



Handout 06.14: Flowchart Builder and Station Card Template

Name: _____ Date: _____ Station: _____ Dish: _____

Lesson 6.14. Page 1 is the flowchart builder. Page 2 is the critical path finder. Page 3 is the station card. Page 4 is the picture flowchart version of the station card, which counts as a real card. Page 5 is the safety reminder bank in four languages. Page 6 is the teacher key.

Print page 1 at poster size (11 by 17 or larger) for each station, and letter size for each student.

Page 1. The Flowchart Builder

Eight blocks. Five minutes each. Forty minutes total. **Every block has something for every person. Nobody has a blank block.**

The five phases: **SETUP** (0 to 5), **PREP** (5 to 10), **COOK** (10 to 25), **SERVE AND EAT** (25 to 34), **CLEAN** (34 to 40).

Block	Phase	What happens	Who does it (role name on every line)
0 to 5	SETUP		
5 to 10	PREP		
10 to 15	COOK START		
15 to 20	COOK		
20 to 25	KEY CHECK		
25 to 30	FINISH AND PLATE		
30 to 35	SERVE AND EAT		
35 to 40	CLEAN UP		

The hard rules for this chart:

- The **critical path step** goes in block **0 to 5**. Not later.
- **Plates go down at minute 29**, whatever state the dish is in. Write it in the 25 to 30 block.
- The two things **only the teacher** can do are **opening the oven** and **draining a pot**. Write the minute you will call the teacher, and write it in a different color so the teacher can read it across all four stations.
- If your station finishes early, write **SUPPORT DUTY** in that block and name which station you help.

Our teacher-call minutes: oven at minute ____ Drain at minute ____

Our support duty block: ____ to ____ helping Station ____

After cook day

Come back to this chart with a third color and write the **actual** time next to the planned time in every block. That is the evidence for your reflection in Lesson 6.17 and for Rubric 06 criterion 5.

Page 2. The Critical Path Finder

The **critical path** is the one step that everything else waits on. If it is late, everything after it is late.

Step 1. Point to it. Our critical path step is: _____

Step 2. Say why. Nothing else at our station can happen until this step is done because:

Step 3. Start it early. The earliest block this step can start is: ____ to ____

Step 4. The slip test. If this step starts **five minutes late**:

- It finishes at minute ____ instead of minute ____.
- Our dish would be ready at minute ____.
- We would eat at minute ____.
- Circle one: we **still eat inside the period** / we **do not eat inside the period**.

Step 5. Three shortcuts we could use if it slips. (Write three. “Work faster” does not count.)







Step 6. Make it faster before it starts. Write one thing we can do so the critical path step takes less time:

Sentence frames

English	Turkish	Portuguese	Spanish
Everything waits on , so it starts at minute .	Her şey ___ bekliyor, bu yüzden ___ dakikada başlıyor.	Tudo depende de , então começa no minuto .	Todo depende de , así que empieza en el minuto .
My job in this block is ___.	Bu bölümdeki görevim ___.	Meu trabalho neste bloco é ___.	Mi trabajo en este bloque es ___.
If it is late, we will ___ instead.	Gecikirse, onun yerine ___ yapacağız.	Se atrasar, vamos ___ em vez disso.	Si se retrasa, vamos a ___ en su lugar.

[check with a native speaker]



Page 3. The Station Card

Station: _____ Dish: _____ Makes: **28 portions plus 2 spares**

1. Ingredients for this station

Item	Size	How many	Where it is
Room pantry (foil, spray, salt, spoons, plates)			shelf

2. ALLERGEN BOX (the card is not approved without this)

Circle every allergen in this dish: **wheat, dairy, egg, soy, peanuts, tree nuts, fish, shellfish, sesame, none**

Our substitution for anyone on the class allergy list: _____

The Station Manager reads this box aloud to the class before the first plate goes out.

3. Step-by-step instructions (ten steps, one action per step)

1. **WASH YOUR HANDS** with soap and water for 20 seconds. Dry them completely.



















Test: could a substitute teacher run this station from these ten steps with no questions?
The station next door will read it and tell you.

4. Safety reminders (three from the bank on page 5, plus one that is only about our dish)







1. **Ours only:** _____

5. WHAT DOES DONE LOOK LIKE? (four checks, and each one has to be something you can see)

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ Burner OFF. Station wiped down. Tools rinsed and returned.

6. Roles on cook day

Role	Name	Setup (0 to 10)	Cook (10 to 25)	Serve and eat (25 to 34)	Clean (34 to 40)
Station Manager (reads the card, calls time, reads the allergen box)					
Head Cook (the stovetop or the oven assembly)					
Second Cook (backs up the Head Cook, stirs on the schedule)					
Prep Cook (sets out every ingredient and tool before minute 10)					
Helper Cook (whatever the Station Manager calls;					

support duty)					
Plate Builder (portions and plates 30 covers)					
Time Keeper (calls every block, writes the actual times)					
Toppings Chief (8th student; the last layer, the garnish, the serving spoons)					

The paired read

Station ____ read our card. Their one question was:



We fixed it on step ____ by: _____

Teacher approval: _____ **Date:** _____

Page 4. The Picture Flowchart Card (this counts as a real station card)

Draw the step in the box. Write one or two words under it. The symbols across the top tell you what kind of block it is.

Block	Symbol	Draw the step here	One or two words
0 to 5	a pot and a faucet (SETUP)		
5 to 10	a clock (PREP)		
10 to 15	a flame (COOK START)		
15 to 20	a spoon stirring (COOK)		
20 to 25	a checkmark (KEY CHECK)		
25 to 30	a plate (FINISH AND PLATE)		
30 to 35	a fork (SERVE AND EAT)		
35 to 40	a sponge (CLEAN)		

Circle the block with the critical path step in it. Put a star on the block where the teacher is needed.

Allergens in this dish, circled: **wheat, dairy, egg, soy, peanuts, tree nuts, fish, shellfish, sesame, none**

Done looks like (draw or write four): 1. ____ 2. ____ 3. ____ 4. ____

Page 5. The Safety Reminder Bank

Pick three. Copy them onto your card. Then write one that is only about your dish.

#	English	Turkish	Portuguese	Spanish
1	The stove and the pot will be VERY HOT. Do not touch the burner or the sides of the pot.	Ocak ve tencere ÇOK SICAK olacak. Ocağa veya tencerenin kenarlarına dokunma.	O fogão e a panela ficarão MUITO QUENTES. Não toque no queimador nem nas laterais da panela.	La estufa y la olla estarán MUY CALIENTES. No toques el quemador ni los lados de la olla.
2	Steam from boiling water can burn you. Keep your face and hands away from the top of the pot.	Kaynayan suyun buharı seni yakabilir. Yüzünü ve ellerini tencerenin üstünden uzak tut.	O vapor da água fervendo pode queimar. Mantenha o rosto e as mãos longe da boca da panela.	El vapor del agua hirviendo puede quemarte. Mantén la cara y las manos lejos de la boca de la olla.
3	Always use oven mitts or pot holders when touching anything hot. Never bare hands.	Sıcak bir şeye dokunurken her zaman fırın eldiveni kullan. Asla çıplak elle dokunma.	Sempre use luvas de forno ao tocar em algo quente. Nunca com as mãos nuas.	Usa siempre guantes de horno al tocar algo caliente. Nunca con las manos desnudas.
4	NEVER open the oven door yourself. Ask your teacher.	Fırın kapağını ASLA kendin açma. Öğretmenine sor.	NUNCA abra a porta do forno sozinho. Peça ao professor.	NUNCA abras la puerta del horno tú mismo. Pide al maestro.
5	The teacher drains the pot. Stand back; the steam is very hot.	Tencereyi öğretmen süzer. Geri çekil; buhar çok sıcak.	O professor escore a panela. Afaste-se; o vapor é muito quente.	El maestro cuela la olla. Hazte atrás; el vapor está muy caliente.
6	Walk, do not run, near the stove area.	Ocak bölgesinin yakınında koşma, yürü.	Ande, não corra, perto do fogão.	Camina, no corras, cerca de la estufa.
7	Wash your hands again if you touch your	Yüzüne veya saçına dokunursan	Lave as mãos de novo se tocar no rosto	Lávate las manos otra vez si te tocas la

	face or your hair.	ellerini tekrar yıka.	ou no cabelo.	cara o el pelo.
8	Do not taste anything until the teacher says it is OK.	Öğretmen tamam demeden hiçbir şeyi tatma.	Não prove nada até o professor dizer que pode.	No pruebes nada hasta que el maestro diga que está bien.
9	Butter knives and kitchen shears only. No other knives, ever.	Sadece tereyağı bıçağı ve mutfak makası. Başka bıçak asla yok.	Só faça de manteiga e tesoura de cozinha. Nenhuma outra faça, nunca.	Solo cuchillos de mantequilla y tijeras de cocina. Ningún otro cuchillo, nunca.
10	If anyone has a food allergy, tell the teacher before you start.	Kimsenin gıda alerjisi varsa başlamadan önce öğretmene söyle.	Se alguém tiver alergia alimentar, avise o professor antes de começar.	Si alguien tiene alergia a un alimento, dile al maestro antes de empezar.
11	Clean as you go. A wet floor is a fall.	İş ilerledikçe temizle. Islak zemin düşme demektir.	Limpe enquanto trabalha. Um chão molhado é uma queda.	Limpia mientras trabajas. Un piso mojado es una caída.
12	Reheated meat goes to 165 degrees F. The teacher checks it with the thermometer.	Isıtılan et 165 dereceye (F) gelir. Öğretmen termometreyle kontrol eder.	Carne reaquecida vai a 165 graus F. O professor verifica com o termômetro.	La carne recalentada llega a 165 grados F. El maestro lo revisa con el termómetro.

[check with a native speaker]

The six-step sanitation routine (the same six steps all year, in this order)

1. Hair back
2. Sleeves up
3. Wash hands
4. Sanitize surfaces
5. Clean as you go
6. Station check before dismissal

Teacher key

What a finished flowchart looks like. Option A, Spaghetti with Marinara, as the model.

Block	Phase	What happens	Who
0 to 5	SETUP	CRITICAL PATH: pot 3/4 full of hot water, covered, on HIGH. Sanitation routine. Ingredient bin opened and checked against the card. Timer out	Head Cook fills and lights the pot first. Prep Cook opens the bin. Everyone does sanitation
5 to 10	PREP	Watch for a hard boil. 4 boxes of spaghetti opened and set next to the pot. 4 jars of marinara opened. Parmesan bag opened. 30 plates counted	Head Cook watches the pot. Prep Cook opens boxes and jars. Plate Builder counts plates. Time Keeper calls minute 8
10 to 15	COOK START	Water boils. All 4 boxes in. Stir. 8-minute timer started	Head Cook adds pasta. Second Cook stirs. Time Keeper starts the timer
15 to 20	COOK	Stir every 2 minutes. Sauce jars lined up next to the pot. Serving spoons out. Helper Cook on SUPPORT DUTY to Station 2	Second Cook stirs. Toppings Chief lines up sauce. Helper Cook helps Station 2
20 to 25	KEY CHECK	Timer done at minute 18. Call the teacher to drain at minute 19 (teacher-call minute, written in a second color). Pasta back in the pot. All 4 jars of sauce in. Stir. Parmesan on top	Station Manager calls the teacher. Head Cook stirs in the sauce. Toppings Chief adds parmesan

25 to 30	FINISH AND PLATE	Pot to the serving table on a trivet. Plates down at 29. Station Manager reads the allergen box aloud (wheat, dairy)	Head Cook carries. Plate Builder plates 30. Station Manager reads the box
30 to 35	SERVE AND EAT	Class served first, then teammates, then ourselves. Everyone eats. Time Keeper writes the actual times	Everyone
35 to 40	CLEAN UP	Zone 1 surfaces and stove. Zone 2 sink and pot. Zone 3 floor and trash. Zone 4 tools returned, bin closed. Station check signed	Everyone by zone; Station Manager brings the sheet

The critical path for each option (page 2, Step 1)

Option	Critical path step	Why	Earliest block	How to make it faster
A Spaghetti	The water boiling	No pasta goes in until it boils, and nothing after that can happen either	0 to 5	Hot tap water, cover the pot, do not overfill it
B Pizza Tortillas	The oven reaching 400 degrees, about 8 minutes	Trays cannot go in until it is at temperature	0 to 5	Turn it on before anything else; the teacher has it preheating before the bell
C Burritos	The beans warming through, about 5 minutes	Nothing gets assembled until the beans are warm and smooth	0 to 5	Spread the beans thin in the pot; stir constantly; medium heat, not low
D Garlic Bread	The oven reaching 375	Two things at once, and the	0 to 5	Butter in the microwave 20

	and the butter softening	bread cannot be buttered until the butter is soft		seconds in block one; oven on first
E Dessert Cups	None	Nothing waits on anything. This is why it is the easiest option, and the team should be able to say so	n/a	n/a. The real limit is 28 cups of layering by hand, so all seven students layer at once

Option E has no critical path, which is a correct and important answer. If a station with Option E writes “none” and explains why, that is a full-credit answer on page 2 and it earns the Exceeds descriptor on Rubric 06 criterion 3 if the rest of the row is met.

The slip test (page 2, Step 4): the answer a student should be able to produce

Using Option A: if the water boils at minute 15 instead of minute 10, the 8-minute timer ends at minute 23 instead of 18, the teacher drains at 24, sauce goes in at 26, the pot reaches the table at 28, and plates go down at 29 with two minutes to plate 30 covers. Circle **we still eat inside the period, barely**. A slip of ten minutes does not fit, and the team needs a shortcut. That is the point of Step 5.

The three legal shortcuts (page 2, Step 5)

Accept any three of: split the batch into two smaller pots or pans so it cooks faster; move a tray to the toaster oven or a second oven; drop the last optional step (a second cheese layer, the parmesan, a garnish) and serve on time; have the side or dessert station serve first while this dish finishes, and have the Head Cook bring it to the tables during the eat block; ask the teacher to be at the station at the exact minute so no minute is lost waiting.

Do **not** accept: “work faster,” “hope it cooks quicker,” frying it, using a knife, serving it undercooked, skipping the handwashing, skipping the clean.

The rule to say out loud, twice

The clock is not negotiable. The presentation is. A dish served plain and on time beats a perfect dish nobody eats.

What makes a station card fail the paired read

- A numbered step with more than one action in it (“boil the water, add the pasta, and set the timer”). Split it.
- “Cook until done.” Replace with a time, a temperature, or something you can see.
- A missing allergen box. The card is not approved without it.
- A “done looks like” check that is not visible (“it tastes good”). Replace with “the cheese is bubbling and the edges are brown.”

- No minute written for the teacher call. The teacher needs that number to plan the period.

The four “done looks like” checks, as models from Sal’s own cards

Spaghetti: pasta is cooked (soft, not crunchy); sauce is mixed evenly into the pasta; parmesan is sprinkled on top; station is wiped down and the pot is rinsed.

Garlic bread: bread is golden and warm (not burnt); butter and garlic powder are spread evenly; bread is torn into serving pieces; oven is OFF, station is wiped, foil is thrown away.

Dessert cups: each cup has layers of crumbs, topping, crumbs, topping; cups look neat and are standing upright; leftover crumbs are cleaned up; counter is wiped and trash is thrown away.

Use those three as the examples on the slide. They are concrete, visible, and short, and the fourth check is always the station itself.