

## BAKING & PASTRY ARTS – PART 2

Volume 65/High School

**Time Required:** 4 days for 90 minute class periods

Developed with Stephanie Fox  
FCS Educator and ProStart Coordinator

### National FCS Standards for Food Production and Services:

- 8.2** Demonstrate food safety and sanitation procedures.
- 8.2.7** Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.
- 8.5** Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.
- 8.5.3** Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.
- 8.5.10** Prepare breads, baked goods, and desserts using safe handling and professional preparation techniques.

### Common Core Standard for English Language Arts:

**CCSS.ELA-LITERACY.WHST.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.W.8.2.D:** Use precise language and domain-specific vocabulary to inform about or explain the topic

### Objectives:

*Students will...*

- Identify the function of a variety of ingredients used in common baking recipes
- Develop analogies relating the baking terms with other common themes
- Demonstrate basic baking techniques in creating a given recipe, using safety and sanitation principles
- Display terms, functions and analogies in a creative and interesting manner

### Materials List:

- Chart/Worksheet for Day 1 Activity (included with download)

## Day 1

### Introduction (5-10 minutes):

Introduce the lesson by asking students what some common ingredients used in baking are. List these on the board. Examples should include things like flour, sugar, eggs, etc. Then ask students what they think would happen if one or more ingredients wasn't present. For example, what if we baked a recipe without using flour? Eggs?

### Activity 1 (35-40 minutes):

Working in pairs, have students complete the chart. In addition to listing the function of the ingredient, they should create an analogy like the example provided. They should also list examples of what this would be in a recipe. Students can report on their findings. Discuss the functions of the ingredients and the analogies students have created.

### Activity 2 (35-40 minutes):

Show students a Tasty video on YouTube. Explain that they will be working in a group and selecting a recipe to create their own version of this, following a few guidelines:

- It must be an item that will be baked.
- It must contain at least six of the seven categories from the chart.
- It must be simple enough to make, bake, and film in one day.

Have students check in with recipes to ensure they meet guidelines and are appropriate for this project. The recipes should be fairly basic such as cookies or muffins. Have them share the recipes so they are available in class tomorrow.

### Closure (5-10 minutes):

Have students share with the class what they will be preparing for their video and list three of the ingredients and their functions. Explain any other information they will need to have ready for lab tomorrow.

## Day 2.....

### **Introduction (5 minutes):**

Remind students of the activity and that measuring correctly is vital for the success of the videos. They should measure and mise en place everything they will need before starting to film.

### **Activity (80 minutes):**

Assist students in the lab and with filming. When filming, use a ring stand to help get the camera at a consistent height. When doing other things, such as putting pans in the oven, they can film without the stand. Pay attention to details when filming, and make sure the areas around are free from clutter and recipes so they are not seen in the video. Also make sure the “baker” only has hands being shown, never a face or the rest of their body. When the item is done, students should plate and garnish it and get a shot of that to use at both the beginning and end of the film.

### **Closure (5 minutes):**

When all students are done filming and cleaning, bring the class back together to discuss the day. What went well? What didn't? What might have happened if ingredients weren't measured properly? Remind students that tomorrow they will be making their Yummy videos.

## Days 3 & 4 .....

### **Introduction (5 minutes):**

Introduce each day with reminders and asking students to review the functions of ingredients. Have them review all from the chart.

### **Activity (80 minutes):**

In their groups, students will make a their own Tasty-style video using iMovie®. Guidelines for the video include:

- Have captions for all the ingredients including the amount, the name of the ingredient, and its function in a recipe.
- Be no more than 90 seconds in length; you will need to speed up some parts.
- Be a “complete” recipe with directions on how to prepare, oven temperature, etc.
- Show the item going into and coming out of the oven, as well as a shot of the final product.

### **Closure (5 minutes):**

Again, have students discuss the successes and failures of the day. Remind students that baking is a science, and following recipes is vital to the success of the recipes. Ask students to explain what might happen if ingredients were left out of recipes, or what might happen if too much of an ingredient was used.



# FCS worksheet

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Name: \_\_\_\_\_ Class: \_\_\_\_\_

Ingredients	Function in a Recipe	Analogy	Examples
Flours	Provide bulk and structure; thicken liquids (for puddings and pie fillings); prevent foods from sticking	Flour is to a cake as beams and walls are to a house.	cake flour, pastry flour, all-purpose flour, bread flour, high-gluten flour, durum flour, whole-wheat flour, rye flour, cornmeal, oats, rice flour, nut flour
Sugars and Sweeteners			
Fats			
Milk and Dairy Products			
Eggs			
Flavorings			
Leaveners			