The Salad Bar

Description
Students will learn the types and purposes of various salads, and the steps in making a salad, from the basic components to cleaning and preparing the ingredients, to arrangement and presentation.

This Activity Plan covers the typical ingredients in salads and may be combined with the Activity Plans that cover emulsified dressings and vinaigrettes.

Lesson Objectives
Students will be able to:

- identify a variety of greens and garnishes used in salad preparation
- prepare a green salad bar (lettuce and leafy green based) to share as a class
- prepare a variety of greens, vegetables, fruits, starches, and protein foods for the salad bar
- evaluate quality and freshness of lettuces, greens, and fresh produce
- consider flavour and ingredient combinations in creating salads, and
- prepare and arrange a structurally correct salad.

Assumptions
- Students have received orientation on the subject of kitchen and food safety.
- Students have received orientation on the subject of measuring and conversion.
- The teacher will become familiar with and utilize correct salad-making techniques using appropriate resources.
- The teacher will provide a variety of ingredients for the salad-making activity.
- The facility will supply the correct refrigeration, storage, and equipment required to complete the activity.

The following Activity Plans are to be completed prior to this Activity Plan:

- Introductory Knife Skills
- Workstation Set-up
- Recipe Comprehension

Safety Considerations
- Ensure the use of required personal protective equipment.
- Safe knife handling and use.
- Proper refrigeration and storage of all food products.
• Food safety is essential when handling fresh, raw food products.
• Cooked ingredients must be cooled to below 4°C before mixing with other ingredients and mayonnaise.
• Cooked ingredients and fresh produce should not be held at room temperature.

**Terminology**

**accompaniment salad**: An accompaniment salad is a salad that is intended to balance and complement the rest of the meal.

**appetizer salad**: An appetizer salad is a salad served as the first course of a meal.

**base**: The base of a salad is usually a layer of salad greens that lines the serving dish.

**body**: The body of a salad is the main ingredient, such as a mix of vegetables, meats, or fruits.

**dessert salad**: A dessert salad is usually sweet and may contain fruits, nuts, sweetened gelatin, and other sweet items.

**dressing**: A dressing is a sauce for salads that commonly contains oil and vinegar, and which may or may not be emulsified.

**garnish**: To garnish is to decorate a plate or dish to make it more visually appealing.

**main course salad**: A main course salad should be large enough to serve as a full meal. It should contain all the nutrients of a well-balanced meal, including protein and a variety of vegetables, greens, or fruits.

**salad greens**: Salad greens is a generic term that refers to leafy vegetables often used in salads. Examples include various types of lettuce, watercress, and spinach greens.

**separate course salad**: A separate course salad is a light salad served before dessert, with the purpose of refreshing the palate before the next course.

**vinaigrette**: Vinaigrette (Fr.) is a salad dressing made with oil, vinegar, and various seasonings.

**Estimated Time**

2 60–75-minute classes

**Recommended Number of Students**

Up to 24

**Facilities**

Home Economics teaching lab and/or Culinary Arts teaching kitchen
Tools

- salad station—cold table (storage)
- salad spinner
- tongs
- chef’s knife
- paring knife
- vegetable peeler
- cutting board
- mixing bowls
- gloves
- serving spoons
- salad plates
- containers for storage

Resources


Demonstrating Skills And Knowledge

Procedure

Day 1: Teacher-led Activity
1. The teacher will facilitate a discussion with students about salad ingredients, classifications, and specific preparation methods.
2. The teacher will create a large salad bar map for the students to build by contributing ideas. The objective is to build a balanced salad bar for the class to prepare and enjoy.
3. The students will brainstorm the “ideal” salad bar consisting of ingredients that they would choose when creating a salad.
4. The students will choose a variety of greens, lettuces, sprouts, vegetables, fruits, and proteins, and the teacher will record them on the salad bar map.
5. Once the salad bar map is created, the students will evaluate the variety and balance of their salad bar.
6. The students will use the map to create a real salad bar in the next block.

Day 2: Student-led Activity
1. The students will review their salad bar map.
2. The teacher will put students into small groups in order to prepare a specific category of ingredients for the salad bar—proteins, vegetables, fruits, miscellaneous.
3. The students will set up their kitchen workstations complete with necessary equipment and sanitation.
4. The groups of students will prepare their designated ingredients and place in the salad bar.
5. Upon completion of the salad bar, the students will build their own salads from the salad bar that they have created.
6. The students will eat their salads and engage in a class discussion about ingredient choices and combination.
Evaluation Guidelines

The salad created will meet the following requirements:

- Desired texture—lettuce is not wet or wilted; potatoes are cooked.
- Flavour balance, acid, salt, and appropriate seasoning.
- Colour is appropriate and balanced.
- Temperature is appropriate—starches cooled before mixing with dressing.
- Finished product is held according to food safety guidelines.
- Students work cleanly and safely.
- Students follow procedures with proper ingredients.
- Students are enthusiastic and take initiative, including tasting the product to understand it.

Extension Activities

This Activity Plan can be adapted in the following ways:

- bound salad
- vegetable, legume, grain, and pasta salads
- fruit salads
- composed salads
- gelatin salad

This Activity Plan introduces the possibility of exploring vegan, vegetarian, and other alternative diets and food choices.

This Activity Plan can be expanded to introduce lesson material on food sustainability, using locally produced food sources, and agriculture in the classroom.