TEACH IT FORWARD

WEIGHTS

PLAN IT	Completed/ Comments
Supplies/Materials	
1. Traditional portion spring scale and/or digital electronic scales 2. Product to demo and practice (i.e. rice, sugar and/or flour) 3. Handout "Measuring and Weighing"	
Location	
• Kitchen Production Area • Workstations for practice – scales, practice items, and production sheets	
Date, Time, Duration	
Day: _____; Time: _____; Duration: **15 minutes**	
Resources and Talking Points	
1. Importance of weights and difference between measures 2. Types of scales in this kitchen 3. Units of weight 4. Techniques for use – reading and taring	
Demonstration and Activities	
• Weights of food items of various densities	
NOTES:	
Weigh items needed for upcoming production. The In-Service TIF can serve as a pre-prep period. Rice, sugar and/or flour are listed as demonstration items, but you can make a different choice. Use at least two items for demonstration and practice.	

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PRESENT IT	Comments
KNOW – 2 minutes Knowledge Transfer	
1. **Weights Overview - *SAY:*** *Whenever a recipe calls for pounds, ounces, or grams, it is time to use the Scale. Weighing is more accurate than measuring as foods have different densities, so measures will vary.* 2. **Types of Scales – *SHOW and SAY:*** *Most kitchens have a scale. It may be a portion spring scale or a digital electronic scale with greater weight capacity. Point to each or use "Measuring & Weighing" handout to identify.* • Spring scales are portable and useful for portioning work; however you must be sure they are calibrated. Most have smaller weight limits with only pound/ounce units. • Electronic digital read scales are considered more accurate and consistent. Weights may be shown in pounds and ounces and/or grams. 3. **Units of weight –*SAY:*** *Scales may be shown through fractions or decimal units. A toggle switch moves the reading. Scales should be at ZERO before weighing. You can TARE the scale (return scale to ZERO) after placing the container on the platform.* 4. **Food Density – *SAY:*** *Foods have different densities due to make up of air or water.* ***ASK:*** What type of scale is best for portioning individual servings of deli ham?	
SHOW – 4 minutes	
1. **Units of Weight** ***SHOW and SAY:*** *For instance, this bowl of sugar weighs 2.5 pounds which is <u>not</u> 2 pounds 5 ounces, rather 2 pounds and 8 ounces, or 1,133.98 grams, which is not very useful. Generally, your recipes are recorded in pounds and ounces. It is important to remember there are 16 ounces in the pound **and** which unit the scale is set for, as obviously this will affect your weights and the product!* 2. **Food Density** ***SHOW and SAY:*** *This bowl with 2 and one-half pounds of sugar is a volume of about 5 2/3 cups. This bowl with 2.5 pounds of flour is a volume of about 9 cups.* ***ASK:*** *How much does air weigh?* The answer is "nothing". So a denser food such as sugar will take less volume than flour – 2.5 pounds of sugar will take under 6 cups versus about 9 cups for the same weight of flour. ***SHOW and SAY*:** See when we tamp down on the container of flour how the product settles and the air is forced out? ***ASK****: Any questions?* ***WAIT***	
DO – 7 minutes	
Practice and Apply – Working in teams of 2 or 3, gather around scales/work stations: • Place empty container on scale and TARE to ZERO. • Weigh 2 cups of sugar. Record weight pounds/ounces with decimals and fractions. Remove container and ZERO scale. • Place empty container on scale and TARE to ZERO.	

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• Weigh two cups of flour. Record weight pounds/ounces with decimals and fractions. Remove container and ZERO scale. • Compare visually amounts of products that are each the same volume. **LISTEN to comments -- MONITOR actions -- COACH as needed**	
RECAP – 1 minute	
SAY: • You have had an opportunity to practice use of scales and reinforce concepts of kitchen weights. This experience illustrates the importance of accurate weighing of foods as specified in recipes to ensure quality products since equal volumes do not have equal weights! • **CONGRATULATIONS!** You have earned a Certificate of Completion for .25 hours in the Learning Topic of Food Production.	