier for people with disabilities to prepare food. To accommodate people who use wheelchairs, sinks, cooktops, and cabinets can be raised or lowered at the push of a button. The button activates a motor that adjusts the appliance to a convenient height. Heat-resistant countertops can be installed beside the stove, allowing wheelchair users to slide hot pots and pans without the danger of trying to lift them. Motion detector faucets with anti-scald valves turn on automatically and keep water at a comfortable temperature. Mobile islands equipped with locking wheels make it easier to transport food and equipment from one area to another.

**Investigate** Brainstorm a list of five ways you could adapt or redesign a kitchen to accommodate the needs of disabled people.

A team is strong when its members cooperate and communicate well. Good teamwork includes the following skills:

**Organizing Jobs** In a foods lab, several people work on different tasks at the same time. Teams need a well-organized work plan to manage their efforts. Team members need to decide when each task should start and who will do it. They need to consider work space and equipment. It may be helpful to use a work plan marked with five-minute blocks of time down the left and each person’s name across the top. This lets all team members know what everyone should be doing.

**Cooperation** Team members should help each other. Ask for help if you have a question or problem. In return, be willing to help someone who falls behind or makes a mistake. Keep a sense of humor. Show respect and use tact to promote a cooperative spirit.

**Communication** Share information as you work. Keep your team aware of your progress and of any problems. After the work is done, use your communication skills to evaluate the process and the result. Honest and thoughtful discussion helps you learn from experience.

**Teamwork and Togetherness**
Successful teamwork is based on cooperation, communication, and individual responsibility. What are some ways to communicate well in a team?
If the team faced a problem, suggest creative ways to improve your performance. Avoid blaming others.

**Taking Responsibility** Teams are successful when each person does his or her part. Take responsibility by learning your job and doing your share of the work carefully, efficiently, and in a timely manner. Follow safety rules at all times. When you finish your assigned tasks, ask if you can help others. Leave the lab as you like to find it yourself. Be sure all equipment, appliances, and work surfaces are clean and dry. Return everything to its proper place. Dispose of waste properly. Cleaning as you go makes end-of-class cleanup easier and faster.

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**List** What are at least three things you can do to be a cooperative team member?

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**Teamwork at Home**

Teamwork skills help work run smoothly at home as well as in the lab. Teamwork can also foster a relaxed, enjoyable atmosphere at home. Teaching a younger brother or sister how to master a new skill can build your confidence and your cooking skills.

Trying out a new recipe with your family might be the start of a new family food tradition. Showing your family new techniques you have learned or sampling foods at home that you have made in class can be fun for your whole family. Enjoying meal times with your family builds family bonds and feelings of togetherness and love. Sharing provides a positive and supportive environment for everyone in the family. Perhaps a family member has an idea about a recipe that will improve it. Maybe you will learn new techniques for managing your workplan.

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**Light and Healthy Recipe**

**Hot Chicken Salad**

**Ingredients**
- 12 oz Chopped grilled chicken breast
- 1 Hard-boiled egg, diced
- ½ cup Chopped celery
- ½ cup Chopped onion
- ½ cup Lowfat, low-sodium mayonnaise
- ¼ cup Prepared mustard
- 1 cup Corn flake cereal

**Directions**
1. Preheat oven to 375°.
2. In a large mixing bowl, combine hard-boiled egg, chicken, celery, onion, and pickle.
3. In a separate bowl, mix mayonnaise and mustard. Fold mixture into chicken mixture.
4. Place the mixture in a small baking pan and spread it out evenly. Place in oven and bake for 30 minutes.
5. While casserole is baking, pour the cereal into a plastic bag and crush it. After 30 minutes, remove casserole from the oven and sprinkle the cereal crumbs evenly over the top. Bake another 10 minutes and serve hot.

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**A casserole can be a big help to meal planning because it can be prepared ahead of time.**

**Yield** 4 Servings

**Nutrition Analysis per Serving**

- Calories 219
- Total fat 9 g
- Saturated fat 1 g
- Cholesterol 106 mg
- Sodium 682 mg
- Carbohydrate 13 g
- Dietary fiber 1 g
- Sugars 3 g
- Protein 21 g
After You Read

Chapter Summary
The meal planning process results in a work plan that makes food preparation more efficient and fun. To plan a meal, follow these steps: read recipes beforehand; list the tasks; develop a timetable; make and carry out the work plan; evaluate the work plan. Teamwork also plays a role in successful food preparation. Good teamwork involves the organization of jobs, cooperation, communication, and taking responsibility. The same teamwork skills that are applied in the foods lab at school can also be applied at home.

Content and Academic Vocabulary Review
1. Use each of these content and academic vocabulary words in a sentence.

   **Content Vocabulary**
   - work plan (p. 404)
   - pre-preparation (p. 404)
   - dovetail (p. 404)
   - timetable (p. 404)
   - teamwork (p. 407)

   **Academic Vocabulary**
   - chronological (p. 404)
   - stagger (p. 406)

Review Key Concepts
2. **Explain** how to create and evaluate a work plan.
3. **State** the value or teamwork in the foods lab.
4. **Describe** the benefits of fostering teamwork at home.

Critical Thinking
5. **Explain** whether you think setting the table needs a specific start time in a timetable for meal preparation.
6. **Explain** why serving temperature influences where tasks are listed on timetable, using specific examples from Figure 26.1.
7. **Detail** three possible consequences to this scenario: Brandon failed to create a work plan before preparing an elaborate meal with several courses.
8. **Describe** whether each foods lab team should have a team leader to encourage good teamwork. Why or why not?
9. **Identify** three specific ways that one team member’s failure to take responsibility can adversely affect other team members.
10. **Describe** why Nora and David’s attitudes changed. After they began helping their parents prepare meals at home, they had a new appreciation for them.
11. Implementing a Work Plan  The steps to create and carry out a work plan may seem numerous and complicated. By practicing them with a team in the foods lab, you can more easily carry them out when preparing food on your own at home.

Procedure  With your team, plan a lunch menu to prepare and eat together. Gather and read recipes. List tasks. Develop a timetable and create a work plan. Then prepare, serve, and eat the meal.

Analysis  As a team, evaluate your work plan by discussing your responses to the evaluation questions listed on page 406, replacing the “I” in each question with “we.” In writing, have one team member summarize your responses to each question. Then share them with the class.

12. An Overworked Cook  Adrienne is a busy wife and mother who works full time and also prepares her family’s dinner each night. Her busy lifestyle is affecting her health. She experiences fatigue, stress, and irritability. What can family do to help Adrienne and why is it important to help her as soon as possible?

13. Evaluation Form  Using word processing or spreadsheet software, develop an evaluation form students can use after working in teams in the foods lab. Present at least four questions in a clear format that will encourage students to assess their teamwork skills. Try to phrase the questions so that answers can be given in a positive manner. For example, ask students to list things their team did well. Present an additional two questions that encourage students to assess their team’s success. Exchange forms with another student and fill them out.

Real-World Skills

14. Cold Stew  Jose created a meal plan for a lunch he prepared for his friends. However, he was disappointed to find that when he served the stew it was already cold. What can he do to prevent this if he prepares the same meal in the future?

15. Pre-Preparation Tasks  Follow your teacher’s instructions to form pairs. Working with your partner, plan menus and locate recipes for the three meals in one day. Examine these, and list specific pre-preparation tasks for each meal and when the tasks could be done.

16. Time is Money  Caitlin runs a catering business. She hires cooks to prepare the food, and pays them by the hour. How can creating a work plan for each recipe save Caitlin money?
Academic Skills

Food Science

17. Blanching  Blanching is cooking a food partially in boiling water, then plunging it into ice water to stop the cooking. Fresh vegetables have air between cells, which clouds the color. With heat, the air expands and leaves a much brighter color.

Procedure  Bring a pot of water to a boil. Drop in 10 broccoli florets, and cook for 3 minutes. Remove and plunge into a bowl of ice water. Repeat with 10 green beans, but cook for 1–2 minutes. Compare the color and texture before and after blanching.

Analysis  Think about blanching and write a paragraph about how blanching can help in planning a timetable.


Mathematics

18. Timing a Meal  For her dinner guests, Claudia wants to serve chocolate soufflés for dessert. Soufflés cannot be prepared in advance. Claudia wants to serve dessert at 7:30 p.m., and the soufflés require 10 minutes of preparation, 26 minutes to cook, and 2 minutes for plating. What time should Claudia begin preparing dessert?

Math Concept  Subtracting Time  When subtracting one time from another, subtract the hours and minutes separately. If the difference of the minutes is a negative number, add 60 to the minutes and subtract 1 from the hours.

Starting Hint  Determine the start time by starting with 7:30 and subtracting the time needed for each step.


English Language Arts

19. Skit Performance  Follow your teacher’s instructions to form groups. Work together to write and perform a short skit that presents a problem within a kitchen team. Include a method to resolve or prevent the problem that corresponds to one of the four teamwork skills. Show how using the skill can help resolve conflict. Agree on who will play each part. Use appropriate props for your skit. Rehearse before performing. Ask your audience to assess which teamwork skill was used to solve or prevent the problem.

NCTE 12  Use language to meet individual purposes.

MULTIPLE CHOICE

Read the question and select the best answer.

20. What does it mean to dovetail tasks?
   a. To delay until just before meal time.
   b. To divide a task between two team members.
   c. To assign two tasks to each team member.
   d. To fit different tasks together to make good use of time

Test-Taking Tip  Multiple-choice questions may prompt you to select the best answer. They may present you with answers that seem partially true. The best answer is the one that is completely true, and can be supported by information you have read in the text.